

The Alternative Strategies That Can Be Employed to Improve Quality Education Effectively in Morogoro Municipal, Tanzania

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ABSTRACT: *This study investigated Alternative strategies that can be employed to improve quality education in Morogoro Municipal, Tanzania. This study was guided by Total Quality Management Theory. A convergent parallel design under a mixed research approach was adopted. Purposive and stratified simple random techniques were used to obtain 55 respondents where 50 were teachers, 4 were heads of schools, and 1 District Quality Assurer. The instruments of data collection were questionnaires and an Interview guide. Quantitative data were analyzed descriptively using mean, standard deviation, frequency tables, and percentages, while qualitative data were thematically analyzed. Research ethics were observed whereby sources of information and anonymity of respondents were strictly adhered to. The study revealed that the respondents support the utilization of modern teaching aids such as projectors can significantly benefit students, adequacy of infrastructure which involves teachers' houses, fully equipped libraries, laboratories, and enough toilet holes to meet the demand of students, sufficient tables and chairs which can promote a conducive learning environment in schools and plays a critical role in supporting effective education delivery, therefore government support for School meals to both day and boarding schools indicating widespread agreement on the importance of nutritional support for student's attendance and academic success. Also, the results showed there are enough classrooms in most of the public secondary schools to compare with other infrastructure*

KEYWORDS: alternative, strategies, improve quality, education

INTRODUCTION

Education is one of the milestones that promises the welfare of individuals, communities as well and nations in the long run. Sustainable Development Goal 4 ensures inclusive and equitable

quality education and promotes lifelong learning opportunities for all by 2030 (UN, 2015) This implies that it's not just about getting children into classrooms; the education provided must be of high quality. This involves hiring well-trained teachers, updating the curriculum to be relevant and engaging, and providing resources like textbooks and technology. This is supported by the existing Tanzania Education Act amendment of 2016 one of its features is on the Quality of Education which focuses on establishing standards for curriculum, teaching methods, and educational facilities to ensure that students receive a high-quality education. This indicates that by establishing and enforcing standards in these areas, education authorities can help to ensure consistency and quality across schools and regions, promote equity in education access and outcomes, and provide a foundation for students to develop the knowledge, skills, and competencies they need to succeed in school and life.

A country's education quality is an essential factor contributing to its economic and social development (Kilag et al 2023) in their study comparing the Philippines' education system to Finland. This implies that the quality of education significantly influences a country's economic prosperity, social cohesion, health outcomes, and technological advancement. Investing in education is a moral imperative and a strategic imperative for sustainable development and global competitiveness.

The study conducted by Sylvester et all (2023) shows that one of the most important strategies for improving quality education in Zambia is to have well-trained and qualified teachers who can deliver quality education to learners. This indicates that the quality of teaching directly impacts student achievement and educational outcomes. Well-trained and qualified teachers foster a positive learning environment, engage students in meaningful learning experiences, and support their academic growth and development. As such, investing in teacher quality has a direct correlation with improved student performance and success.

(Nizeyimana, G et all ,2020) conducted the study in Rwanda and recommended that for quality basic education in Rwanda, various strategies need to be taken by the government of Rwanda, parents, and the community with regards to increasing not only capitation grants and constructing more new schools but also expanding various poverty reduction programs Therefore the Government of Rwanda should pay special attention to teachers' working conditions. This entails that investing in education, poverty reduction, and teacher support yields long-term benefits for economic and social development.

Most developing countries in Africa, including Tanzania, are striving to improve their quality of education to align with the global sustainable development goals. Arnott (2024) noted that despite over half of the African nations being the poorest in the world, African governments aim to offer quality education services. In Tanzania, the Fee-Free Basic Education Policy of 2015 faces multiple challenges. A study by Magesa and Mtebe (2022) in Morogoro Municipality revealed

that the implementation of this policy encountered several issues, including inadequacy of teaching and learning resources, shortage of classrooms, and insufficient latrines.

