

Assessment of the Impact of School Inspections to Students' Academic Performance in Primary Schools: The Case of Mvomero District

Abstract

The purpose of this study was to assess the impact of school inspection on students' academic performance in primary schools in Mvomero District. The study used mixed research approach. The sample size of this study was 179 respondents that include 122 ordinary teachers, 1 district educational officer, 10 district inspectors, 13 assistant district primary school educational officers, 8 ward educational officers and 25 head teachers. Questionnaires were used to collect information from ordinary teachers, interview was used to collect information from the primary school head teachers, ward education officers, district primary school education officers and the district school inspection officers. Observation was used by the researcher in the field to collect information by observing. Quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed through content analysis. The study found that inspecting of teaching and learning documents, students' notes and marked exercises, students' academic records, and providing feedback after inspection for improvements are used in assessing the process of school inspection in primary schools. The results further show that impacts of primary school inspection include improvement of academic performance of students, increase teachers' accountability to their work of teaching, improve teacher-student academic relations, solve problems of teacher-students relation, and enhance proper use of teaching and learning resources.

Keyword: Academic Performance , Primary Schools, teacher-students relation, school inspection

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1.0 Introduction

Primary education which is the foundation of all other formal education serves as the basic educational background up on which subsequent educational systems are built. To a very large extent, the solidarity of primary of primary education determines the difference between success and failure of subsequent educational system. This implies that the coordination of primary education has impact on the quality of the products which are also an input for secondary education.

Lyanga and Chen (2020) “the history of school inspection basically originated from France in 18 century under Napoleon regime. Later on school inspection idea spread to other European countries in the 19 century. In case of England, the first inspection services were carried out by her Majesty’s inspectorate. School inspection was received as one of the forms of accountability in education. School inspection in Tanzania started to be practiced during the colonial regime. Soon after independent 1961, the government of Tanzania under the late Julius Kambarage Nyerere formalized different school education Acts with the purpose of shaping the provision of education and improvement of education quality in Tanzania”.

School inspection in Tanzania is under eight zones where school inspectorate can be found. Those zones are the Eastern zone, Northern zone, western zone, Southern zone, Central zone, Lake zone, Southern zone highlands and North Western zone.

Arogundale *et al* (2019) “the subject of school inspection is a very important matter in the sphere of quality education because it serves as the foundation for other educational systems. Inspection, literary means supervision of instruction is a vital weapon in achieving goals of education”. Yusuph *et al* (2015) show that “inspection is an essential quality assurance instrument of the government and in particular of the ministry of education, which can use it to ensure that performance in school is improving”.

The impact of school inspection depends on how it is done, and whether the results are used as a tool to drive improvement of school performance. If inspections are not done effectively, if communication and feedback is lacking, if there is no follow up on recommendations and if there is no way of assessing whether inspections deliver or not, then school inspections can be nothing just to waste public resources. Andronesia (2017) reveal that “in Tanzania inspection is the major way in which school data on teaching and learning are collected as well as a way to foster accountability among schools and staff

members. The inspectorate unit has a duty also to oversee implementation of curriculum in order to make sure that the education provided to young people meets the societal needs as documents and vision”.

Kairu (2010) in Kenya reported that, school inspectorates visit school two times per term for advisory and follow up so as to assure education quality in some schools. Also showed that some schools are visited when need rises. Each school is expected to be visited at least once per term but some schools visited once per year, others are visited once after two years while others are never visited by school inspectorates.

Lyanga and Chen (2020) conducted “an assessment on effective school inspection in basic education towards equality education in Tanzania and found that, school inspection practices especially in developing countries like Tanzania are associated with various obstacles which as a result make the issue of quality control as one of the most critical for all aspects. Despite of all efforts from the government the quality of education is still grim. This is due to ineffective school inspection. In recent years students have been scoring low marks in national examination, most of the teachers teach against the curriculum content and some of the schools are characterized by teachers and student truancy, all this happen as a result of ineffective inspection. School improvement in teaching and learning process actually it depends on quality school inspection”.

