

## Community Secondary Schools Heads' Effectiveness in Strategic Resourcing to Enhancing Equity in Education in Kigoma Region, Tanzania

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**ABSTRACT:** *This study aimed to examine the effectiveness of the instructional leadership practice of strategic resourcing exercised by heads of community secondary schools and its contribution towards enhancing equity in education in Kigoma region, Tanzania. The study was informed by the Student-Centred Model of instructional leadership theory. Convergent design under the mixed method approach was used to collect, analyse, and report both qualitative and quantitative data. Purposive sampling and stratified simple random sampling techniques were used to obtain a sample of 312 respondents consisting of 144 Form IV students, 144 teachers, and 24 heads of schools from 24 secondary schools of 4 councils. The study draws from quantitative and qualitative data generated from a questionnaire, interview guide, focus group discussion guide and document analysis guide. Quantitative data were analysed using descriptive and inferential statistics. The Pearson correlation coefficient was used to test the hypothesis. Thematic analysis was used for analysing qualitative data. Findings revealed that heads of community secondary schools were effective in strategic resourcing to enhance equity in education. However, equity in education indicated by student attendance, providing academic support, completion of Form IV and performance in Form IV national examinations remained lower than the required standards. The study concluded that without addressing challenges including shortage of teachers, teaching and learning facilities, and overcrowded classrooms, heads of schools' effectiveness in strategic resourcing is doomed to fail to enhance equity in education to the expected levels. The study recommended that the Government in collaboration with intermediary educational authorities should find a solution to the challenges to allow the heads of schools to enhance equity in education in Kigoma region.*

**KEYWORDS:** leadership practices, resourcing strategically, equity in education, community secondary schools, head of school

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### INTRODUCTION

Providing equitable quality education to all is one of the objectives of educational policies in contemporary society (UNESCO, 2016; URT, 2014). Promoting sustainable human, social, and economic development is associated with guaranteeing that all young people get an education that will enable them to function as independent adults and fully participate in society (UNESCO, 2015; World Bank, 2019). Ensuring equity in the provision of quality education is considered crucial, for raising human capital, productivity, employability, health standards

(Wilkinson & Pickett, 2018), poverty reduction, exclusion and facilitating participation in socioeconomic development (UN, 2020). This conviction forms the basis for the current global consensus that quality education is a fundamental right and a necessity for all (UN, 2017). However, the provision of education is far from being fair and equitable (UN, 2020).

Based on extensive research evidence on the association between extended years of schooling with better health and longer lives (OECD, 2016; Kaestner, Schiman, & Ward 2020), there has been a global shift to providing basic education which includes lower secondary education (UNESCO, 2016). Also, secondary education is regarded as an appropriate response to the demands of the present technological development, the knowledge-based economy as well as the need for lifelong learning (World Bank, 2019). World Bank (2005) described secondary education as a cornerstone of the educational system in the 21st century and a gateway to the opportunities and benefits of economic and social development. In Tanzania, it is vital for improving the supply of an educated and trainable labour force, increasing economic competitiveness, and improving health standards (URT, 2007). Failure to complete secondary education places serious limits on what people can accomplish in their lives (OECD, 2020).

The global and local consensus on the benefits of secondary education called for measures to ensure equity in providing quality education. Regarding this, the Incheon conference (UNESCO, 2016) stipulated the provision of 12 years of free, publicly funded, equitable quality education and goal 4 of the Sustainable Development Goals (SDGs) (UN, 2017) maintained ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant learning outcomes. In Tanzania, lower secondary education was made compulsory under the education and training policy of 2014 (URT, 2014).

Equity in education includes efforts to ensure that any differences in learner outcomes do not result from socioeconomic differences but rather reflect differences in ability, skills, or aptitude (Harris & Jones, 2019). According to Castelli et al (2012) equity in education is about the promotion of a culture of high expectations for all students and supporting them to achieve valued educational outcomes, regardless of personal or socioeconomic background. Mosha (2006), added that the main objective of equity in education is to correct imbalances in the education system so that everyone receives a high-quality education.

According to Sahlberg and Cobbold (2021) providing equitable education is founded on the conviction that all children have talents that can and should be enhanced through schooling. Failing to recognize and develop those talents through adequate education, society incurs lost opportunities for its advancement and human development and creates inequalities in societies. Similarly, the National Academies of Sciences, Engineering, and Medicine (2019) asserted that equity in education is important out of a duty of fairness to all members of society and for ensuring the educational system develops the talents of the entire population. Universal access to quality education is needed to promote inclusive development (UN, 2020).

Despite the recognition of its role and need, equity in education remains a challenge (Sahlberg & Cobbold, 2021; World Bank, 2018). World Bank (2019) reported that, in many countries, public education expenditure often favours wealthier and more powerful groups resulting in the provision of poor-quality education for children from poorer families. Within Tanzania,

there is a huge variation in performance by type of school ownership (private/public) and geographical location (urban/rural) (URT, 2018).

In agreement with both global goals (UN, 2015; UNESCO, 2016) and national priorities notably those stipulated in the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty phase I and phase II, the Big Results Now, the Government has taken measures aiming at ensuring the equity in the provision of secondary education. Among other things, these reforms were designed to remove barriers to opportunity and to ensure that all students access, participate and benefit from secondary education. The strategies include the establishment of community secondary schools (CSSs) (URT, 2010), the abolition of fees and contributions (URT, 2014), inclusive education policy (Opini & Onditi, 2016), and the provision of capitation grants (Ngowi, 2015).

The establishment of CSSs in every ward under the implementation of the Secondary Education Development Programme phase I and phase II (SEDP I and SEDP II) (URT, 2018) was a major educational strategy that was meant to enhance equity in education by building on the efforts to provide equal opportunity to all by removing socioeconomic barriers to access and participation in secondary education. The immediate motive for establishing CSSs was to increase the transition rate from primary to secondary schools thus, providing greater opportunities for those completing primary education to pursue secondary education. Also, the initiative was designed to improve equity of participation in underserved areas by geographical locations, gender, and income inequalities. This was to be achieved through allocating more resources in education to underserved areas, providing scholarships to pupils from poor families, improving retention and performance of girls, providing facilities in schools with disabled children, and providing education for marginalized social groups (URT, 2010).

The initiative led to a notable increase in the number of secondary schools with a consequent increase in students' enrolment in secondary education (Mbawala, 2017). Secondary school enrolment increased from 1.65 per cent in 2016 to 5.51 per cent in 2017 (URT, 2018). Also, there was a notable increase in the enrolment of children from poor socioeconomic backgrounds (ActionAid, 2017). Despite these achievements, CSSs recorded inadequate student performance in the Form IV National Examination (CSEE), irregular student attendance (Mgonja, 2016), and low completion of Form IV (URT, 2020).