In Morogoro Municipality, as in many other regions, ensuring high-quality education remains a significant challenge. Despite government efforts to enhance educational standards, persistent issues such as limited resources, inadequate infrastructure, and curriculum shortcomings continue to impede progress. Consequently, there is a pressing need to explore alternative strategies that can effectively address these challenges and elevate the quality of education in the region. This research endeavors to investigate viable approaches for achieving this objective, ultimately contributing to the advancement of educational excellence and socio-economic development in Morogoro Municipality.

STATEMENT OF THE PROBLEM

The quality of education in Morogoro Municipal faces multifaceted challenges that hinder its effectiveness in nurturing the potential of learners and equipping them with essential skills for the future. The researchers Sakibu & Kamugisha PhD,(2022) revealed an acute shortage of physical facilities to enhance effective teaching and Learning in Community Secondary schools, which include inadequate infrastructure, insufficient educational resources, curriculum deficiencies, Poor student performance, teacher shortages, and socio-economic disparities among students.

This study is important because most of the reviewed research focused on successful approaches in senior high school education (Kilag et al., 2023), the influence of principals' management strategies on students' academic achievements in public secondary schools (Muinde, 2024), how infrastructural challenges influence students' academic performance (Mgimba and Mwila, 2022), and the shortage of physical facilities and how it threatens the provision of quality education (Sakibu and Kamugisha, 2022). None of the aforementioned studies proposed alternative strategies for improving quality education effectively in public secondary schools. However, this study aims to explore alternative strategies that can be employed to improve the quality of education in Morogoro Municipality effectively.

RESEARCH QUESTION, HYPOTHESIS, AND SIGNIFICANCE OF THE STUDY

RESEARCH QUESTION

What alternative strategies can be implemented to enhance the quality of education in public secondary schools in Morogoro Municipal?

HYPOTHESIS

There is a significant linear relationship between alternative strategies and quality education in Public Secondary Schools

SIGNIFICANCE OF THE STUDY

This study focuses on the emphasis on improving the quality of education, in Public secondary schools. The study aims to identify and propose alternative strategies that can be practically implemented to enhance educational quality. This study can provide direct guidelines and frameworks for policymakers, educators, and other stakeholders in the education sector. The focus on effective strategies implies that the study will likely evaluate the success of different approaches, ensuring that recommendations are based on evidence of what works. By identifying effective strategies, the study can empower local educators and administrators with tools and knowledge to drive improvements in quality education. Contributing to the body of knowledge specific to Tanzania and, more precisely, Morogoro Municipal, the study can fill gaps in existing research and provide a basis for future studies.

THEORETICAL FRAMEWORK

This research draws upon one theoretical framework to inform its analysis of alternative strategies for improving quality education in Morogoro Municipal. One such framework is the Total Quality Management Theory by William Edwards Deming 1979, Joseph M. Juran 1951 and Philip B. Crosby,1979, which emphasizes achieving excellence in all aspects of an organization's operations. In 1950, total quality was found to apply to various organizations to a certain extent. This concept entails redirecting an organization's attention toward enhancing the quality of its products and services. Adopting a Total Quality Management (TQM) approach goes beyond simply attaining high standards; it also encompasses enhancing every facet of the educational process, including organizational structure, management practices, interpersonal dynamics, and allocating and utilizing material and human resources. By adopting this framework, the research explores how interventions at multiple levels can contribute to systemic improvements in the quality of education.

REVIEW OF EMPIRICAL STUDIES

In the Philippines, Kilag, et al,2023, explored the understanding of successful approaches in senior high school education. The study adopted a qualitative research approach by involving 12 respondents, (6 teachers and 6 students), based on their capabilities and perceptions related to effective approaches in high school education. The study adopted semi-structured interviews for collecting data, where data were analyzed quantitatively. The findings of the study revealed four main thematic areas, namely; Collective Teaching and Learning, comprehensive student support, Inventive teaching and learning methods, and emphasis on the assessment and evaluation of students. This denotes that, collective teaching, comprehensive student support, inventive teaching, and learning approaches have a significant contribution to learning enhancement. This study exposes the need for continuous efforts to improve teaching and learning in high schools

