

Effectiveness of Heads of Community Secondary Schools' Leadership Practice of Setting Goals and Expectations in Enhancing Equity in Education in Kigoma Region, Tanzania

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Citation: Elias Petro Ruvahofi, and Gadi Koda (2022) Effectiveness of Heads of Community Secondary Schools' Leadership Practice of Setting Goals and Expectations in Enhancing Equity in Education in Kigoma Region, Tanzania, *British Journal of Education*, Vol.10, Issue 10, pp.60-82

ABSTRACT: *This study examined the effectiveness of heads of community secondary schools' leadership practice of setting goals and expectations in enhancing equity in education in Kigoma region. The study was informed by the Student-Centred Model of Effective Leadership Practices by Robinson et al. (2008). Convergent design under the mixed method approach was used to collect, analyse, and report both qualitative and quantitative data. The target population was 140 community secondary schools, 140 heads of schools, 2049 teachers and 15,543 Form IV students. Probability and non-probability sampling techniques were used to obtain a sample of 24 community secondary schools and a total of 312 respondents consisting of 144 Form IV students, 144 teachers, and 24 heads of schools. The researcher employed a questionnaire, interview guide, focus group discussion guide and document analysis guide for collecting data. Descriptive and inferential statistics were used to analyse the quantitative data and to test the hypothesis, and results were presented using tables. Pearson correlation coefficient was used to test the hypothesis. Thematic analysis was used for analysing qualitative data. Findings were presented using frequencies, percentages, mean, narration and direct quotations. The study found that heads of community secondary schools' leadership practice of setting goals and expectations has a moderate and highly significant statistical relationship with equity in education ($r = 0.367$, $p = 0.000$). The study concluded that setting goals and expectations is effective in enhancing equity in education. However, equity in education has not been enhanced to the expected levels due to factors such as an inadequate focus on providing academic support, marginal support to at-risk students and ensuring students complete Form IV. The study recommended that in setting goals and expectations, heads of schools need to give priority to all dimensions of equity in education. Also, the study recommended that the Government in collaboration with intermediary bodies should provide leadership training to optimise the effectiveness of leadership roles of heads of schools in enhancing equity in education.*

KEYWORDS: leadership practices, setting goals and expectations, equity in education, community secondary schools, head of community secondary school

INTRODUCTION

Education is generally acknowledged as a resource needed to promote human rights and dignity, deepen sustainable development, and build a better future for all (United Nations (UN,

2017). Education contributes to raising human capital, productivity, incomes, and employability, makes people healthier and creates institutions that promote inclusion and shared prosperity (World Bank, 2018). International agreements such as the United Nations Convention on the Rights of the Child (UNCRC) of 1989, the Jomtien World Declaration on Education for All (EFA) of 1990, the Dakar Framework for Action of 2000 (UNESCO, 2015), the Sustainable Development Goals (SDGs) (UN, 2015) reiterated that quality education is a fundamental right and a necessity for all. It is needed to reduce poverty and exclusion, and to facilitate participation in societal socioeconomic development (UN, 2020). Despite the recognition of these benefits of education inequalities in learning outcomes persist and, in some cases, learning outcomes are deteriorating (UN, 2020). Due to economic, social and cultural changes taking place at the global, regional, national and local levels (UN, 2015; the United Republic of Tanzania (URT), 2014), there has been a global shift from providing primary education to providing basic education which includes lower secondary education (UNESCO, 2016). Currently, providing quality education at all levels, including secondary education, is a top priority of educational policy at global and national levels (UN, 2020). Secondary education is considered necessary to enable graduates to cope with socio-economic challenges such as gender inequality, youth unemployment, technological development, and acquiring lifelong learning skills (World Bank, 2019). Tanzania's Education and Training Policy of 2014 (URT, 2014) affirmed that secondary education is instrumental in supplying an educated and trainable labour force needed for economic competitiveness, poverty reduction and improving health standards. Failure to complete secondary education places serious limits on what people can accomplish in their lives (Organization for Economic Cooperation and Development (OECD), 2020).

The global consensus on the benefits of secondary education in the life of an individual and society called for measures to ensure the provision of quality secondary education is equitable. Incheon conference (UNESCO, 2016) stipulated the provision of 12 years of free, publicly funded, equitable quality pre-primary, primary and secondary education, leading to relevant learning outcomes. SDG 4 insisted on ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant learning outcomes (UN, 2015). However, evidence from many countries shows that public education expenditure can often favour wealthier and more powerful groups resulting in the provision of lower-quality education for children from poorer families and, territorial origin and socioeconomic situation are, at times, factors for discrimination against opportunities of access to quality education and equity of results (World Bank, 2019). Education Sector Development Plan (URT, 2018) stated that within Tanzania, there is huge variation in performance by type of school ownership (private/public) and geographical location (urban/rural).

According to Harris and Jones (2019) equity in education includes efforts to ensure that any differences in learner outcomes do not result from socio-economic differences but rather reflect differences in ability, skills, or aptitude. Equity in education is essentially about the promotion of a culture of high expectations for all students and supporting them to achieve valued educational outcomes, regardless of their personal or socioeconomic background (Castelli et al., 2012). 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. Equity is important not only out of a duty of fairness to all members of society but also because an