Regular attendance is essential for students to benefit from schooling. Irregular attendance can severely interfere with learning. Gottfried and Ehrlich (2018) noted that irregular attendance negatively affects student outcomes because it implies students have missed a substantial portion of instructional time for the school year. One of the factors contributing to truancy in CSSs is the lack of administrative strategies by heads of schools (Mgonja, 2016). Understanding the extent heads of CSSs were effective in enhancing students' attendance and eliminating or reducing student absenteeism is important for enhancing equity.

The study by King (2013) established that one of the factors hindering quality education in CSSs is the poor quality of students emerging from primary education. Such students, including those with special education needs, should be provided with adequate academic support to address learning challenges. According to the National Academies of Sciences, Engineering,

and Medicine (2019), the need for school-based academic support is often greater when schools have a higher concentration of financially disadvantaged students, and such support has a positive effect on student outcomes such as completion rate. Yet studies (Ngussa & Joseph, 2017; Ngusa & Nzowa, 2019) have established that public secondary schools are confronted by challenges such as a shortage of physical infrastructure, shortage of teachers and heavy workload for teachers of science subjects, a situation which predetermines poor academic performance for students with weak academic background.

In addition to academic support, completing secondary education on time and with relevant academic achievement remains one of the most critical educational objectives. Target 1 of Goal 4 of the Sustainable Development Goals (SDGs) emphasized that the retention of all children until completion of secondary education is a key target (UN, 2017). Successful completion of secondary education gives individuals better employment and healthier lifestyle prospects, contribute to more democratic societies, and sustainable economies, and increases the stock of skilled human resources (OECD, 2020). Yet, the Global Education Monitoring Report (UNESCO, 2020), reported that sub-Saharan African countries including Tanzania have the most out-of-school children, adolescents and youth. Child labour and early marriages for girls hinder the successful completion of secondary education (Martinez, 2017; Kambona, 2020).

In addition, students' academic performance in standardized tests including the national exams is an important priority because it demonstrates that students have acquired key skills and knowledge needed for lifelong learning, unlocking the door to further education, employment, and active participation in society (OECD, 2020). One of the specific objectives of SEDP II was to raise the O - Level passes for Divisions I, II and III from 36.2% to 70% and eliminate failures (URT, 2010). However, data from BEST (URT, 2019; URT, 2020) show that, over the years, a high proportion of graduates from CSSs failed to raise students' passes for Divisions I, II, and III to 70 per cent and eliminating failures in Form IV national examinations.

Factors accounting for inadequate students' performance in the CSEE, irregular student attendance, and inadequate level of completion of Form IV include poor management of infrastructure, shortage of teaching and learning materials, learning infrastructures such as laboratories and classes, shortage of teachers for science subjects and decline of job morale among teachers; poor use of information and communication technology (URT, 2014).

Among other duties, heads of secondary schools are responsible for supervising the teaching program, ensuring high-quality teaching and learning, effective use of time and a conducive teaching and learning environment (URT, 2011). Day and Gurr (2018), Leithwood et al (2020); Tirri et al (2021) have shown that effective leadership practices provide a common base for school and student success. They are the key driver for enhancing students' academic engagement (Ramshe et al., 2019), and student learning outcomes (Makishe, 2018; Lugiye, 2019). Bouchamma (2012) argued that the identification of effective leadership practices could be useful for overcoming challenges faced by students in disadvantaged areas where the improvement of academic success for all remains a permanent challenge.

Resourcing strategically is one of the dimensions of effective leadership practice that is associated with enhancing students' outcomes by supporting students' access to high-quality learning opportunities (Robinson & Gray, 2019). Leaders, including heads of schools, are

charged with the responsibility of making decisions about how to effectively distribute and control resources such as financial resources, human resources and time management that support teaching and learning, and they must be able to examine how best to allocate these resources to support students' learning (Lynch, 2016). Leaders need to derive maximum resourcefulness of teachers and their skills for the improvement of teaching and learning, and in ways that give priority to achieving key educational goals (Vumilia & Ogoti, 2019). Heads of schools need to use effectively the available resources to produce an excellent academic performance of students in their final examinations (Moshia, 2018).

However, serious concerns have been raised about the effectiveness of heads of public secondary schools in enhancing students' educational outcomes (Kuluchumila 2014; Komba & Mwakabenga, 2020). Kuluchumila (2014) reported that school leaders' practices depend on experience rather than on effective practices that are based on research evidence. Similarly, reports by ActionAid (2017) showed that teacher absence from school and wastage of pupils' scheduled time remains a challenge in Tanzania. The study conducted by Philipo (2015) revealed that, among other things, leadership challenges facing community secondary school heads in Kigoma municipality include insufficient financial resources and physical resources. This study was conducted to provide clear evidence on the extent heads of CSSs leadership resource strategically to enhance equity in education in Kigoma region, Tanzania.

### **Statement of the Problem**

Equity in the provision of secondary education is widely acknowledged as central not only to preparing human capital needed for social, economic, and political development but also for reducing inequality and promoting inclusive development. The establishment of CSSs was expected to enhance equity in secondary education by ensuring all students access, participate, complete the programme of study and acquire relevant knowledge and skills. However, equity in the provision of secondary education is yet to be fully achieved as evidenced by students' irregular attendance, inadequate academic support, low completion of Form IV, and inadequate performance in the CSEE (Martinez, 2017; Hemedi, 2017; Kambona, 2020).

Studies conducted by Della Sala et al. (2017), Pintilie and Bedrule (2016), Tyger (2018), and Limbe (2017), show that strategic resourcing is effective in enhancing aspects of equity in secondary education. However, little is known about the extent leadership practice of strategic resourcing was effective in enhancing equity in education. If community secondary school student's attendance, academic support, completion of Form IV, and performance in the CSEE are not enhanced to the desired levels, it could lead to social inequality in education, which is blamed for contributing to the social reproduction of privilege and disadvantage (Sahlberg & Cobbold, 2021). Also, it threatens Tanzania's commitment to increase the pool of skilled human resource for various socioeconomic development (URT, 2018). Hence, this study examined the extent heads of CSSs were effective in strategic resourcing to enhance equity in education in Kigoma region to influence the effectiveness of heads of CSSs in strategic resourcing to enhance student educational outcomes that will enable them to function as independent adults and fully participate in societal development.

### **Research Question and Hypothesis**

The following research question and hypothesis guided this research:



To what extent are the heads of community secondary schools' leadership practice of resourcing strategically effective in enhancing equity in education in the Kigoma region?

The hypothesis of the study (Ha) was: There is a significant relationship between community secondary school teachers' rating on resourcing strategically and equity in education.

### **Theoretical Underpinning of the Study**

The study was guided by the Student-Centred Model of instructional leadership theory propounded by Robinson et al (2008). The student-centred model of instructional leadership conceptualizes effective leadership as represented by specific and focused practices in which school leaders engage intentionally to promote effective teaching and learning in schools (Le Fevre, 2021). After conducting meta-analyses of studies that addressed the relationship between leadership and student outcomes, Robinson et al (2009) conceptualized dimensions of effective leadership practices namely setting goals and expectations, strategic resourcing, planning, coordinating and evaluating teaching and the curriculum, promoting and participating in teacher learning and development, and ensuring an orderly and supportive environment. The main assumption of the model is that leaders who focus on the five dimensions of effective leadership practices are likely to make an impact on student learning and well-being. In this study, the evidence-based leadership practice of strategic resourcing guided the researcher to determine the extent heads of CSSs were effective in enhancing equity in education. Available literature shows that studies were conducted on the connection between strategic resourcing and student outcomes that enhance equity in education.