1.1 Statement of the Problem

Based on the roles and expectations of the society on the importance of school quality assurance and its impact on academic achievement, the government of Tanzania spends some of taxpayers' money to support school quality assurance processes. One way to justify the taxpayers' money expenditures is to measure the impact of school quality assurance. Under this circumstance it was important to investigate the impact of school quality assurance on the level of academic achievement whereby this situation is still a challenge because many government schools are still operating below standard by measuring the students' academic performance. This study aims to find out whether there was any difference in academic achievement between schools which were regularly inspected and those which were not inspected. Knowing the impact of school quality assurance on academic achievement will justify the expenditure of money and create the desire and the need for the government to improve schools inspection in a more efficient way.

From this regard the school inspection seems to be ineffective in some areas especially the remote areas which are not easy to conduct regular school inspection for the purpose of improving primary school academic performance as the results the school performance is low as per NECTA results in the four consecutive years from 2018-2021. This reason persuaded the researcher to be interested to carry a research on assessment on the academic impact of school inspection in Mvomero District.

1.2 Research Objectives

1.2.1 General Objective

The main aim of this study is to assess the impact of school inspections on students' academic performance in primary schools in Mvomero district.

1.2.2 Specific Objectives

- i. To assess the process of school inspection in primary schools.
- ii. To examine the academic impacts of primary school inspection.
- iii. To assess the challenges associated with primary school inspection.

1.3 Research Questions

- i. How school inspections operate in primary schools?
- ii. What are the academic impacts of primary school inspection?

iii. What are the challenges associated with primary school inspection?

1.4 Significance the Study

Adding knowledge to the existing body of knowledge, the study will help to inform policy makers to think on appropriate primary schools inspection policy that will be helpful to primary schools environment.

The study will enable the policy makers and other education stakeholders to realize the rate and frequency in which primary schools are inspected of Mvomero primary schools.

Furthermore, the study will enable the school inspectors to carry their responsibilities and make follow up to the recommendations provided to the inspected primary schools in order to foster improvement.

Also the study will help to improve education quality by revealing areas of weakness and work for improvement.

1.5 Research Gap

Various empirical studies have been done about school quality assurance to reveal different aspects of school quality assurance from different parts of the world. In Tanzania little has been done on the process and impact of school quality assurance to primary school level which promote students' academic performance. The researcher becomes interested to conduct research to assess the impact of school quality assurance on students' academic performance in primary school in Mvomero District.

The administrative theory is too general. This study intended to examine whether it can be focused enough on individuals. In case of goal-setting theory the study intended to examine whether focusing on reaching the goal can be achieved rather than on acquiring the skills required to reach it.

2.0 Research Methodology

This section presents the methodology that guided the study. The study used mixed research approach.

2.1 Sample size

The sample size of this study was 179 respondents that include 122 ordinary teachers, 1 district educational officer, 10 district inspectors, 13 assistant district primary school educational officer, 8 ward educational officers and 25 head teachers.

2.2 Data collection and data presentation

Questionnaires were used to collect information from ordinary teachers, interview was used to collect information from the primary schools head teachers, ward education officers, district primary school education officers and the district school inspection officers. Observation was used by the researcher in the field to collect information by observing. Quantitative data were analyzed by using descriptive statistics using Statistical Package for Social Science (SPSS version 25), while qualitative data were analyzed through content analysis.

2.3 Validity and Reliability of data

Validity

Best and Kahn, (2006) explain validity as the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of test. Kumar, (2011) defines validity as the degree to which the researcher has measured what it is designed to measure. Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration.

Ary, *et al.*, (2010) explain validity as the extent to which an instrument measure what it claimed to measure. Validity is the degree to which evidence and theory support the interpretations of the scores of the test scores entailed by proposed uses of tests. Gay, *et al.*, (2006) explain validity as the degree to which a test measures what it is supposed to measure and consequently permits appropriate interpretation of scores.

In order to ensure validity of the instruments for qualitative data, researcher conducted a pilot and pretest to check if the instruments for data collection were able to yield the

desired information from the field. If errors will be detected during the process of piloting, they were corrected and rephrased for accurate data collection.

For quantitative data, the validity was performed by expert staff or by academic staff on the structure the measuring instrument is trying to determine. Within the evaluation criteria, different criteria are included such as the purpose of each statement is appropriate for the measuring instrument, the statements in the scale are clearly understood by the participants, the readability of all statements in the measuring instrument, and the attractiveness of the questionnaire created.