educational system that benefits certain groups over others misses out on the talents of the entire population (National Academies of Sciences, Engineering, and Medicine, 2019). Universal access to quality education is needed to reduce inequality and promote inclusive development (UN, 2020). Despite the recognition of its role and need, Sahlberg and Cobbold (2021) reported that equity in education remains not just an issue in some countries but also a growing global challenge that has been recently recognised by major international organisations, such as World Bank (2018), OECD (2019), UNESCO (2020) and UN (2020). In agreement with both global goals (UN, 2015; UNESCO, 2016) and national priorities notably the Education for Self-Reliance policy (ESR), the Tanzania Development Vision (TDV) 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP) phase one and two, the Big Results Now (BRN), and the Long-Term Development Plan 2011/12 - 2024/25 (URT, 2018), the Government of Tanzania adopted several policies, plans, programmes and strategies aiming at enhancing 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 most notable strategies included the establishment of community secondary schools (CSSs) (URT, 2010), abolition of fees and contributions (URT, 2015), inclusive education policy (Opini & Onditi, 2016), and 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 II (SEDP I and II) (URT, 2018) was a major educational strategy that was meant to build on the efforts made by the Government of providing equal opportunity to all by removing socioeconomic barriers to access and participation in secondary education. 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). The Education Sector Development Plan (2016/17-2020/21) (URT, 2018) reported that secondary school enrolment increased from 1.65% in 2016 to 5.51% in 2017. Also, there was a notable increase in the enrolment of children from poor socioeconomic backgrounds (ActionAid, 2017). Yet, over the years CSSs recorded inadequate students' performance in the Form IV National Examination (CSEE), irregular student attendance (Mgonja, 2016), and low completion of Form IV (URT, 2020). If unchecked, these outcomes could jeopardize efforts so far made to enhance equity in the provision of secondary education.

To benefit from schooling, students must be at school. When students fail to go to school, when absenteeism becomes chronic, it can severely interfere with learning. Absenteeism negatively affects student outcomes because it means students have missed a substantial portion of instructional time for the school year, and the impact is often greater for students in disadvantaged circumstances than for other students (Gottfried & Ehrlich, 2018). The study by Mgonja (2016) revealed that the lack of administrative strategies by heads of schools is one of the factors influencing truancy in community secondary schools in the Mtwara District, Tanzania. Understanding the extent heads of CSSs were effective in setting goals and expectations to enhance students' attendance and eliminate or reduce student absenteeism is important for enhancing equity in education.

Research suggests that academic support has a positive effect on student outcomes such as the average number of credits earned and completion rate (National Academies of Sciences,

Engineering, and Medicine, 2019). According to the author, providing academic support is important because many students come to school needing resources or support beyond those that are provided to most students. King (2013) found that one of the factors hindering quality education in secondary schools is the poor quality of students emerging from primary education. There was a lack of clear evidence on the extent heads of CSSs set goals and expectations to provide academic support to students geared to enhancing equity in education. Completing secondary education on time and with relevant academic achievement remains one of the most critical educational objectives. Successful secondary education completion gives individuals better employment and healthier lifestyle prospects, contribute to more democratic societies, and sustainable economies, and increases the stock of skilled individuals (OECD, 2020). According to Global Education Monitoring Report (UNESCO, 2020), in 2018, sub-Saharan Africa had the most out-of-school children, adolescents and youth, and the trend is expected to intensify. Martinez (2017) and Kambona (2020) found that in Tanzania, child labour and early marriages for girls hinder the successful completion of secondary education. There was no clear evidence on the extent heads of CSSs were setting goals and expectations to enhance equity in education by enhancing students' completion of Form IV.

In addition to ensuring that the vast majority of students access, participate, and complete secondary education, there is an emphasis that the education provided must empower every student to achieve relevant knowledge and skills (UNESCO, 2015). Academic performance 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 pass rate for Divisions I, II and III from 36.2% to 70% and eliminate failures (URT, 2010). Over the years, a high proportion of graduates from community secondary schools failed to attain outcomes envisaged by SEDP II (URT, 2010), that is, raising students' passes for Divisions I – III to 70 percent and eliminating failures in the national exams (URT, 2020). There was no clear evidence on the extent heads of CSSs were setting goals and expectations to raise students' passes for Divisions I – III to 70 percent and eliminate failures in the CSEE as for enhancing equity in education.

This study was informed by the reports on Kigoma region's socioeconomic profile of 1998 (URT, 1998) and that of 2016 (URT, 2016) which stated that historically, the region was underprovided with secondary education. The establishment of these schools led to a considerable increase in the number of public secondary schools in the region (URT, 2020). The schools were expected to address weaknesses in the provision of secondary education, and equity in education was one of the pressing concerns.

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). Yet, serious concerns have been raised about the effectiveness of heads of public secondary schools in enhancing students' educational outcomes (Komba & Mwakabenga, 2020). Kuluchumila (2014) reported that school leaders' practices depend on experience rather than effective practices derived from research evidence. Researchers such as Robinson et al (2008), Hansen, (2016) and Cruickshank (2017) have distilled dimensions of effective school leadership practices that are reputed to positively affect

student learning outcomes across different cultures, policies and schooling contexts. According to Robinson and Gray (2019), unlike the theoretically derived leadership dimensions, effective school leadership practices are based on expert judgment and have been found to have a considerable impact on a wider range of school and student outcomes. One of the dimensions of effective leadership practice that is associated with enhancing students' outcomes is setting goals and expectations. It includes deciding what goals to set, gaining the commitment of those responsible for achieving them, and communicating them to all those with an interest in their achievement (Robinson & Gray, 2019).