### **REVIEW OF RELATED LITERATURE**

Strategic resourcing involves aligning resource selection and allocation to priority teaching goals. It includes the leadership activity in providing resources that are aligned to pedagogical purposes, rather than leadership skill in securing resources through fundraising or partnering with businesses, as those skills may or may not be applied in ways that serve key pedagogical purposes. It emphasizes how leaders use their existing resources in strategic ways.

In the United States, Della Sala et al (2017) conducted a study to discern the effects of educational resources on student achievement. Findings revealed that after controlling for student demographics, the single largest factor affecting the academic growth of populations of students is differences in the effectiveness of individual classroom teachers. The study recommended the strategic deployment of resources based on students' economic circumstances and needs to fulfil the obligations to provide equality of educational opportunity. Also, the study recommended the provision of additional funds for schools to invest in school personnel to enhance the school's capacities to recruit, retain, and train or develop teachers and administrators to work in schools with students living in poverty.

These findings informed the current study on the need to examine the extent to which heads of CSSs use resources for enhancing equity in secondary education. While Della Sala et al study established the benefits of the effectiveness of individual classroom teachers in the academic growth of populations of students, there was a need to establish the extent heads of CSSs resource strategically to enhance equity in education, which was the focus of this.

Pintilie and Bedrule (2016) conducted a study to examine the effects of resource allocation on the education system in Romania. The study established that there is no direct correlation between the GDP invested in education and student outcomes. The study further showed that even though states that allocate substantial percentages of GDP for education achieve good results, some situations do not confirm this rule since some countries with less financial allocations in education achieve very good results. These findings informed the current study that to enhance equity in education, other factors such as the leadership of heads of CSSs are needed to enhance student outcomes. While the problem of insufficient resources is well established in the literature, it was not clear whether the head of CSSs was effective in aligning available resources to achieve school objectives, including enhancing equity in education. Therefore, the current study examined the effectiveness of heads of CSSs leadership practice of resourcing strategically in enhancing equity in education in Kigoma region.

Tyger (2018) conducted a study to examine the impact of financial resource allocation on students' outcomes in senior secondary schools in Rivers State, Nigeria. Findings revealed that financial resource allocation to secondary schools significantly influences students' performance. The average, per-pupil spending was positively associated with improved or high student learning outcomes. Also, the study found that a broad range of school inputs are positively related to students' outcomes and that the magnitude of the effect is significant to suggest that a moderate increase in spending may be associated with an increase in achievement. The study by Tyger (2018) informed the current study on the importance of educational resources for improving student academic and non-academic achievements. The study by Tyger (2018) examined the impact of resource allocation on student outcomes without considering how effective heads of schools were strategically using the available financial resources as a key to enhancing equity in education, which was covered in the current study.

Adeniran (2020) investigated the influence of teaching and learning resources on student performance in senior secondary schools in the Zamfara State of Nigeria. Findings revealed that teaching and learning materials were not adequately available and the little that was available was not adequately utilized in school by the teachers because of gross inadequacy of skills and knowledge on resource utilization. It was recommended that the government should allocate more funds to improve the status and condition of physical facilities as well as to employ skilled teachers for effective utilization of teaching and learning resources. The findings of the study informed the current study on the need for heads of CSSs to resource strategically to ensure the little resources available are adequately utilized in CSSs to enhance equity in secondary education. Although the study showed teachers' gross inadequacy of skills and knowledge on resource utilization as a factor that hindered students' performance, little was said about the leadership role of heads of schools in ensuring teaching and learning are aligned to student outcomes, which was the focus of this study.

Livumbaze and Achoka (2017) conducted a study to analyse factors contributing to academic achievement in secondary schools in Hamisi Sub-county, Vihiga - Kenya. The study employed a descriptive survey research design. Findings revealed that students' academic achievement in public secondary schools in the Hamisi sub-county is very low. The study further revealed that teaching and learning resources (TLR) such as books and reference materials and

computers were not sufficient in schools. It was recommended that the Government should roll out funds to facilitate TLR acquisition and encourage the teachers to produce these resources. The findings of the Livumbaze and Achoka (2017) study reflect the situation of CSSs in Kigoma region where students' academic achievement is low and the schools lacked adequate TLR. However, the study remained silent on whether heads of schools were effective in aligning the available resources to achieve educational goals, which was the focus of the current study. The current study acknowledges the importance of resources and the shortage thereof negatively influences student academic performance. As mentioned by the OECD (2017), there is a need to ensure that resources are used effectively by reducing spending inefficiencies, common in many education systems, especially in developing countries. This leaves the responsibility on the heads of schools to ensure schools attain educational objectives through strategic resourcing. Hence, this study was conducted to provide evidence of how heads of CSSs aligned the available resources to enhance equity in education.

Limbe (2017) conducted a study to explore factors that influenced performance among secondary schools in the CSEE in Newala District. Findings revealed that student performance in Newala District was low due to a shortage of teaching and learning materials, physical facilities, lack of readiness of students to learn, poor entry marks in Form I and III, and low parental involvement in the learning of their children. The study recommended that government should provide schools with reliable financial support to ensure the availability of required physical facilities as well as teaching and learning materials. The negative impact of the shortage of teaching and learning materials, physical infrastructure, poor entry marks for Form I and low parental involvement on performance in CSEE shows the need to investigate the extent to which heads of CSSs were effective in resourcing strategically to enhance equity in education not only influencing students' performance in the CSEE, but also students' attendance, completion of Form IV, and providing academic support.

In summary, studies on the influence of resourcing strategically and student outcomes were conducted by Della Sala et al. (2017), Pintilie and Bedrule (2016), Tyger (2018), Adeniran (2020), Livumbaze and Achoka (2017), and Limbe (2017). None of the studies investigated the extent heads of CSSs were effective in strategic resourcing to enhance equity in education. Hence, the need for the current study to examine the effectiveness of heads of CSSs' leadership practice of strategic resourcing on enhancing equity in education in Kigoma region, Tanzania.

## **RESEARCH METHODOLOGY**

The current study employed a convergent design under a mixed-methods research approach. In convergent design, both quantitative and qualitative data are collected simultaneously, analysed separately, and then the results were compared to see if the findings confirm or disconfirm each other (Creswell & Creswell, 2018). This research design enabled the researcher to collect quantitative and qualitative data needed to answer the research questions. The target population of the study was 17,683 people consisting of teachers, heads of schools and Form IV students from 140 schools in the 8 councils of Kigoma region. Probability and non-probability sampling techniques were used to obtain a sample of 312 respondents consisting of 24 heads of schools, 144 teachers and 144 Form IV students. Stratified and simple random sampling procedures were used to sample 4 out of 7 councils. Purposive sampling was



used to sample 24 CSSs from sampled councils where three categories of CSSs namely top best-performing, medium performing and bottom least-performing schools were obtained from the sampled councils. Two schools were sampled from each category. 24 heads of the sampled CSSs schools were automatically included in the study. Stratified random sampling techniques were used to select teachers and Form IV students from each of the sampled schools.