Reliability According to Ary, *et al.*, (2010) “reliability is the degree of consistency with which it measures whatever it is measuring”. Cresswell, (2005) shows that, “a test is reliable to the extent that it measures whatever it is measuring consistency. In a test that has a high coefficient of reliability errors of measurement have been reduced to a minimum. Reliable tests are stable in whatever they measure and yield comparable scores on repeated administration”.

For qualitative data, reliability was achieved through being thorough careful and honest in carrying out the research. Furthermore, a number of aspects were involved in the process of interviewing, including the wording of interview questions, establishing rapport with the interviewees and considering ‘ power relationship’ between the interviewer and the participant.

For quantitative data, reliability was tested by using Cronbach Alpha coefficient. As suggested by Cronbach a coefficient of between 0.7-1.0 for Cronbach Alpha is the recommended value for reliability. The study findings on reliability testing was 0.875 Cronbach Alfa which indicate there internal consistency.

3.0 Results and Discussion

The general objective of this study is to assess the impact of school inspection on students’ academic performance in primary schools in Mvomero district. This study was guided by two specific objectives namely to assess the process of school inspection in primary schools and to examine the academic impacts of primary school inspection.

3.1 Primary School Inspection Process

This section presents the results on the first objective that aimed at assessing the process of school inspection in primary schools in Mvomero District. Findings of this objective are presented below.

Table 3.1: Inspecting of Teaching and Learning Documents

Details	Frequency	Percentage (%)
Strongly Agree	17	21.0
Agree	64	79.0
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.1 shows that 21% of respondents strongly agreed that the school inspectors inspect teaching and learning documents while 79% of respondents agreed. These results indicate that, through school inspection, teaching and learning documents such as lesson plan, scheme of work, subject logbook, subject text book and subject reference books are inspected. In addition to that, observation findings reveal that, teachers prepare teaching documents such as scheme of work, lesson plan, lesson notices, text book, reference books before entering the class for teaching. The implications of this finding is that, despite of such success primary school academic performance is low as per NECTA results in the four consecutive years from 2018-2021. These findings were supported by district inspectors who pointed the following:-

We inform the ward education office and the head teachers that we expect to visit your schools get prepared for inspection. Areas for inspection will be administrative activities, school infrastructures, teaching and learning documents and observation of the whole teaching and learning process.

These findings are in agreement with study by Kambuga and Dadi (2015) who pointed that, school inspectors meet the school administration for introduction and outlining of the purpose of their inspection visit. The inspectors are briefed by school administration on the school general status and performance. The school inspectors are required to meet teachers and other staffs. The inspectors collect data about school management and administration, quality of teaching and learning as well as the physical infrastructures of the school. At the end of the school inspector has to write and deliver a report to the relevant stakeholders.

Furthermore, Matete (2019) support this by showing that, the school inspectors collected the subject logbooks, schemes of work, lesson plans and pupils' exercise books and judge the performance of the school basing on those materials. School inspectors do not find opportunity to talk with pupils.

Table 3.2: Inspecting Students' Notes and Marked Exercises

Details	Frequency	Percentage (%)
Strongly Agree	20	24.7
Agree	61	75.3
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.2 shows that, 24.7% of respondents strongly agreed that, inspectors inspect students' notes and marked exercises. 75.3% of respondents agreed that school inspectors inspect students' notes and marked exercises during their school visits. These results indicate that, inspection of students' notes and marked exercises help in improving students' seriousness on studies and help teachers to recognize achievement of the lesson objectives.

These findings concur with study by Friedman (2019) who observed that, many students and teachers feel that note-taking is an obvious and intuitive skill to have, yet few consider or encourage best practices. Unfortunately, many students are unaware of or do not appreciate the benefits that effective note-taking may have on their learning and the importance of cultivating their note-taking skills over the course of their education.

Table 3.3: Inspecting Students' Academic Records (Recorded Marks)

Details	Frequency	Percentage (%)
Strongly Agree	17	21.0
Agree	63	77.8
Neutral	1	1.2
Disagree	0	0
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.3 shows that, 21% of respondents strongly agreed that during the school inspection, inspectors were inspecting the students' academic record, 63% of respondents agreed while 1.2% of respondents were neutral. These results indicate that, through inspection process various academic records such as class exercises, weekly test marks, monthly test marks, mid-term test marks, terminal or annual examinations are inspected. The aim of this is to monitor the academic progress of the learners and diagnose areas of difficulty to plan for improvement. Also help teachers to recognize the extent to which the instructional objectives have been met. The implications of this finding is that, despite of having effective inspection of students' academic records in primary schools, the school performance is low as per NECTA results in the four consecutive years from 2018-2021.