According to (Ayers, 2022) setting goals helps the leader to stay focused on priorities, set a good example to other members of the organization, create and build motivation, and increase employee engagement. The study by Ramshe et al (2019) revealed that this leadership practice enhances students' behavioural, emotional, and cognitive engagement. Similarly, Islam et al (2020) found that goal setting improves time use, study effort, self-discipline, and academic performance for female students from disadvantaged backgrounds. Lugiye (2019) conducted a study on the contribution of leadership practices to students' academic performances in Kasulu District, Tanzania which revealed that leadership practices such as involving teachers and students in planning and making decisions in schools, were statistically significant in contributing to students' academic performance. In all the reviewed studies, there seems to be no clear evidence on the extent heads of CSSs leadership practice of setting goals and expectations is effective in enhancing equity in education. Therefore, the purpose of this study was to establish the effectiveness of the leadership practice of setting goals and expectations exercised by heads of CSSs in enhancing 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. Parents, teachers, students and other stakeholders appreciate that CSSs have opened the opportunity for many pupils to access and participate in secondary education. However, equity in the provision of secondary education is yet to be fully achieved. This is 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 carried out by Rowe et al (2017) Ramshe et al (2019), Ong'uti et al (2019), and Islam et al (2020) found that setting goals and expectations contribute to enhancing students' active academic engagement, behavioural, emotional and cognitive engagement as well as improving time use, study effort, self-discipline, and academic performance. However, little is known about the extent the leadership practice of setting goals and expectations is effective in enhancing equity in education. If equity in education is not enhanced to the desired levels, it leads to social inequality in education, which is blamed for contributing significantly to the social reproduction of privilege and disadvantage (Sahlberg & Cobbold, 2021). Also, it threatens Tanzania's commitment to providing well-prepared candidates for higher education and vocational training required to increase its pool of skilled human resource for various

socioeconomic development needs (URT, 2018). Hence, this study examined the extent heads of CSSs were effective in setting goals and expectations to enhance equity in education in Kigoma, Tanzania in order to influence heads of schools, and the Government to take measures that could optimize the contribution of heads of CSSs in enhancing equity in education.

Research Question and Hypothesis

The research question that guided this study was: To what extent is setting goals and expectations among heads of CSSs effective in enhancing equity in secondary education in the Kigoma region?

The hypothesis of the study was: *Ha*: There is a significant relationship between teachers' rating mean scores on setting goals and equity in education.

REVIEW OF RELATED LITERATURE

The study was guided by the Student-Centred Model of Leadership Practices developed by Robinson et al (2008). The main assumption of the model is that leaders who give priority to the five dimensions of effective leadership practices including setting goals and expectations make an impact on student learning and well-being. Setting goals and expectations is an important factor deemed to help heads of educational institutions to achieve desired educational outcomes (Mosha, 2018; Mayse, 2016). Goals represent desirable results (products) and outcomes (impact), and they are often set in terms of performance targets such that, when met, they lead to resolving the identified problems and realizing the aims, mission, and vision (Mosha, 2018, p. 5). Various studies have been carried out to establish the connection between setting goals and expectations and various dimensions of equity in education.

Rowe et al. (2017) conducted a study in the Pacific Northwest part of the USA to investigate the effects of goal-setting instruction on academic engagement for middle school students at risk for academic failure. Findings revealed the existence of a functional relation between goal-setting lessons and students' active academic engagement. Similarly, Bruhn et al. (2016) reported that goal-setting instruction is effective in improving the academic performance of students in that when goals are set, students direct their attention towards specific tasks and keep their attention on that task for a longer period.

The study of Rowe et al focused on the impact of goal-setting instruction in one school and only six participants were involved, that is, one female and five male middle school students. In addition, the study focused on goal setting as a lesson which is different from goal-setting as a leadership function of the head of CSSs. The current study sought to establish the extent to which goal setting as a leadership practice contributes to enhancing equity which is broader than academic engagement. The proposed study covered a broader scope covering several districts and more schools with different characteristics. It was conducted in Kigoma region which is different from the context of the USA in terms of socioeconomic development.

In Iran, Ramshe et al (2019) investigated the role of personal best goals in the behavioural, cognitive, and emotional engagement of learners in an academic context. The participants of

the study consisted of 302 undergraduate students majoring in English literature studying in two state universities as well as two private universities. Findings revealed that personal best goals are effective for learners' behavioural, emotional, and cognitive engagement. The study concluded that in any learning situation, learners should be reminded of the positive effects of goal setting. Though the study has established the benefits of goal setting, there was a need to establish the extent heads of CSSs set goals and expectations to enhance equity in education, which was the focus of the present study.

Musa et al (2016) investigated gender differences in achievement goals and performance in English Language and Mathematics of senior secondary school students in Borno State, Nigeria. Findings revealed that male students performed significantly better than female students in English Language and overall academic performance. However, there was no gender difference in Mathematics performance. Also, results showed that there was a significant effect of gender on students' learning goal orientation in favour of males. While the study, focused on setting goals in the classroom context and performance in specific subjects (English and Mathematics), the current study took a wider view by examining the extent heads of CSSs set goals and expectations to enhance equity in education.

Ong'uti et al (2019) conducted a study to investigate goal-setting as a predictor of mathematics performance among students in public secondary schools in the Kisii Central Sub-County in Kenya. Findings revealed a significant positive correlation between goal-setting and mathematics achievement. The study further established that students who set goals performed better in mathematics than their counterparts who did not. The findings of the Ong'uti et al study supported the need to investigate the effectiveness of goal setting in the context of CSSs in the Kigoma region where student performance is highly valued for improving equity in education. Therefore, the researcher intended to fill this gap in the literature.

Islam et al (2020) conducted a study to examine the effects of personal best goal settings on students' academic performance in Zanzibar. Findings revealed a statistically significant impact on important behavioural outcomes such as student time use, study effort, and self-discipline. Also, the study by Islam et al revealed that female students improved more than males, and students coming from relatively weaker socioeconomic backgrounds improved more than their counterparts. Improving academic performance of students from weaker socioeconomic backgrounds is vital for enhancing equity in education. Poor academic performance is a challenge, especially in CSSs which mostly enrol students from disadvantaged backgrounds. However, the extent to which heads of CSSs were setting goals and expectations to enhance equity in education by enhancing students' academic performance was not adequately addressed. Hence, the need for the present study. In addition, the study focused on public secondary schools and the effects of personal best goal settings on students' academic performance. The present study was conducted in public secondary schools but specifically focused on the effectiveness of setting goals and expectations in enhancing equity in education. A review of empirical studies has revealed that none of the studies investigated the influence of the leadership practice of setting goals and expectations on equity in education. Moreover, none of the studies reviewed investigated how the Kigoma region's heads of CSSs were effective in setting goals and expectations for enhancing equity in education. Therefore, the current study was set to fill these theoretical and contextual gaps in the literature.