Data was collected using a questionnaire for teachers, an interview guide for HoSs, a focused group discussion guide for Form IV students and a document analysis guide. The instruments were developed based on elements of the Educational Leadership Practices Survey (ELP) developed by the New Zealand Council for Educational Research (Wylie & Hodgen, 2010) as well as items from reviewed literature. The instrument (ELP) was chosen because it relates to the leadership practice of setting goals and expectations developed by Robinson et al. (2008). The validity of the instruments was assured through research experts' judgement and pilot testing. The reliability of the questionnaire was established through Cronbach's alpha method which was 0.885. The reliability of qualitative instruments was established by examining their dependability and credibility where the criteria of triangulation and detailed description were used. Both descriptive and inferential statistics were used to organize quantitative data. Frequencies, averages, and percentages were used to present descriptive statistics while the Pearson correlation technique was used to test the hypothesis at a 0.05 significant level. Qualitative data were analysed using thematic analysis, and the results were presented in narration and direct quotes.

## **RESEARCH FINDINGS AND DISCUSSIONS**

The study sought to establish the extent to which heads of CSSs leadership practice of setting goals and expectations was effective leadership practice in enhancing equity in education. The study obtained responses from a total of 265 respondents, including 18 heads of CSSs, 115 teachers and 132 students giving an average response rate of 84.9%. Responses obtained from 84.9% of the respondents, were sufficient for generalizing the outcomes to the target population (Khanna & Sood, 2018). Data collected using a questionnaire, interview guide, focused group discussion guide and document analysis guide was analysed in the following sections.

### **Effectiveness of setting goals and expectations on enhancing equity in education**

Teachers were asked to complete a questionnaire consisting of closed-ended items and open-ended questions reporting the extent to which they rated HoSs in setting goals and expectations. The ratings of closed-ended items were tested on a five-point Likert scale ranging from Strongly Agree (SA) =5 and Strongly Disagreed (SD) = 1. Teachers' responses on strategic resourcing are summarized in Table 1.

**Table 1**  
*Teachers' Rating on the Extent to Which Heads of CSSs Resource Strategically (n = 114)*

The head of this school...	SD		D		U		A		SA		M
	n	%	n	%	n	%	N	%	N	%	
1. Ensures that effective teaching resources are aligned with goals and expectations	0	0.0	8	7.0	5	4.3	57	49.6	45	39.1	<b>4.21</b>
2. Ensures access to teaching and learning resources that engage at-risk students	1	0.9	14	12.5	14	12.5	59	52.7	24	21.4	<b>3.81</b>
3. Ensures that the timetable reflects the teaching and learning priorities of the school	0	0.0	5	4.4	4	3.5	42	36.8	63	55.3	<b>4.43</b>
4. Ensures that school routines maximize student learning opportunities	0	0.0	7	6.1	6	5.3	56	49.1	45	39.5	<b>4.22</b>
5. Ensures that students at risk of failure get high-quality opportunities to learn	2	1.7	8	7.0	13	11.3	55	47.8	37	32.2	<b>4.02</b>
6. Engages the expertise of families/community to serve learning goals	0	0.0	10	8.8	12	10.6	61	54.0	30	26.5	<b>3.98</b>
7. Ensures that teaching and learning resources engage students from poor families	3	2.6	11	9.6	20	17.4	53	46.1	28	24.3	<b>3.80</b>
8. Ensures access to resources that engage students from poor families	4	3.6	16	14.3	19	17.0	46	41.1	27	24.1	<b>3.68</b>
9. Ensures that resources are allocated to support the development of school-home partnerships that serve student learning	4	3.5	12	10.6	17	15.0	50	44.2	30	26.5	<b>3.80</b>
10. Allocates resources in ways that improve student outcomes	2	1.8	9	7.9	13	11.4	61	53.5	29	25.4	<b>3.93</b>
<b>Grand mean</b>											<b>3.99</b>

**Source:** Field data (2022)

**Key:** *Strongly Agree (S) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2, Strongly Disagreed (SD) = 1, M = mean score*

*The extent heads of schools were resourcing strategically was strongly disagreed when M = 1 to 1.80; disagree when M = 1.81 to 2.60; undecided when M = 2.61 to 3.40; agree when M = 3.41 – 4.20; strongly agreed when M = 4.21 to 5.00 (Gomaa, 2020).*

Data in Table 1 revealed that 49.6 per cent of the teacher agreed and 39.1 per cent strongly agreed with the statement that heads of CSSs ensure that teaching resources are aligned with goals and expectations. This shows that the majority, 88.7 per cent of the teachers agreed. Data generated an agreement mean score of 4.21. These responses show that heads of CSSs ensured that teaching resources are aligned with improving students' outcomes. Similarly, data showed that 53.5 per cent of the teachers agreed and 25.4 per cent strongly agreed that heads of CSSs allocate resources in ways that improve student outcomes. This means that a total of 78.9 per cent of the teachers agreed with the statement. Data generated an agreement mean score of 3.93, which indicates that teachers agreed that heads of CSSs allocated available teaching and learning resources to improve students' outcomes. Therefore, teachers' responses revealed that heads of CSSs aligned teaching and learning resources to improve student outcomes.

Teachers' sentiments on the extent heads of CSSs allocate teaching and learning resources to improve students' outcomes were reflected in the responses obtained during interviews with heads of CSSs. Heads of schools admitted that they aligned and allocated teaching and learning resources to enhance students' outcomes. For example, the head of CSS 9 said; "...we use well the books we have as an important resource in the teaching and learning process" (*Interview 9, March 9, 2022*). Concerning resources, the head of CSS 19 observed; "We have managed to get technological devices like computers, photocopy machines so that we can produce tests, exams, and quizzes instead of going to the private stationaries which is very expensive" (*Interview 17, March 15, 2022*). Concerning the use of time and teachers, heads of schools admitted that time on the table and teachers were precious resources for improving students' outcomes. The Head of CSS6 stated;

We are trying our best to use time effectively as periods followed by teachers effectively, and students participating effectively in the class. The strategic resources are helping to bring better results for the students and school because the performance in monthly tests and other exams increased (*Interview 6, March 7, 2022*).