and emphasizes the importance of considering the teachers' perspectives and capabilities. The findings of this study support Aron and Amos (2024), who claimed that collective efforts in teaching and learning lead to teaching and learning efficiency. This connotes that collaboration among school stakeholders is highly needed for effective learning outcomes. Despite the good contribution of this study, the researcher would have been able to focus on other areas to improve quality education and employ a variety of samples rather than relying on 12 respondents. This resulted in the need for more studies on searching the alternative strategies to improve quality education in public secondary schools. Therefore, the current study aimed to explore alternative strategies that can be employed to improve quality education in Morogoro Municipality by using a mixed research approach.

From Kenya, Muinde, (2024) studied the Influence of Principals' Management Strategies on Students' Academic Achievements in Public Secondary Schools. The study adopted the management theory. This research applied a mixed research approach to collect data from 164 respondents from 20 secondary schools using questionnaires and interviews. The study findings exposed an imperative concern about the principal's management practices since the biggest percentage of respondents displayed a huge dissatisfaction. The study further insisted that there was a high demand for comprehensive changes in instructional leadership to link the existing gaps and students' academic performance enhancement. By aligning leadership approaches with the study's objective, schools can develop a favorable atmosphere where students flourish, teachers excel, and stakeholders fully contribute to the educational journey, while improving the overall quality of education in the region. This study recognizes the issue of the influence of Principals' leadership strategies on Students' academic performance in Public secondary schools. Nevertheless, the study had focused much on management strategies, leaving behind various alternative strategies that can be employed to improve quality education in public secondary schools hence leading to the importance of undertaking the current study.

In Iringa, Tanzania Mgimba and Mwila (2022) studied infrastructural challenges influencing academic performance in rural public secondary schools in Iringa District. The study utilized a mixed research approach under a convergent research design. Instruments such as interviews, observations, and questionnaires were used to collect data from 151 respondents. From this study, students' performance in rural public secondary schools in the Iringa District was found to be unsatisfactory due to limited school infrastructure. Furthermore, the study insisted that inadequate infrastructure negatively influences academic performance. However, the study did not delve into the concept of alternative strategies for enhancing quality education creating a need for further studies. The current research searches out if government, stakeholders, and adequacy infrastructure can be taken as alternative strategies to improve quality education in public secondary schools.

Sakibu and Kamugisha (2022) investigated the shortage of school physical facilities as a threat to the provision of quality education in Tanzania. The study employed a mixed research approach in which data were collected using questionnaires, observation checklists, interviews, and documentary reviews from 10 community secondary schools. This implies that the researcher collected numerical and non-numerical data to study the impact of physical facilities on education quality. This approach provides comprehensive knowledge on the topic under investigation parallel to (Kasirye, 2024) who suggested that a study that involves quantitative and qualitative data best describes the phenomenon under investigation. The findings revealed that there was an extreme shortage of school physical facilities for effective teaching and learning enhancement in the study area. The scarcity impedes the provision of quality education in community secondary schools, specifically in Morogoro municipal. The study brought an incredible insight into how to enhance the provision of quality education however; the study did not bring other factors for improving the education quality in Morogoro municipal creating a demand for more studies on the same topic. Therefore, the current study sought to find out the alternative strategies that can be implemented to improve education quality specifically in Morogoro Municipal.

KNOWLEDGE GAP

Limited studies specifically focus on alternative strategies for improving education quality in Morogoro Municipal.

Existing research has primarily focused on general education challenges in Tanzania or broader strategies without addressing the exact needs and context of Morogoro Municipal.

Inadequacy of wide-ranging understanding of the effectiveness of alternative strategies tailored to the local educational context of Morogoro Municipal

Empirical studies offer valuable understandings of the efficacy of various strategies for improving education quality in similar contexts.