These findings are in agreement with study by Matete (2019) who confirms that; the school inspectors collected the subject logbooks, schemes of work, lesson plans and pupils'

exercise books and judge the performance of the school basing on those materials. School inspectors do not find opportunity to talk with pupils.

Table 3.4: Observing Teaching and Learning Process in the Class

Details	Frequency	Percentage (%)
Strongly Agree	1	1.2
Agree	1	1.2
Neutral	2	2.5
Disagree	69	85.2
Strongly Disagree	8	9.9
Total	81	100

Source: Field Data (2022)

Table 4.4 shows that, 1.2% of respondents strongly agreed with the class observation during the school inspection, 1.2% of respondents agreed, 2.5% 1.2% of respondents were neutral, 85.2% 1.2% of respondents disagreed, while 9.9% 1.2% of respondents strongly disagreed. These results indicate that, school inspectors end up with inspecting teaching and learning documents such as lesson plan, scheme of work, lesson logbook, marked exercises of students and recorded marks of the students. The implications of this finding is that, inspectors can take advantage of opportunities in **lesson** to consolidate students' understanding.

These findings were supported by a respondent in an interview who observed that:-

During school inspection, the inspectors concentrate on inspecting teaching and learning material and administrative activities. Classroom observation was not given priority due to the limited time for inspection and due to the small number of the school inspectors visited the school.

These findings were supported by Matete (2019) who found that, classroom observations are not properly carried out. The school inspectors collected the subject logbooks, schemes of work, lesson plans and pupils' exercise books and judge the performance of the school basing on those materials. School inspectors do not find opportunity to talk with pupils. Furthermore, Opuku-Asare (2007) support these supervisors normally notify head teachers when they have to observe teachers in their schools. This enables teachers concerned to prepare adequately for the observation lessons. This also enables those teachers to arm themselves with all the teaching materials they can possibly lay hands on and sometimes, rehearse the lessons they intend to teach for the exercise.

Table 3.5: Providing Feedback after Inspection for Improvements

Details	Frequency	Percentage (%)
Strongly Agree	10	12.3
Agree	63	77.8
Neutral	4	4.9
Disagree	4	4.9
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.5 shows that, 12.3% of respondents strongly agreed with provision feedback after inspection for improvements, 77.8% of respondents agreed, 4.9% of respondents were neutral and the remaining 4.9% of respondents disagreed. These results indicate that, teachers seem to regard oral and written feedback from school inspectors as an important stimulus for school improvement. Teachers perceived the advice and feedback given through inspection reports and recommendations useful for making improvement in their work performance. Teachers acknowledge that inspectors give them both positive and negative feedback and they perceived the feedback from inspection as useful, however they also mentioned that sometimes they do not realize the importance of the inspection report. This happen because of the extent of anxiety induced by the process, the amount

of time necessary to prepare for the inspection cause some of teachers to fail in realizing the importance of the whole inspection process.

3.2 The Academic Impact of Primary School Inspection

This section present results on second objective that aimed at examining the academic impacts of primary school inspection. Findings of this objective are presented below.

Table 3.6: Improve Academic Performance of Students

Details	Frequency	Percentage (%)
Strongly Agree	16	19.8
Agree	58	71.6
Neutral	5	6.2
Disagree	2	2.5
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.6 shows that, 19.8% of respondents strongly agreed that school inspection led to the improvement of students' academic performance, 71.6% o of respondents agreed, 6.2% of respondents were neutral, and the remaining 2.5% of respondents disagreed. These results indicate that, school inspection contribute greatly to students' academic performance because the inspectors provide new knowledge on teaching methodology, proper use of time in teaching, importance of frequent exercises, how to effectively apply participatory methods for improving students' ability to attempt competence based questions in the examinations. These findings were supported by a respondent in an interview who observed that:-

Frequent school inspection enables teachers to be active in lesson preparation, provision of frequent exercises to the students, attending the

class according to the time table and even to attend remedial class and reduce truancy among the teachers. All these improve students' academic performance.