Other resources that were used to improve students' outcomes are classrooms, libraries and laboratories. On this aspect, the head of CSS13 said; "Resources like classrooms, and laboratories are used effectively to achieve the school goals" (*Interview 13, March 14, 2022*). In addition, most Form IV students had the same view as they maintained that the available resources are aligned and allocated to improve students' outcomes. This is exemplified in the response of student S5 who claimed: "Teachers begin classes on time and teach. They also help students outside during their free time" (*FGD 11, March 8, 2022*). This indicates that heads of CSSs allocated teaching and learning resources including time, teachers, books, laboratories, computers and photocopying machines to improve student outcomes, which could enhance equity in education. These findings are in line with Robinson and Gray (2019) asserted that purposeful and practical allocation of resources to support access to high-quality learning opportunities is a major component of education policy.

However, the findings of this study concerning how heads of CSSs allocate teaching and learning resources to improve students' outcomes are contrary to ActionAid (2017) and World Bank (2016) assertions that teacher absence from school and the classroom, and wastage of students' scheduled time remain a challenge in Tanzania. Indeed, time is the most inelastic resource; its effective and efficient use must be a central issue for the head of the school. These findings indicate that heads of schools must ensure that teachers use class time for instruction, and keep students more frequently on task to ensure student progress, a situation which is likely to improve desired student outcomes such as students' attendance, completion of Form IV and scoring good passes in the CSEE, thus enhance equity in education.

Data in Table 1 show that 52.7 per cent of the teachers agreed and 21.4 per cent strongly agreed with the view that heads of CSSs ensured access to teaching and learning resources that engage at-risk students. This means that the majority, 74.1 per cent of the teachers agreed with the statement. The results generated an agreement mean of 3.81 which indicates that heads of schools ensured access to teaching and learning resources that engage at-risk students. Similarly, 47.8 per cent of the teachers agreed and 32.2 per cent strongly agreed that heads of

CSSs ensured that students at risk of failure get high-quality opportunities to learn. This means that the majority, 80.0 per cent of the teachers agreed with the statement. The rating on this statement item generated an agreement mean score of 4.02 meaning that heads of CSSs ensured access to teaching and learning resources that engage at-risk students. These findings from teachers show that heads of CSSs ensured that teachers have access to teaching and learning resources that engage and promote quality learning for at-risk students.

Findings from teachers on ensuring access to teaching and learning resources that engage and promote high-quality opportunities to learn for students at risk were further supported by the views of student S5 who said: “Teacher use their extra time to help us where we did not understand” (*FGD 11, March 8, 2022*). During an interview, the head of CSS6 said; “We have decided to start remedial classes for slow learners” (*Interview 6, March 7, 2022*). Also, teachers provided counselling services to support students’ engagement in learning as mentioned by the head of CSS 12; “...teachers provide some advice to the students, to stop engaging in income generating activities as these activities may lead to poor academic performance” (*Interview 12, March 10, 2022*). This indicates that at-risk students were supported in academic matters and through counselling services, a situation which could enhance the quality of effort students themselves devote to educational activities that contribute directly to desired outcomes.

The findings of this study corroborate those of Ngussa and Nzowa, (2019) found that encouraging students to set academic goals and objectives, guiding and counselling students on academic matters and making follow-up on academic reports significantly influences students’ commitment through fostering a positive attitude toward schooling. This could lead to better school attendance and active collaboration with fellow learners at school in academic matters thus enhancing equity in education.

Data in Table 1 show that 55.3 per cent of the teachers strongly agreed and 36.8 per cent agreed that heads of CSSs ensured the school timetable reflects the teaching and learning priorities of the school. This means that a total of 92.1 per cent of teachers agreed that heads of schools ensured the timetable reflects the teaching and learning priorities of the school. The results generated a mean of 4.43 which indicate that heads of CSSs ensured the timetable reflects the teaching and learning priorities of the school. Similarly, 49.1 per cent of the teachers agreed and 39.5 per cent of the teachers strongly agreed that heads of schools ensured school routines maximize student learning opportunities. This means that the majority, 88.5 per cent of the teachers agreed with the statement. The data generated an agreement mean score of 4.22, which indicates heads of CSSs ensured school routines maximize students’ learning opportunities.

Therefore, responses from teachers revealed that heads of schools ensured that the school timetable and routines reflect the teaching and learning priorities. This suggests that heads of CSSs prevented unnecessary interruptions with teaching and learning activities, which could optimise time for teaching and learning activities to enhance equity in education. Regarding this, participants of FGD disclosed that there was diligent use of time as heads of schools ensured that free time was used for group discussions, providing remedial classes and private study. Student S3 said; “The head of school manages time well. He encourages monitors to remind teachers to attend their lesson, and in case a teacher fails to attend...should find extra

time to compensate” (FGD 6, March 7, 2022). Another student S5 said; “Teachers attend classes as usual...they help us where we did not understand” (FGD 11, March 8, 2022). During the interviews, most of the heads of CSSs disclosed that there was diligent use of the school timetable time, avoiding unnecessary interruption of classes, and compensating for missed classes. This was emphasized by the head of CSSs who said; “We are trying our best to ensure effective use of time...and students participate...” (Interview 8, March 8, 2022). Similarly, the head of CSSs said; “School activities are being done according to the timetable” (Interview 6, March 7, 2022). These findings suggest that heads of schools were diligent in ensuring that school routines and time on the school timetable are used well, which leads to effective teaching and learning, which in turn enhanced equity in education.

These findings are in line with Robinson et al (2008) theoretical perspectives that the key concern of a leader is not how many resources are available, but how they were used; leaders need to allocate scarce resources such as money, time on the timetable, and teaching and learning materials in ways that support educational goals. Nonetheless, stakeholders complain that teacher absence from school and the classroom, and wastage of pupils' scheduled time remains a challenge (ActionAid, 2017).

These findings show that heads of CSSs should do more to ensure that available resources such as time on the timetable and teachers are used are properly used to enhance equity in education in Kigoma region. It must be noted that time is the scarcest and most inelastic resource. A few days wasted at the beginning of the academic year, a few minutes spent on an extended school parade each morning, minutes wasted after recreation periods or when students switch from one class to another can add up to hundreds of wasted hours. Therefore, effective and efficient use of time must be an issue of focus for heads of schools all the time. These findings show that heads of CSSs ensured that the school timetable and routines reflect the teaching and learning priorities, which could enhance equity in education.

Data in Table 1 show that 54.0 per cent of the teachers agreed and 26.5 per cent strongly agreed that heads of CSSs engage the expertise of families/community to serve learning goals. This means that the majority, a total of 80.5 per cent of the teachers agreed with the statement whereby an agreement mean score of 3.98 was obtained. This implies that heads of CSSs engage the expertise of families and the community to attain learning goals. Regarding the item statement on ensuring that resources are allocated to support the development of school-home partnerships that support student learning, data show that 44.2 per cent of teachers agreed and 26.5 per cent of the teachers strongly agreed with the statement. This shows that the majority, 70.7 per cent of the teachers agreed with the statement with an agreement mean score of 3.80. Therefore, this study found that teachers agreed that heads of schools engaged and developed partnerships to serve the learning goals of the school.