METHODOLOGY

The methodology section of this research employed a convergent research design under a mixed research approach to gather comprehensive data on alternative strategies for improving quality education in Morogoro Municipal. This approach involves both quantitative and qualitative methods to capture a skillful understanding of the challenges and opportunities within the instructive landscape of the municipality. Quantitative tools for data collection included questionnaires administered to teachers, and quality assurance officers to assess their perceptions of current educational practices and identify areas for improvement. Quantitative figures were collected from educational officers to analyze key indicators such as student performance, teacher-student ratios, infrastructure adequacy, and resource allocation. Moreover, qualitative

instruments involved in the interview guide were utilized to delve deeper into the lived experiences and perspectives of heads of schools. These methods facilitate the exploration of contextual factors influencing the educational quality and the effectiveness of alternative strategies in addressing identified challenges.

FINDINGS AND DISCUSSION

Alternative strategies can be employed to improve quality education. The research question is intended to discover what alternative strategies can effectively improve quality education in public secondary schools in Morogoro municipality. The teacher data was obtained and described along with supportive findings from head teachers and District Quality Assurance Officers were interviewed on the same aspect. Table 1 shows the responses of teachers on alternative strategies that can be implemented to enhance the quality of education in public secondary schools.

Table 1: Teachers' Responses on Alternative Strategies Can be Implemented to Enhance the Quality of Education in Public Secondary Schools (n = 50)

S/N	Statements	Results					Mean
		SD	D	U	A	SA	
		%	%	%	%	%	
1.	The availability of modern teaching aids like projectors will enhance engagement and learning outcome	6.0	2.0	2.0	34.0	56.0	4.32
2.	Adequacy of infrastructure promotes a favorable learning environment in public secondary schools	8.0	2.0	2.0	36.0	52.0	4.22
3.	Failure to implement technology integration in classroom instruction in secondary schools reduces the education quality	4.0	12.0	4.0	52.0	28.0	3.88
4.	providing regular teachers training opportunities will improve teaching quality in secondary schools.	2.0	2.0	2.0	32.0	62.0	3.88
5.	Positioning the curriculum in global standards is crucial for refining the quality of education in public secondary school	2.0	6.0	6.0	56.0	30.0	4.14

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6.	Challenges related to teachers' income in public secondary schools lead to poor school performance	10.0	6.0	6.0	30.0	48.0	3.98
7.	Offering extracurricular activities is essential for motivating students and improving academic performance in schools	2.0	4.0	6.0	38.0	50.0	4.30
8.	Implementing school feeding programs positively impacts students' attendance and academic performance in schools	2.0	4.0	2.0	38.0	54.0	4.38
9.	Parents contribute to school feeding programs effectively	20.0	18.0	2.0	28.0	32.0	3.32
10.	The government should also provide funds for school meals for day secondary school	6.0	2.0		22.0	70.0	4.50

Source: Field data (2024) Key: SD – Strong Disagree, D – Disagree, U – Undecided, A -Agree, SA -Strong Agree

Based on the results presented in Table 1, it's evident that several alternative strategies can be implemented to enhance the quality of education in public secondary schools. Here are the key conclusions and best arguments derived from the data:

Utilization of Modern Teaching Aids: The availability of modern teaching aids like projectors is strongly supported by respondents, with 56% strongly agreeing and 34% agreeing that it enhances learning outcomes. This suggests that integrating technology into teaching methods can significantly benefit students. The study endorsed by Ordu (2021) has insisted that “the use of pictures, video clips, objects, and internet facilities help the students to have a real-life imagination of the context of what is being taught”. This leads to the reinforcement of learning: what we hear we forget; what we see we remember; what we do we understand.

This viewpoint was further supported by an oral communication with the Headmaster from X Secondary School, who also emphasized that *‘utilization of modern teaching like projectors facilitate students understanding as it brings real life situation and live classroom* (HM X, Personal Communication, 13th May 2024) This implies that modern teaching aids supplement verbal instructions, make learning permanent, provide variety, attract attention, save time and energy, encourage healthy classroom interaction, create positive environments for discipline, meet individual differences, and help develop various skills among students. They also make abstract ideas concrete, provide substitutes for real objects, enhance language retention, add

vividness to learning situations, and generally, make the learning process more effective and enjoyable.