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. 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. Heads of the sampled CSSs schools were automatically included in the study due to their position, thus a total of 24 heads of schools were involved. 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. Dependability and credibility were employed to determine the reliability of qualitative instruments 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 and textual analysis. The results were presented in narration and direct quotations.

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 practices 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 11 closed-ended items and two open-ended questions. The rating of closed-ended items was on a five-point Likert scale. Table 1 summarizes teachers' views concerning the effectiveness of heads of CSSs in setting goals and expectations to enhance equity.

Table 1

Teachers' Rating on Indicators of Setting Goals and Expectations (n=115)

	SD		D		U		A		SA		Mean
	n	%	n	%	n	%	n	%	n	%	
1. Sets goals that promote high standards and expectations for all students	0	0.0	8	7.0	3	2.6	51	44.7	52	45.6	4.29
2. Ensures that goals and expectations are communicated in clear terms	0	0.0	7	6.2	11	9.7	58	51.3	37	32.7	4.11
3. Ensures that students set challenging and achievable goals	0	0.0	6	5.2	12	10.4	68	59.1	29	25.2	4.04
4. Sets school goals and expectations based on what students know and can do	1	0.9	7	6.2	16	14.2	52	46.0	37	32.7	4.04
5. Ensures that teachers are fully aware of goals and expectations relevant to their area of responsibility	1	0.9	6	5.2	7	6.1	46	40.0	55	47.8	4.29
6. Ensures that teachers have high expectations for the learning of all students.	0	0.0	2	1.7	6	5.2	46	40.0	61	53.0	4.44
7. Sets goals and expectations that cater for 'at risk' students	4	3.6	9	8.1	19	17.1	51	45.9	28	25.2	3.81
8. Ensures that challenging (stretch) learning goals are set for each student	2	1.8	8	7.1	20	17.7	50	44.2	33	29.2	3.92
9. Ensures that teaching enables at-risk students to catch up	2	1.8	3	2.8	23	21.1	56	51.4	25	22.9	3.91
10. Ensures honest and non-blaming evaluation of progress towards the goals	3	2.6	7	6.1	16	13.9	56	48.7	33	28.7	3.95
11. Ensures that goals and expectations create a positive school climate	0	0.0	7	6.1	6	5.3	49	43.0	52	45.6	4.28
Grand mean											4.09

Source: Field Data (2022)

Key: The extent heads of schools were setting goals and expectations was strongly disagreed (SD) when M = 1 to 1.80; disagree (D) when M = 1.81 to 2.60; undecided (U) when M = 2.61 to 3.40; agree (A) when M = 3.41 – 4.20; strongly agreed (SA) when M = 4.21 to 5.00.

Data in Table 1 show that 40% of the teachers agreed and 53% strongly agree with the statement that heads of CSSs ensure that teachers have high expectations for the learning of all students. This means that 93% of the teachers agreed with the statement. The rating mean score of this item was 4.44 which infers that teachers strongly agree that heads of CSSs ensured that teachers have high expectations for the learning of all students. Also, 44.7% of the teachers agreed and 45.6% strongly agreed that heads of CSSs set goals that promote high standards and expectations for all students. Therefore, data show that 90.3% of the teachers agreed with a mean of 4.29 inferring that teachers strongly agreed that heads of CSSs promoted high standards and expectations for all students.

Ensuring that goal-setting promotes high standards and expectations for all students and ensuring that teachers have high expectations for the learning of all students were events which were expected to positively affect students' attendance and academic performance. This view was made clear by one head of school who said: "My first goal is to make sure that I remove division zero in Form II or Form IV national examinations, making sure that students who complete O-level education at this school have access to further studies" (*Interview, 14 March 2022*). Also, data collected during FGD show that students were aware of the goals and expectations which promote high standards and expectations such as elimination of Division IV and Division 0 (failures), curbing absenteeism, and improving discipline. During the FGD, one student said: "...for my personal goals the teacher advised me to set goals and a big goal for the student is a pass of division one point seven (1.7)" (*FGD, March 2022*). Another student maintained: "...the goal set by the head of school is to erase zero from our school, provide lunch at school to increase the time for study" (*FGD, March 2022*).

These responses imply that heads of CSSs in Kigoma region were setting goals and expectations to promote high standards and expectations for all students. Respondents confirmed that heads of CSSs ensured that teachers set high expectations for the students through setting goals that promote high standards and expectations and ensuring that teachers have high expectations for the learning of all students. The findings of this study are in line with the theoretical perspectives of Robinson et al. (2009) who maintained that the establishment and commitment to clear important goals should particularly be conducted collaboratively and transparently. Also, these findings are in line with observations of the Centre for Education Statistics and Evaluation (2020), which reported that students who experience high expectations improved learning outcomes and are more likely to have increased interest and motivation in lessons, greater attendance, more positive school behaviours, a higher likelihood of completing school. Similarly, Rubie-Davie (2014, cited in Educationhub.org, 2018) found that students of high expectation teachers show larger achievement gains due to higher levels of engagement, motivation and self-efficacy, which are instrumental in increasing attention to a goal, energy and persistence in pursuing a goal.