Concerning this student S3 stated; “...parents are very supportive...they actively participate in parent-teacher meetings. This helped to eliminate conflicts” (FGD 13, March 14, 2022). Student S1 said; “...parent report teachers when a student is absent...” (FGD 13, March 14, 2022). Student S3 from CSS17 related; “Parents work with teachers to help us find part-time teachers” (FGD 17, March 15, 2022). Data from analysis of staff and parents’ meeting minutes further revealed that heads of CSSs emphasized soliciting support from the local community,



donors, and faith-based organizations as well as using well the money provided by the government. Also, there were efforts to find resources from donors and faith-based organizations to support at-risk students and students from poor families to enhance attendance, Form IV completion, and performance in the national examinations. Such efforts were expected to contribute to enhancing equity in education. These responses tend to lend credence to the quantitative findings on this aspect which revealed that heads of schools played their roles in engaging and developing school/family partnerships to support the school and students' needs, solving conflicts, dealing with students' absenteeism, and finding part-time teachers.

These findings concur with the findings of Ngussa and Nzowa (2019) who disclosed parental involvement is manifested by follow-up on educational progress, encouraging students to set high academic goals and objectives, guiding and counselling students on academic matters and making follow-up on academic reports significantly contribute to enhancing students' commitment towards schooling, regular school attendance, and active collaboration with other students on academic matters, which could enhance equity in education.

Data in Table 1 show that 41.1 per cent of the teachers agreed and 24.1 per cent strongly agreed that heads of schools ensured that teachers have access to resources that engage students from poor families. This means a total of 65.2 per cent response rate agreed with the statement. Data generated an agreement mean score of 3.68, which implies that heads of schools ensured that teachers access resources that engage students from poor families in effective learning. Ensuring access to resources is one thing, but ensuring that the resources engage students from poor families in learning is quite another. Therefore, it was important to establish whether heads of schools ensured teaching and learning resources engaged students from poor families in learning. Data in Table 1 revealed that 46.1 per cent of the teachers agreed and 24.3 per cent strongly agreed that heads of schools ensured teaching and learning resources engage students from poor families. This means that 70.4 per cent of the teachers agreed with the statement. Data generated an agreement mean score of 3.80, which implies that teachers agreed that heads of schools ensured teaching and learning resources engage students from poor families.

Therefore, teachers' responses revealed that heads of CSSs not only ensured teachers had access to resources that engage students from poor families but also ensured that teaching and learning resources engaged those students in learning. This shows that despite the prevailing view that the ability of the Government to meet the financial demands of the ever-expanding demand for education is limited (Mgaiwa, 2018), heads of CSSs ensured that teachers have access to the available resources to engage students from poor families in learning, which could improve students' academic performance and therefore, enhance equity in education.

These findings tend to agree with the National Academies of Sciences, Engineering, and Medicine (2019) advocated that to achieve equity in education schools must improve schooling engagement that promotes students learning outcomes. The author indicated that engagement in schoolwork involves behaviours (persistence, effort, attention), emotions (enthusiasm, interest, pride in success) and cognitive engagement. These findings indicate that when heads of schools ensure teaching and learning resources focus on improving students' engagement in learning, then students are likely to increase persistence, effort, attention, enthusiasm and interest in learning, which improves attendance and academic performance.

Data in Table 1 generated an overall mean score of 3.99 which indicates that teachers agreed that heads of CSSs are resourcing strategically as they ensured teaching and learning resources are aligned with improving students' outcomes, access to resources that engage and promote quality teaching and learning for at risk-students, the school timetable and routines reflected the teaching and learning priorities of the school and maximize student learning opportunities. Also, heads of schools engaged and developed a partnership to serve learning goals as well as facilitate teachers' access to resources that engage students from poor families in learning. These findings indicate that heads of schools ensured that strategic resources are effectively aligned, which could enhance equity in education by increasing students' attendance, provision of academic support, completion of Form IV and good passes in the CSEE. Furthermore, the findings of this study show that heads of CSSs align strategic resources to improve teaching and learning as they ensured diligent use of time, teachers' expertise and resourcefulness, infrastructures, parents and other education stakeholders. Also, heads of CSSs acknowledged that the most important resources for the school are people - teachers, students, parents and other stakeholders as well as time, money and learning infrastructures.

### Equity in Secondary Education

Effective strategic resourcing is indicated by the extent heads of CSSs improved the indicators of equity in education. In the questionnaire, teachers were requested to rate the indicators of equity in education namely students' attendance, academic support, completion of Form IV, and performance in the CSEE on a five-point Likert scale of highly ineffective (HI) = 1 to highly effective (HE) = 5. The extent heads of CSSs were enhancing the dimensions of equity was highly effective (H1) when M = 1 to 1.80; ineffective (IN) when M = 1.81 to 2.60; Neutral (NE) when M = 2.61 to 3.40; effective (EF) when M = 3.41 – 4.20; highly effective (HE) when M = 4.21 to 5.00.

**Enhancing academic support.** This study sought to find out the extent heads of CSSs were providing academic support to students. Table 3 summarizes teachers' responses on the extent HoSs were effective in providing academic support.

**Table 3**  
*Teachers' rating on indicators of academic support (n=114)*

	HI		IN		NE		EF		HE		Mean
	n	%	n	%	n	%	n	%	N	%	
The head of this school...											
1. Ensures students get access to collective and individualized academic supports	4	3.6	10	8.9	18	16.1	59	52.7	21	18.8	<b>3.74</b>
2. Ensures minimal disruptions in learning time	6	5.5	5	4.5	15	13.6	64	58.2	20	18.2	<b>3.79</b>
3. Ensures syllabus coverage	10	8.8	3	2.7	4	3.5	48	42.5	48	42.5	<b>4.07</b>
4. Provides remedial classes	8	7.2	5	4.5	11	9.9	46	41.4	41	36.9	<b>3.96</b>
5. Provides support to improve student's English proficiency	7	6.3	8	7.2	19	17.1	47	42.3	30	27.0	<b>3.77</b>
<b>Average mean</b>											<b>3.86</b>

Source: Field data (2022)

Data in Table 3 show that the majority, ranging from 85.0 to 71.5 per cent of the CSSs teachers, agreed with all items on the effectiveness of HoSs in providing academic support to students. Also, data show that HoSs were rated effective in all items with a mean score ranging from 4.07 to 3.74. In addition, data generated an average mean score of 3.86 which infers that the head of CSSs effective in providing academic support to students. These results show that heads of CSSs were effective in providing academic support by ensuring syllabus coverage, providing remedial classes, ensuring minimal disruptions in learning time, providing support to improve student's English proficiency, and ensuring that students have access to collective and individualized academic support.

These measures were likely to contribute to increasing students' performance in the national exams, which could enhance equity in education. These findings concur with the National Academies of Sciences, Engineering, and Medicine (2019) which reported that effective provision of school-based academic support positively affects students' academic performance especially when schools have a higher concentration of financially disadvantaged students.