Importance of Adequate Infrastructure: Respondents overwhelmingly agree (88%) that the adequacy of infrastructure promotes a favorable learning environment in secondary schools. This highlights the critical role infrastructure plays in supporting effective education delivery. This was linked by Juneja & Shikha (2019) viewed that to attain high-quality education, school infrastructure is crucial to ensuring the quality of teaching and learning. school conditions directly impact student performance. This viewpoint was further supported by a face-to-face conversation with the headmaster of Y secondary who cemented; *the improvement of infrastructure like laboratories, libraries, and availability of sufficient seats and tables for students to improve teaching and learning* (HM Y, Personal Communication 13th May 2024). This shows a critical need for physical infrastructure improvements, such as well-equipped laboratories and libraries, and sufficient furniture.

Integration of Technology in Instruction: Despite some disagreement, a substantial portion (80%) recognize that failure to accommodate technology in classroom instruction can diminish education quality. The findings indicate the importance of incorporating technological tools to enrich learning experiences. A study by Akram, et al. (2022) revealed that “teachers believe that technology-incorporated teaching assists them in enhancing their instructional practices effectively, making the learning process exciting and interactive, and keeping learners motivated. fosters creativity and gives students a sense of success, encouraging additional learning by thinking outside traditional techniques”. Therefore, this was also emphasized by the HM of Y secondary school who commented that *‘integration of technology facilitates students understanding as it brings real life situation and live classroom’* (HM Y, Personal Communication, 13th May 2024) This implies that technology integration brings about easy understanding of lesson to students learning especially to complex knowledge as they foster their understanding capacity which bring about independent learning skills among students, and enabling them to search for information on their own.

Continuous Teachers' Training: The majority (94%) supports the notion that providing regular teachers' training opportunities improves teaching quality This indicates a consensus on the importance of continuing professional development for teachers. The findings show that continuous training helps teachers improve their instructional practices, classroom management skills, and effectiveness in supporting student learning. This is connected to the study conducted by Bergmark (2023) which revealed that “the teachers’ professional learning entailed changes in the ways they think, act, and relate to others in three areas teaching, research, and collaboration”. This implies that teachers' training and professional development help them enhance their teaching skills, stay updated on new teaching methodologies, and improve their effectiveness in

the classroom. The findings are linked with face-to-face interviews by HM Z who suggested that *teacher training and professional development can introduce new things and make teachers update (HM, Personal communication 14 May 2024)*. This means that through professional development, teachers can identify and address any skills gaps, thereby improving their overall proficiency in teaching.

Alignment of our curriculum with Global Standards: A considerable majority (86%) agree that positioning the curriculum in global standards is crucial for enhancing education quality, pointing out the importance of benchmarking against international norms. This was also supported by HM X in face-to-face interviews who suggested that we have to impart a curriculum that images with global standards to move universally. (HMX, Personal Communication, 13th May 2024). This indicates that by aligning with global standards our country can ensure that our educational programs meet internationally recognized levels of quality and effectiveness.

Addressing Teachers' Income Challenges: While not as unanimous, there's recognition (78%) that challenges related to teachers' income affect school performance, suggesting that addressing educators' financial concerns is essential for maintaining teaching quality. The finding is supported by the study conducted by Kamaruddin et al. (2023), which revealed that salary and motivation have an encouraging and significant influence on teacher productivity. This implies that a competitive salary is essential to attract and retain high-quality teachers in the education sector. When teachers are compensated fairly for their work, they are more likely to feel valued and motivated to perform at their best.

Extracurricular Activities and School Feeding Programs: Offering extracurricular activities and implementing school feeding programs are both strongly supported (84% and 92% respectively) as strategies for motivating students and improving academic performance, highlighting the multifaceted approach needed to support student well-being and engagement. This implies that students who participate in extracurricular activities tend to have better attendance records and higher grades, and are more likely to graduate for further studies in high school. The HM X approved that, students are more likely to come to school regularly when they know they will receive a meal, reducing absenteeism and dropout rates. (The HM X, Personal Communication, 13th May 2024). This means feeding programs help in increasing student attendance rates in schools.