Data in Table 1 show that 40% of the teachers agreed and 47.8% strongly agreed that heads of schools ensure that teachers are fully aware of goals and expectations relevant to their area of responsibility. This shows that a total of 87.8% of teachers agreed with the statement, with a mean score of 4.29. This implies that heads of CSSs ensured that teachers are fully aware of goals and expectations relevant to their area of responsibility. Similarly, 51.3% of the teachers agreed and 32.7% strongly agreed that heads of CSSs ensured that the goals and expectations are communicated to stakeholders in clear and concrete terms. Thus, a total of 84% of the teachers with a mean score of 4.11 agreed that heads of CSSs were effective in informing teachers and other stakeholders of the goals and expectations.

Regarding this, one head of school said; "We communicate the goals and expectations through staff, parent and students' meetings. Students conduct their meetings then after the meeting, they bring in what they discussed" (*Interview, March 2022*). Also, students were of the same view as exemplified by one participant of FGD said; "I was told to study hard so that I could pass the exams and also to follow and keep up what the teacher taught" (*FGD, March 2022*). This shows that heads of schools communicated goals and expectations to teachers, students

and other stakeholders. Thus, effective communication of goals and expectations to teachers, students and other stakeholders enables heads of CSSs to influence their attitudes and actions to achieve pre-established goals. The finding of this study concurs with that of Waswa (2017) found that principals' communication skills of communicating a clear vision for the school, posting instructional goals throughout the school and communicating instructional goals during meetings are key to enhancing teaching and learning as well as enhancing academic performance. Moreover, the findings of this study are in line with the theoretical perspectives of Robinson et al. (2009) who suggested that establishing goals and expectations requires leaders to ensure that the goals are clear, and develop staff commitment to the goals.

Regarding ensuring that setting goals and expectations that cater for 'at risk' students, data in Table 1 show that 45.9 per cent of teachers agreed and 25.2% strongly agreed with the view that heads of CSSs do set goals and expectations that cater for at-risk students. Thus, a total of 71.1% of teachers agreed with the statement with a mean score of 3.81, implying that heads of schools set goals and expectations that cater to 'at risk' students. Similarly, data show that 51.4% of teachers agreed and 22.9% of teachers strongly agreed with the statement that heads of schools ensure that teaching enables at-risk students to catch up. Thus, a total of 74.3% of teachers agreed with the statement with a mean of 3.91. This implies that heads of CSSs set goals and expectations for at-risk students and ensure that teaching enables at-risk students to attain better results, which could enhance equity in education.

During interviews, most heads of CSSs agreed that they were setting goals geared toward helping students at risk of abandoning school due to various factors including poverty and poor academic performance. Goals that were set included involving those students in education for self-reliance activities as well as counselling and providing remedial classes. This was attested by one head of school who said; "We have increased the time for learning as we have introduced remedial classes. So, when other students go home, those who are performing poorly have to remain at school for extra tuition" (*Interview, March 2022*). This view implies that heads of CSSs were aware of the importance of supporting at-risk students. Enhancing equity in education mostly depends on the extent heads of schools ensure that at-risk students, attend, complete their education and acquire relevant knowledge and skills.

However, responses from teachers show that the mean scores on the item statement on setting goals and expectations for at-risk students as well as ensuring that teaching enables at-risk students to attain better results were rated lower than other statement items. This could imply that heads of CSSs were marginally focusing on setting goals and expectations for at-risk students to ensure that teaching enabled them to catch up. Marginal support to at-risk students could mean that these students were more exposed to negative consequences such as dropping out of school, as well as low academic achievements, academic support, completion of Form IV, or failure to meet other educational goals, thus leading to a lower level of equity in education. These findings contradict the findings of a study conducted to examine the effects of personal best goal settings on students' academic performance in which Islam et al (2020) found that female students improved more than male students, and students coming from relatively weaker socio-economic backgrounds improved more than their counterparts.

Data in Table 1 concerning the extent to which heads of CSSs ensured that students set challenging and achievable goals show that 59.1% of teachers agreed and 25.2% strongly agreed with the statement. Responses show that a total of 84.3% of teachers agreed with the statement with a mean score of 4.04. This implies that heads of CSSs ensured that students set challenging and achievable goals. Regarding setting challenging (stretch) goals for each student, data show that 44.2% of the teachers agreed and 29.2% strongly agreed with the statement. This shows that a total of 73.4% of the teachers agreed with an agreement mean score of 3.93. This implies that heads of CSSs ensured that students set challenging goals for each student. Moreover, 46.4% of the teachers agreed and 33% strongly agreed that heads of CSSs set goals and expectations based on what students know and can do. This means that a total of 79.4% of the teachers agreed with the mean of 4.04 and agreed that heads of CSSs were setting challenging and achievable goals based on what students know and can do.

Data obtained from Form IV students show that in setting goals, heads of CSSs included goals that were challenging and achievable including classroom attendance, having a personal timetable for studying, and creating discussion groups. This was made clear by one student who said; “Self-study has helped me to achieve excellence. Our class performed better in the 2020 Form II examinations” (*FGD, March 8, 2022*). These responses show that heads of CSSs were setting challenging and achievable goals based on what students know and can do.

Data in Table 1 show that 48.7% of the teachers agreed and 28.7% strongly agreed with the statement that heads of CSSs ensured honest and non-blaming evaluation of progress towards the goals and expectations. This show that, a total of 79.4% of the teachers agreed with the statement with a mean score of 3.95. This implies that heads of CSSs evaluated the progress made towards the set goals and expectations. Furthermore, the data revealed that 43% of teachers agreed and 45.6% strongly agreed with the view that heads of CSSs ensured that setting goals and expectations create a positive school climate. Descriptive statistics generated a mean value of 4.28. This means that a total of 88.6% of the teachers agreed with a mean of 4.28 showing that teachers were of the view that heads of CSSs created a positive school climate through honest and non-blaming evaluation of progress towards the goals, which could enhance equity in education. This finding is in line with those of Showers (2019) who found that a positive school climate lowers dropout rates and increases student achievement.