The findings were supported by another respondent in an interview who pointed that:-

School inspection improve students' because when we visit a school we provide current teaching strategies that correspond to the new competence based curriculum also the mode of teaching in the class is improved together with the detecting areas of difficult and plan for adjustment. Therefore teachers' morale rise and increase the effort in teaching and hence improve performance.

The findings were in agreement with study by Bakar (2016) who reveals that, school inspectors during school inspection help teachers to improve pupils' performance through their advices to teachers. Also teachers said that inspection helped them in monitoring academic performance of the pupils and enforced correction of mistakes where necessary. After school inspection, the school inspectors helped teachers to learn different techniques of helping pupils to learn effectively then their performance increased. However, Mutabaruka, et al. (2018) found that, inspectors of schools play an important role of ensuring that learners are prepared, presented, evaluated and have self-motivation.

Table 3.7: Increase Teachers' Accountability to their Work of Teaching

Details	Frequency	Percentage (%)
Strongly Agree	53	65.4
Agree	27	33.3
Neutral	1	1.2
Disagree	0	0
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.7 shows that, 65.4% of respondents strongly agreed that primary school inspection increases teachers' accountability to their work of teaching, 33.3% of respondents agreed and 1.2% of respondents were neutral. These results indicate that, schools are inspected frequently and thus help to increase and maintain the teachers' accountability towards their teaching activities. This happen because, school inspection help teachers to improve teaching and learning because the inspectors offer advice on how to teach and help individual teachers on how to prepare scheme of work and lesson plans according to the level of the pupils. School inspections help teachers to attain their teaching and learning goals. School inspectors provide professional support to the teachers.

The findings were in the same line as that of Matete (2019) who give evidence that, school inspection reports are important for the improvement of teachers' performance. The report also indicates the strengths and weakness of individual teachers. Also the report inform the authority on the number of problems that face the school that in one way or another hinder the effective teaching and learning such as the shortage number of teachers, lack of teaching and learning materials and the shortage of classrooms.

Table 3.8: Improve Teacher-Student Academic Relations

Details	Frequency	Percentage (%)
Strongly Agree	53	65.4
Agree	27	33.3
Neutral	1	1.2
Disagree	0	0
Strongly Disagree	0	0
Total	81	100

Source: Field Data (2022)

Table 3.8 shows that, 65.4% of respondents strongly agreed that the primary school inspection improve teacher-students' academic relations, 33.3% of respondents agreed while 1.2% of respondents were neutral. These results indicate that, school inspection

improves teacher-student relation due to the application of learner centered approach in teaching and learning process. Furthermore, school inspection improve teacher-student academic relation because during inspection teachers are emphasized to develop close assistance to the learner and build friendly relationship with the learner so as it became easy to know their academic problem and find an appropriate ways of solving those problems. These findings were supported by a respondent in an interview who observed that:-

School inspectors' help to improve academic relation between teachers and students because teachers are instructed to build rapport with the learners hence it become easy for students to express their academic problems to their teachers without fear. The friendly relation between students and teacher helps in improvement of academic performance.

These findings are in agreement with study by Paschal and Mkulu (2020) who found that, show that, a good and professional relationship is required to create safe context students confidence in their capability to work without pressure and become motivated to learn. This especially happens when students are guided by positive emotional stimuli, they are better able to recall newly learned information. That is the teacher-student's relationship is vital to learning and academic performance. Teachers should establish a professional relationship with their students, because the creation and maintenance of the positive classroom climate plays an important role in rendering the teaching and learning process more effective and efficiently.

Furthermore, Agyekum (2019) express that “teacher-student relationship has been identified as an important factor that improves student learning and academic outcome. Teachers play significant role in education by helping students to achieve their goals”.

Table 3.9: Solve Problems of Teacher-Students Ratio

Details	Frequency	Percentage (%)
Strongly Agree	9	11.1
Agree	58	71.6
Neutral	5	6.2

Disagree	5	6.2
Strongly Disagree	4	4.9
Total	81	100

Source: Field Data (2022)

Table 3.9 shows that, 11.1% of respondents strongly agreed that school inspection solve the problem of teacher-student ratio in teaching and learning process, 71.6% of respondents agreed, 6.2% of respondents were neutral, 6.2% of respondents disagreed while 4.9% of respondents strongly disagreed. These results indicate that, school inspection solve the problem of teacher-student ratio in teaching and learning whereby the recommended value from 2018 is 50.63 students per teacher in Tanzania, This happen because the school inspectors observe the number of teachers available in a school and if there scarcity of teachers they plan to increase the number of the teachers in order to solve the problem of the teacher-students ratio in teaching and learning process. Furthermore, school inspectors involve teachers in this case by asking them to provide information concerning teaching workload.