**Enhancing student attendance.** This study also sought to establish the effectiveness of heads of CSSs in enhancing students' attendance. Table 4 summarises teachers' responses

**Table 4**  
*Teachers' Rating on Indicators of Students' Attendance (n=114)*

Effectiveness	HI		IN		NE		EF		HE		Mean
	n	%	n	%	n	%	n	%	N	%	
1. Educates students on how to take care of their overall well-being	6	5.3	3	2.6	9	7.9	55	48.2	41	36.0	<b>4.07</b>
2. Ensures that the classroom atmosphere is conducive to learning	5	4.4	3	2.7	13	11.5	62	54.9	30	26.5	<b>3.96</b>
3. Informs parents about the benefits of keeping their children in school	10	8.8	3	2.7	8	7.1	38	33.6	54	47.8	<b>4.09</b>
4. Ensures that teachers refrain from scolding misbehaving students	7	6.3	8	7.1	14	12.5	51	45.5	32	28.6	<b>3.83</b>
5. Gives extra attention to students who are left behind in the lessons	5	4.4	7	6.2	15	13.3	60	53.1	26	23.0	<b>3.84</b>
<b>Average mean</b>											<b>3.95</b>

**Source: Field data (2022)**

Data in Table 4 show that the majority (84.2 - 74.1 per cent) of the CSSs teachers agreed with all items on the effectiveness of HoSs in enhancing students' attendance. In addition, HoSs were rated effective in enhancing students' attendance with mean scores ranging from 4.09 to 3.83. The highest mean score was on educating students on how to take care of their overall well-being and informing parents about the benefits of students' attendance with mean values of 4.07 and 4.09 respectively. The overall mean of 3.95 was generated which implies that teachers perceived heads of schools as effective in enhancing student attendance.

In line with these findings, the documentary review showed a determination to improve student attendance. However, student attendance remains a challenge in most schools. For example,

the Teacher On Duty report book in one of the schools visited (School ...) showed considerable variations in students' attendance. For example, in one school student attendance varied from 95 to 70 per cent in the same semester. Even during the week attendance varied from 75 to 70 per cent. This shows that some students do not attend classes regularly, which in turn, could negatively affect equity in education.

Furthermore, the documentary review showed that some heads of schools did not inspect the Teacher On Duty report book for weeks, which may imply that teachers' comments on student attendance did not get immediate attention and follow-up from heads of schools. This could, in turn, exacerbate students' absenteeism, thus acting as an obstacle to enhancing equity in education. These findings corroborate those of Mgonja (2016) who reported that one of the factors which influence truancy in secondary schools is the lack of administrative strategies by heads of schools to eliminate absenteeism. These findings indicate that when heads of schools are not effectively promoting students' attendance, learning is interfered resulting in poor student outcomes which, in turn, can negatively affect equity in education.

**Enhancing Form IV completion rate.** The researcher sought to establish the extent heads of CSSs were effective in enhancing Form IV completion as a strategy for enhancing equity in education. Table 5 summarizes teachers' responses.

**Table 5**  
*Teachers' Rating on Indicators of Students' Completion of Form IV (n=114)*

Effectiveness	HI		IN		NE		EF		HE		Mean
	n	%	n	%	n	%	n	%	N	%	
1. Educate parents about the importance of education to their children	8	7.1	4	3.5	8	7.1	43	38.1	50	44.2	<b>4.09</b>
2. Enforces penalties for parents who allow their children to drop out of school	11	9.7	18	15.9	17	15.0	48	42.5	19	16.8	<b>3.41</b>
3. Ensures girls and vulnerable students complete school	8	7.1	6	5.4	15	13.4	56	50.0	27	24.1	<b>3.79</b>
4. Promotes practices that prevent bullying, violence and disruptive actions at school	5	4.4	5	4.4	14	12.4	62	54.9	27	23.9	<b>3.89</b>
5. Ensures school feeding programs and students' welfare	12	10.8	20	18.0	15	13.5	42	37.8	22	19.8	<b>3.38</b>
<b>Average mean</b>											<b>3.71</b>

**Source: Field data (2022)**

Data in Table 5 show that heads of CSSs were rated effective on items for enhancing students' completion of Form IV with mean scores ranging from 4.09 to 3.41. An overall mean for this indicator was 3.71 which indicates that heads of CSSs were effective in enhancing students' completion of Form IV by educating parents about the importance of education for their children, enforcing penalties on parents who allow their children to drop out of school, ensuring girls and vulnerable students complete school, preventing bullying, violence and disruptive behaviours and ensuring general welfare for students.

These findings are contrary to data obtained from document analysis which indicated that in some schools, students' completion of Form IV remained a challenge. For example, results of one school found in council A showed that of the 284 students who were enrolled in Form I in 2018, only 180 (61.27%) completed Form IV in 2021. Another secondary school from council B showed that out of 209 students enrolled in Form I in 2018, only 86 (41.15%) students completed Form IV in 2021. This indicates that Form IV completion is not satisfactory, which negatively affects equity in education.

Moreover, the documentary analysis indicated that, while improving academic performance in national examinations was widely discussed, students' completion of Form IV scarcely received the same attention during the staff meetings, school board meetings, and parents' meetings showed. This shows that heads of CSSs were not adequately emphasizing students' completion of Form IV, which could negatively affect efforts to enhance equity in education. It can therefore be argued that though heads were rated effective in enhancing students' completion of Form IV ( $M = 3.71$ ), they need to do more to enhance student completion of Form IV. Indeed, completing secondary education on time and with relevant academic achievement remains one of the most critical educational objectives as mentioned in Target 1 of Goal 4 of the SDGs (UN, 2015) and SEDP I (URT, 2004). These findings tend to be in line with Martinez (2017) and Kambona (2020) found that in Tanzania, child labour and early marriages for girls hinder the successful completion of secondary education. Therefore, heads of CSSs could be advised to ensure a higher proportion of students complete Form IV, which will enhance equity in education.

**Enhancing students' performance in the CSEE.** Another key indicator of equity in education is students' academic performance in national exams. Therefore, this study sought to establish the effectiveness of heads of CSSs in enhancing students' academic performance. Table 6 summarizes teachers' ratings on this aspect.

**Table 6**  
*Teachers' Rating on Indicators of Students' Performance in CSEE (n=114)*

Effectiveness	HI		IN		NE		EF		HE		Mean
	n	%	n	%	n	%	n	%	N	%	
1. Promotes high academic performance among students	7	6.2	6	5.3	11	9.7	60	53.1	29	25.7	<b>3.87</b>
2. Mobilizes community support to improve performance for students from poor households	6	5.3	18	15.8	16	14.0	47	41.2	27	23.7	<b>3.62</b>
3. Ensures an increased number of good passes in the CSEE	8	7.1	3	2.7	9	8.0	50	44.6	42	37.5	<b>4.03</b>
4. Provides incentives and formal rewards for students with exemplary performance	11	9.7	7	6.2	15	13.3	58	51.3	22	19.5	<b>3.65</b>
<b>Average mean</b>											<b>3.79</b>

**Source: Field data (2022)**

Data in Table 6 heads of CSSs were rated effective in enhancing students' performance in the CSEE with mean scores ranging from 4.03 to 3.62. Overall, the average mean score for this



item was 3.79 which indicates that heads of CSSs were effective in enhancing students' performance in the CSEE. This was achieved by ensuring that an increased number of students obtain good passes in the CSEE (M=4.09), promoting high academic performance among students, improving performance for students from poor families and providing incentives and rewards for students with exemplary performance.