The analysis of descriptive statistics generated an overall average mean score value of 4.09 suggesting that from the teachers’ point of view, heads of CSSs were setting goals and expectations. This finding implies that, in collaboration with teachers, the heads of CSSs ensured that setting goals and expectations promoted high standards and expectations for all students, ensured that goals and expectations are communicated to teachers and other stakeholders in clear and concrete terms and ensured that teaching enables at-risk students to catch up. In addition, heads of schools set challenging and achievable goals based on what students know and can do as well as ensuring that setting goals and expectations create a positive school climate. These findings corroborate with Robinson et al (2008) who suggested that setting goals and expectations must include communicating and monitoring learning goals, standards and expectations, as well as the involvement of staff and other stakeholders in the process so that there is clarity, consensus and commitment about the goals.

The study included open-ended questions in the questionnaire on the aspect of setting goals and expectations with the intent of backing up quantitative data with qualitative responses. Teachers were asked to mention the goals and expectations of their schools. Responses varied but the goals commonly mentioned included: high academic performance for all students; providing remedial classes; timely completion of the syllabus; promoting team teaching; creating study camps for Form II and Form IV students; eliminating or reducing failures and marginal pass of Division IV. This implies that teachers were aware of the goals and expectations of their schools, and that most heads of CSSs were setting goals and expectations to enhance equity in education.

However, responses suggest that not all heads of schools are taking seriously the goals and expectations set for the school. For example, one of the heads of schools acknowledged that the school had set goals and expectations but when asked to mention them, the head school said: “I don’t remember maybe the Second master can remember” (*Interview, March 17, 2022*). This suggests that some heads of CSSs are not taking seriously their leadership role. This sentiment was echoed by one teacher who acknowledged that goal setting was important for the work of the head of school. However, the teacher recommended: “putting (goals) in actions rather than typing in documents” (*Teacher response, March 2022*). This implies that goals set with teachers, students and other stakeholders end up on paper rather than being implemented. Non-implementation of goals and expectations implies that heads of schools are not committed to school educational objectives, which negatively affects efforts to enhance equity.

Furthermore, teachers were asked to state whether or not they would recommend setting goals and expectations to heads of schools and then give reasons for their answers. This question aimed to confirm the validity of the answers given in the Likert scale and allow respondents to further share information that was not covered in the closed-ended questions. Table 4.4 presents teachers’ responses to the Yes or No question.

Table 2
Teachers’ Responses on Recommending Setting Goals and Expectations (n=111)

Response	n	%
Yes	104	93.7
No	7	6.3
Total	111	100

Source: Field data (2022)

Data in Table 2 indicate that out of 111 teachers who responded to this question, 93.7% agreed that they would recommend the leadership practice to heads of schools. The researcher asked teachers to give reasons for the Yes or No responses. Responses from teachers who agreed show that the reasons for recommending setting goals and expectations to heads of schools include; improving the academic performance of both male and female students, building self-confidence in students, which always helped students in their studies, supporting all students to reach their goals by performing better in school exams, and enhancing school progress. For example, one teacher wrote; “Setting goals and expectations helped our school to achieve better performance in national examinations and will be a good indicator for a head of school that he is doing well in leading a school.” (*Teacher response, March 7, 2022*). These findings indicate

teachers appreciated heads of CSSs' practice of setting goals and expectations, and they were confident that setting goals is important leadership practice for enhancing equity in education. The fact that teachers agreed and recommended setting goals and expectations as an important leadership practice implies that heads of CSSs need to seriously consider this leadership practice for enhancing equity in education. Also, this implies that teachers were ready to support heads of schools towards the realization of the set goals and expectations.

The review of documents such as teacher on duty logbook, register of student attendance, files of minutes of the staff meeting, school strategic plan documents, minutes of school board meeting, CSEE results, and files of parents' meetings. The aim was to collect data from a non-human source for triangulation purposes. Data revealed that there were frequent meetings that discussed and set plans to enhance students' performance, attendance, and academic and material support for poor students. Issues such as syllabus completion, teacher collaboration, providing remedial classes, establishing study camps, providing weekly and monthly tests, and improving performance in national examinations were frequently discussed. This shows that heads of CSSs collaborate with, students, teachers, parents and members of the School Board to set goals and expectations. These findings were in agreement with Robinson et al. (2008) who suggested that establishing goals and expectations requires heads of schools to ensure that members of staff and other stakeholders develop a commitment to the goals as well as ensure that the goals are communicated clearly.

Equity in Secondary Education

The second aspect of the first research sought to determine the effectiveness of heads of CSSs in enhancing equity in education in terms of student attendance, academic support, school completion rate, and performance in the CSEE. 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. Table 3 summarizes teachers' responses.