Government Support for School Meals: Government funding for school meals for day secondary schools garners overwhelming support (92%), indicating widespread agreement on the emphasis on nutritional support for students' attendance and academic success. This is advocated by Schwartz

and Rothbart (2020) who claim that Universal Free Meals will reduce the stigma that limits participation, address food insecurity for needy students, improve student readiness to learn, and reduce the administrative burden. This shows children experiencing hunger mostly face academic challenges such as lower math scores, poorer grades, behavioral issues, and absenteeism. Access to nutritious school meals can help address hunger-related barriers to learning. The finding aligns with the personal interview by HM Z's comment that; *free food from the government for day students ensures access to nutritious meals at school and helps alleviate hunger for vulnerable groups (HMZ, Personal communication 14th May, 2024)*. This means that some students who come from low socioeconomic backgrounds will have access to healthy meals provided by the government

A simple linear regression statistical technique was employed to test the Null hypothesis at a 0.05 significant level. (H₀) state that, there is a significant relationship between alternative strategies that can be employed to improve quality education in public secondary schools in Morogoro Municipality as indicated in Table 2.

Table 2: Simple Linear Regression Statistic Test Hypothesis at Anova^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.786	1	2.786	2.567	.116 ^b
	Residual	52.094	48	1.085		
	Total	54.880	49			

a. Dependent Variable: Improved quality

b. Predictors: (Constant), Alternative strategies

Source: Field data, (2024)

Data from Table 2, the Simple Linear Regression test indicates the P-value is 0.116 at a significance level of 0.05(2-tailed) which appears to be greater than the significance level of 0.05 and thus fails to reject the null hypothesis. Therefore, the null hypothesis failed to be rejected, which states no significant relationship exists between alternative strategies and quality education in Public Secondary Schools. This implies that the alternative strategies suggested by the researcher need to be improved to enhance quality education effectively. This requires educational administrators to ensure the effective implementation of these strategies, aligning with the Total Quality Management Theory, which focuses on achieving excellence in every aspect of an organization's operations.

SUMMARY OF FINDINGS.

Based on the current study, the findings revealed teachers in public secondary schools, in Morogoro Municipality, support the improvement of quality education through the suggested strategies which are the utilization of modern teaching aids, adequate infrastructure, integration of technology in instruction, continuous teachers' training, alignment our curriculum with global standards, addressing teachers' income challenges, extracurricular activities, and school feeding programs, government support for school meals.

Hence tested hypothesis Permits to Accept the null hypothesis and the study positions that there is a significant relationship between alternative strategies and quality education in Public Secondary Schools in Morogoro municipal.

CONCLUSION

Based on the findings, the study concluded that alternative strategies significantly improve the quality of education in public secondary schools in Morogoro Municipal. Moreover, the government must ensure the availability of modern teaching aids, qualified teachers, free lunches, and adequate infrastructure like laboratories, teacher houses, and toilet holes. Accessibility of these facilities will improve the quality of education in public secondary schools.

RECOMMENDATION

Based on the conclusion the government should invest in providing public secondary schools with up-to-date teaching resources such as multimedia projectors, interactive whiteboards, computers, and science laboratories to enhance instruction and make learning more engaging for students.

The government should engage stakeholders to establish hunger-free programs or free lunch in public secondary schools and consider implementing school-feeding programs as part of its efforts to improve education quality in public secondary schools because school-feeding programs have been shown to improve attendance rates and academic performance among students from low-income families by reducing hunger and malnutrition issues

Policymakers should collaborate with international organizations and educational institutions to review and update the curriculum regularly to align our curriculum with global standards. This will ensure that students are receiving a high-quality education that prepares them for the global workforce.

The government should address teachers' income challenges by offering competitive salaries, incentives, and benefits packages to attract and retain qualified teachers in public secondary schools. This is very essential as teachers' income is a significant factor influencing their motivation and job satisfaction levels

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