These findings of the study concur with study by Koc and Celik (2014) who found that, “teachers are a basic part of educational system as having a vital and decisive role in the quality of education and how well students learn. The number of students per teacher is generally associated with class size and it is mainly believed that smaller classes provide a better teaching and learning”.

Table 3.10: Enhance Proper Use of Teaching and Learning Resources

Details	Frequency	Percentage (%)
Strongly Agree	9	11.1
Agree	58	71.6
Neutral	5	6.2
Disagree	5	6.2

Strongly Disagree	4	4.9
Total	81	100

Source: Field Data (2022)

Table 3.10 shows that, 11% of respondents strongly agreed that school inspection enhance proper use of teaching and learning resources, 71.6% of respondents agreed, 6.2% of respondents were neutral, 6.2% of respondents disagreed while 4.9% of respondents strongly disagreed. These results indicate that, school inspection enhance the proper use of teaching and learning resources because the inspectors instruct teaches on how to keep their documents that contain details of their daily work of teaching and learning activities and these documents should be kept in the files. The files should contain all documents required in teaching and learning process.

Furthermore, observation reveals that school inspection enhance the proper use of teaching and learning resources because the visited schools by researcher had procedures that encourage proper use of teaching and learning resources and every teacher have his/her own file to keep documents concerning teaching and learning activities.

These findings were supported by a respondent in an interview who observed that:-

When we visit a school for inspection we also instruct teachers on the proper use of teaching and learning resources so that even if the resources are scarce when proper utilized they can be enough to bear the desired results in education.

These finding are in agreement with study by Kapur (2020) who explain that, teaching and learning resources are the resources that are made use of by instructors in imparting information in terms of academic subjects and concepts to the students. These are regarded as not only fundamental in enriching the teaching and learning process, but also in leading to the overall functioning of the education institutions in an effective manner.

4.0 Conclusion and Recommendations

4.1 Conclusion

Findings of the study indicated that, despite the success of the process of school inspection in primary schools, such as inspecting of teaching and learning documents, inspecting students' notes and marked exercises, this process encounter several challenges. This indicates that, the process of school inspection in primary schools is not effective in some areas especially the remote areas. Due to ineffectiveness of the process of school inspection in primary schools, the academic performance is low as per NECTA results in the four consecutive years from 2018-2021.

4.2 Recommendations

The recommendations for this study are made basing on the findings of specific objectives. Such recommendations are presented below.

4.2.1 Primary School quality assurance Process

- i. The Government through her agencies should ensure school inspectors get regular training so as to improve their skills and knowledge concerning inspection process.
- ii. The Government through her agencies should ensure that, school inspectors conduct their duties effectively by monitoring them effectively.

4.2.2 The Academic Impact of Primary School quality assurance

- i. Dealing with the improvement of students'' academic performance need cooperation of various education stakeholders of whom school inspectors are one of. School inspectors should find a way of inspecting all primary school at the right time and in a relevant rate per year, because frequent primary school inspection improves students'' academic performance.

Ethical Approval and consent :

The researcher sought for a research permit from the office of postgraduate of Jordan University College on behalf of the Government of Tanzania. Thereafter, the researcher asked for another permit from the District Administrative Secretary who had power to allow studies to be conducted in her jurisdiction. The regional research permit enabled the researcher to select secondary schools on behalf of the Government.

Respondents were contacted by means of a telephone call followed by a visit. During the visit to each respondent, they were informed of the purpose of the study and were assured of confidentiality and anonymity.

Respondents were required to give an immediate response, instead, they were provided with a letter of information and an appropriate consent form to be signed and posted at a later date. Furthermore, during this study all reasonable steps to maintain confidentiality of respondents were taken. For example, the findings of the research were recorded in such a way that respondents could not be identified and appropriate codes were used when individual statements are quoted. Lastly, the researcher ensured the security of informants from physical, psychological and social harm by keeping the collected data for the predetermined purpose and obstructed unauthorized persons to get access to the data.

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