Findings tend to contradict data obtained from analysis of the 2020 CSEE result which revealed that most graduates of CSSs hardly score good passes in Division I, II, and III. For example, in one school found in council A CSEE result showed that, of 118 students who sat for the CSEE in 2021, 94 students (80 per cent) scored the marginal pass of Division IV or failed. Only a small proportion of 20 per cent scored divisions I, II, and III. Similarly, in another school from council B, of 88 students who sat for the Form IV national exam, 79 (90 per cent) students scored the marginal pass of Division IV or failed. These findings indicate that majority of CSSs in Kigoma region have not adequately raised students' passes of Division I, II and III to 70% and eliminate failures as suggested by SEDP II (URT, 2010). These findings concur with the URT (2020) which reported that a large proportion of students who fail national examinations mostly come from public secondary schools, including CSSs.

This indicates that heads of CSSs were effective in enhancing equity in education. However, the documentary analysis revealed that students' attendance, completion of Form IV and performance in the CSEE is lower than expected, a situation which shows that equity has not been enhanced to the required level. These findings are in line with UNICEF (2015) which disclosed that to attain equity in education, education systems need to ensure that children have access to education, complete their education and acquire knowledge and skills that enable them to succeed in life. This implies that in setting goals and expectations, heads of CSSs need to focus on enhancing all dimensions of equity in education.

To further establish the extent to which heads of CSSs' leadership practice of setting goals and expectations enhance equity in education, a correlation hypothesis test was conducted. The null hypothesis (**H<sub>0</sub>**):stated: There is no significant relationship between agreement mean scores of CSSs teachers in the Kigoma region on the effectiveness of heads of schools in resourcing strategically and equity in education.

The Pearson correlation technique was employed. The Null hypothesis was tested at a 0.05 significant level. The decision rule for hypothesis testing was: If the p-value is < 0.05 the Null Hypothesis is rejected, meaning that there is a significant relationship between the variables and vice versa for a p-value > 0.05. The average rating means score value of equity in education based on the teachers' responses was used as the dependent variable, while the resourcing strategically was the independent variable. The assumptions for the test are: the variables are measured at the continuous level; there is a linear relationship between the two variables; there are no significant outliers; the residuals are approximately normally distributed, and the samples are drawn from a normally distributed population. The Null hypothesis was tested at a 0.05 significant level. The decision rule was: If the p-value is < 0.05 the Null Hypothesis is rejected, meaning that there is a significant relationship between the variables and vice versa for a p-value > 0.05. Table 4 summarizes the results of the hypothesis test.

**Table 4**  
*Relationship Between Resourcing Strategically and Equity in Education (n = 114)*

		Resourcing Strategically	Equity in Education
Resourcing Strategically	Pearson Correlation	1	,297**
	Sig. (2-tailed)		,001
	N	114	114
Equity in Education	Pearson Correlation	,297**	1
	Sig. (2-tailed)	,001	
	N	114	114

**Source:** Field data (2022)

The results of the test summarized in Table 4 show a positive and significant correlation between resourcing strategically and equity in education ( $r = 0.297$ ,  $p = 0.001$ ). Given that a p-value of 0.001 is less than the test significance level ( $p < 0.05$ ), then the null hypothesis is rejected, inferring that there is a significant relationship between teachers' rating mean score on resourcing strategically and equity in education in the Kigoma region. From the findings, the Pearson coefficient of 0.297 shows a positive but moderate relationship between resourcing strategically and equity in education in the Kigoma region. This shows that heads of CSSs' leadership practice of resourcing strategically tend to have a statistically significant moderate correlation with equity in education. This finding corroborates the theoretical perspective of Robinson et al (2008) who suggested that the leadership practice of resourcing strategically should focus on aligning resources to priority teaching and learning goals. Similarly, Tyger (2018) found that the strategic alignment of school resources such as money, time, and teaching materials is positively related to improved students' learning outcomes.

In summary, the findings of this study confirmed the findings of previous research on the role of resourcing strategically in enhancing students' and school outcomes. By applying it to the context of Kigoma regions' CSSs, the study established that heads of CSSs' leadership practice of strategic resourcing significantly associate with equity in education. Also, the study revealed that heads of CSSs are resourcing strategically by ensuring the school timetable reflects the teaching and learning priorities, school routines maximize student learning opportunities, available resources are aligned with learning goals, and availability of resources that engage students from poor families and at-risk students. Also, heads of CSSs solicited support from the local community, donors, as well as faith-based organizations to support at-risk students and students from poor families. Furthermore, findings revealed that though heads of CSSs were effective in enhancing the provision of academic support, students' attendance, completion of Form IV and academic performance, equity in education remained lower than expected as shown by irregular attendance, inadequate completion of Form IV and a large proportion of Form IV graduates scored the marginal pass of Division IV or failed.

Moreover, hypothesis testing revealed that heads of CSSs' leadership practice of resourcing strategically tend to have moderate and highly significant relationship equity in education ( $r = 0.297$ ,  $p = 0.001$ ). This means that although heads of CSSs were effective in resourcing strategically, equity in education was not enhanced to the desired level as shown by low levels of student attendance, academic support, completion of Form IV and performance in the CSEE.

## CONCLUSIONS

Based on the research findings, it was concluded that heads of CSSs were resourcing strategically as they promote high standards and expectations for all students, communicate goals and expectations, ensure teaching enables at-risk students, set challenging and achievable goals, and ensure that the goals and expectations create a positive school climate. It was also concluded that although equity in education is strongly associated with strategic resourcing, equity in education was not enhanced to the expected level as shown by the existence of irregular student attendance, inadequate academic support, completion of Form IV and a high proportion of student fail or score marginal pass of Division IV in the CSEE. This is probably due to challenges such as a shortage of science teachers, teachers' work overload, poverty, and inadequate facilities.

The study concluded that without addressing challenges including shortage of teachers, teaching and learning facilities, and overcrowded classrooms, heads of schools' effectiveness in strategic resourcing is doomed to fail to enhance equity in education to the expected levels.

## Recommendations

Based on the study findings and conclusions, the researcher recommends that the Ministry of Education Science and Technology and the President's Office, the Regional Administrative and Local Government should ensure that the existing leadership training should focus on sharpening the leadership skills of heads of CSSs in strategic resourcing as a factor for enhancing equity in education.

Also, the researcher recommends that the Government in collaboration with the Ministry of Education, Science, and Technology and the President's Office, the Regional Administrative and Local Government intermediary educational authorities should find a solution to the challenges to allow the heads of schools to enhance equity in education in Kigoma region.

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