Table 3
Teachers' Rating on Indicators of Students' Attendance (n=114)

	HI		IN		NE		E		HE		Mean
	n	%	n	%	n	%	n	%	n	%	
The head of this school...											
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	4.07
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	3.96
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	4.09
4. Ensures that teachers refrain from scolding misbehaving students	7	6.3	8	7.1	14	12.5	51	45.5	32	28.6	3.83
5. Gives extra attention to those who are behind	5	4.4	7	6.2	15	13.3	60	53.1	26	23.0	3.84
Average mean											3.96
1. Ensures that students have access to tutoring and other individualized academic supports	4	3.6	10	8.9	18	16.1	59	52.7	21	18.8	3.74
2. Ensures minimal disruptions in learning time	6	5.5	5	4.5	15	13.6	64	58.2	20	18.2	3.79
3. Ensures there is syllabus coverage	10	8.8	3	2.7	4	3.5	48	42.5	48	42.5	4.07
4. Provides remedial classes to students	8	7.2	5	4.5	11	9.9	46	41.4	41	36.9	3.96
5. Provides support to improve student's English proficiency	7	6.3	8	7.2	19	17.1	47	42.3	30	27.0	3.77
Average mean											3.87
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	4.09
2. Enforces penalties on 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	3.41
3. Ensures girls and vulnerable students' complete school	8	7.1	6	5.4	15	13.4	56	50.0	27	24.1	3.79
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	3.89
5. Ensures school feeding programs and students' welfare	12	10.8	20	18.0	15	13.5	42	37.8	22	19.8	3.38
Average mean											3.71
1. Promotes high academic performance	7	6.2	6	5.3	11	9.7	60	53.1	29	25.7	3.87
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	3.62
3. Ensures the increased number of good passes in CSEE	8	7.1	3	2.7	9	8.0	50	44.6	42	37.5	4.03
4. Recognizes, and 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	3.65
Average mean											3.79
Grand mean											3.83

Source: Field data (2022)

Key: The rating scale used was given mean values as follows: from 1 to 1.80 = highly ineffective (HI); from 1.81 to 2.60 = ineffective (IN); from 2.61 to 3.40 = Neutral (NE); from 3.41 to 4.20 = effective (EF); 4.21 and above = highly effective (HE) (Gomaa, 2020).

Responses in Table 3 show that 84.2% to 74.1% of the teachers rated heads of CSSs as effective in enhancing students' attendance. Heads of CSSs were rated effective in 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 for students' attendance was 3.96 which implies that heads of CSSs were effective in enhancing students' attendance. These findings were contradicted by data from document analysis which showed that student absenteeism remains a challenge in most schools. For example, in one school, the Teacher on Duty report books showed considerable variations in students' attendance which varied from 95% to 70%. Even during the same week attendance varied from 75% to 70%. Moreover, some heads of CSSs did not inspect the teacher on duty report book for weeks. This suggests that comments on students' attendance did not get immediate attention and follow-up. These results show that despite efforts made by most heads of schools, student attendance remained lower than expected, which could negatively affect equity in education. Students' attendance is important for enhancing learning and successful completion of Form IV. If heads of CSSs do not effectively endorse students' regular attendance, students' learning is negatively affected. The findings of this study corroborate those of a study conducted in the Mtwara region in which Mgonja (2016) reported that one of the factors which influence truancy in secondary schools is the lack of administrative strategies by heads of CSSs. Similarly, Gottfried and Ehrlich (2018) reported that when absenteeism becomes chronic, students' learning and schooling outcomes can be severely interfered with.

Table 3 show that 71.5% to 85% of the teachers, with an average mean score of 3.87, stated that heads of CSSs were effective in providing academic support to students. They did this by ensuring syllabus coverage ($M = 4.07$), access to tutoring and other individualized academic supports (3.74), minimal disruptions in learning time (3.79), providing remedial classes (3.96) and providing support to improve students' English proficiency. These results indicated that heads of CSSs were effective in ensuring that students are supported academically, which contributes to improving students' performance in national exams, which could, in turn, enhance equity in education.

The findings concur with the National Academies of Sciences, Engineering, and Medicine (2019) which reported that academic supports such as academic support classes and academic tutoring have a positive effect on student outcomes such as the completion rate. Also, the need for school-based academic support is often greater when schools have a higher concentration of financially disadvantaged students. This shows that effective provision of academic support could positively influence academic performance and equity in education.

Data in Table 3 indicate that 82.3% to 57.6% of the teachers, with a mean of 3.71, believed that heads of CSSs were effective in enhancing students' completion of Form IV. This was achieved by educating parents about the importance of education for their children ($M = 4.09$), enforcing penalties on parents who allow their children to drop out of school ($M = 3.41$), ensuring girls and vulnerable students complete school ($M = 3.79$), promoting practices that prevent bullying and disruptive actions ($M = 3.89$) and ensuring school feeding programs and students' welfare ($M = 3.38$).

These findings were contradicted by shreds of evidence from document analysis which revealed that a high proportion of students enrolled in some schools did not complete Form IV. For example, in one school, of the 284 students who were enrolled in Form I in 2018, only 180 (61.27%) completed Form IV in 2021. In another school, out of 123 students who were enrolled in Form I in 2018, only 61 (49.59%) completed Form IV in 2021. In another school, out of 209 students enrolled in Form I in 2018, only 86 (41.15%) students completed Form IV in 2021. Document analysis further revealed that, while improving academic performance in national examinations was widely discussed, students' completion of Form IV scarcely received the same attention in the staff meeting, school strategic plan documents, school board meetings, and parents' meetings showed this was a major issue of concern. 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. Low completion could negatively affect the Government's commitment to providing skilled human resources needed for the socioeconomic development of the country (URT, 2018).

Concerning the extent heads of schools were enhancing students' performance in the CSEE, data in Table 3 indicate that 82.1% to 64.4% of the teachers, with an average mean of 3.79, stated that heads of schools were effective in enhancing students' performance in the CSEE. Heads of schools ensured that an increased number of students obtain good passes in the CSEE (M=4.09), promoting high academic performance among students (M=3.87), mobilizing community support to improve performance for students from poor families (M=3.62) and providing incentives and rewards for students with exemplary performance (M=3.65). This implies that when heads of CSSs are effective in enhancing students' performance in the CSEE, which could lead to enhanced equity in education.

These findings contradicted data obtained through document analysis which revealed the existence of inadequate performance in the CSEE in most of the schools. For example, in one school, out of 173 students who sat for the CSEE in 2021, 89.65% scored the marginal pass of Division IV or failed. Only a small proportion 10.35% scored divisions I, II, and III. This implies that some CSSs are not adequately raising students' passes of Division I, II and III to 70% and eliminating 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.

Moreover, the researcher sought to determine teachers' confidence in the effectiveness of heads of CSSs in enhancing equity in education. Data show that out of 113 responses received from teachers, the majority 84.1%, showed confidence in the effectiveness of heads of schools in enhancing equity in education. This shows that there was a discrepancy between the responses given for the four indicators of equity and the responses given for the Yes/No question. This discrepancy infers that teachers had confidence in the effectiveness of their heads of schools to enhance equity in education, and the low level of equity in education indicates that there could be other factors that hinder the enhancement of equity in education in Kigoma region.

When asked to give reasons for their responses, teachers who responded "Yes" mentioned improvement in academic performance, and collaboration with teachers and students in the processes of learning are among the factors for confidence in the effectiveness of setting goals

and expectations. This implies that equity in education can be achieved if heads of CSSs set goal expectations that adequately focus on enhancing students' attendance, academic support, Form IV completion, and performance in the CSEE.

Hypothesis testing

To further establish the extent to which heads of CSSs' leadership practice of setting goals and expectations enhances equity in education, a correlation hypothesis test was conducted. The null hypothesis stated: There is no significant relationship between teachers' rating mean scores on setting goals and equity in education.

The test is considered significant when the following conditions are met: the variables are measured at the continuous level; there is a linear relationship between the variables; there are no significant outliers; the residuals are approximately normally distributed; 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 . The results are presented in Table 4.

Table 4

Correlation Between Setting Goals and Expectations and Equity in Education (n = 114)

		Rating on Setting Goals and Expectations	Rating on Equity in Education
Rating on Setting Goals and Expectations	Pearson Correlation	1	,367**
	Sig. (2-tailed)		,000
	N	114	114
Rating on Equity in Education	Pearson Correlation	,367**	1
	Sig. (2-tailed)	,000	
	N	114	114

Source: Field data (2022)

Data in Table 4 generated a Pearson correlation coefficient of $r(112) = 0.367$, $P = 0.000$. the P-value of 0.000 which is less than the critical value of 0.05. Therefore, the null hypothesis is rejected, meaning that there is a significant relationship between setting goals and expectations and equity in education. From the findings, the Pearson coefficient of 0.367 shows a moderate relationship between setting goals and expectations and equity in education. This infers that heads of community secondary schools' leadership practice of setting goals and expectations has a moderate and highly significant statistical relationship with equity in education ($r = 0.367$, $p = 0.000$).

In summary, the findings of this study both confirmed the findings of previous research and enabled, through its application to the context of Kigoma regions' CSSs, new knowledge to be generated on the extent to which the leadership practice of setting goals and expectations was effective in enhancing equity in education. In particular, the findings suggests that heads of CSSs were effective in setting goals and expectations to enhance equity in education in Kigoma region as they promoted high standards and expectations for all students, communicated goals

and expectations to teachers and other stakeholders, ensured that teaching enables at-risk students to catch up, set challenging and achievable goals and ensured that setting goals and expectations create a positive school climate. Also, the findings revealed that although heads of CSSs were rated effective in enhancing equity in education, it 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. In addition, hypothesis testing revealed that heads of CSSs' leadership practice of setting goals and expectations is moderately effective in enhancing equity in education in Kigoma region ($r(112) = 0.367, P = 0.000$).

CONCLUSIONS

Head of CSSs play a great role in ensuring equity in education is realized in schools by focusing on achieving high levels of schooling outcomes such as student attendance, academic support, completion of Form IV and good passes in the CSEE. Their leadership role in setting goals and expectations is vital for achieving desired educational outcomes, including equity in education. Based on the research findings the study concludes that the leadership practice of setting goals and expectations is a valid framework of reference for evaluating the effectiveness of heads of CSSs in enhancing equity in education as indicated by students' attendance, academic support, completion of Form IV and good passes in the CSEE.

The study concludes that heads of CSSs leadership practice of setting goals and expectations enhances equity in education by promoting high standards and expectations for all students, communicating goals and expectations, ensuring that teaching enables at-risk students, setting challenging and achievable goals, and ensuring that setting goals and expectations create a positive school climate. Equity in education in Kigoma region is strongly associated with the effectiveness of heads of community secondary schools' leadership practice of setting goals and expectations. The study concludes that although heads of CSSs were found to be effective, equity in education was not enhanced to the expected level as shown by existence of irregular student attendance, inadequate academic support, low completion of Form IV and high proportion of student fail or score marginal pass of Division IV in the CSEE. This is probably because heads of CSSs inadequately focused on ensuring students complete Form IV and in supporting at-risk students.

Recommendations

Based on the study findings and conclusions, the following recommendations are made for making setting goals and expectations of heads of community secondary schools effective in enhancing equity in education.

The Ministry of Education Science and Technology and the President's Office, the Regional Administrative and Local Government should provide leadership training to sharpen the skills of heads of CSSs on setting goals and expectations to effectively enhance equity in education. The Government through the Ministry of Education, Science, and Technology should establish a framework of indicators of equity in education to better monitor and evaluate progress made towards enhancing all indicators of equity in education.

Regional, district and ward education authorities should conduct regular monitoring of school progress towards achieving the indicators of equity to ensure that students who are enrolled in community secondary schools attend, get support, complete Form IV and get good passes in the CSEE.

Heads of CSSs should focus on setting goals and expectations as an important leadership practice in guiding their work as leaders of schools to enhance equity in education. In setting goals and expectations, heads of schools should focus on supporting at-risk students and enhancing completion of Form IV in addition to the current focus on eliminating failures and the marginal pass of Division IV.

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