

Effect of Educational Equity on the Quality of Education in Selected Schools in Kwimba District, Tanzania

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ABSTRACT

This study examined how the equitable distribution of resources affects quality education in public secondary schools in Kwimba district. It employed a mixed research approach with an embedded design and comprised 271 participants, including students, teachers, heads of schools, ward education officers (WEOs), and district education officers (DEOs). Both probability and nonprobability sampling techniques were used to select the participants. The data were collected through questionnaires, interviews and document reviews. The results indicate that equitable resource distribution was perceived to have the highest effect on education quality compared to the other two variables (equitable academic support and social support), with a total mean score of 4.15400 and standard deviation of 0.46476. The results show that equity in resources improves education through the provision of nutrition and food, fee-free programs, the equitable distribution of teaching and learning materials, the construction and rehabilitation of infrastructure, and the allocation of qualified and adequate teachers. Therefore, it was concluded that to improve the quality of education in secondary schools, there should be a concerted effort to ensure the equitable allocation of educational resources. There should be a collaborative effort among parents, the community and the government to ensure that the challenges that limit students from accessing school resources are minimized or eliminated.

Keywords: Educational equity, Equitable allocation of educational resources, Quality education, Public secondary schools, Quality of learning, Tanzania.

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1. INTRODUCTION

Educational equity is a global phenomenon that lies at the heart of the sustainable development goal (4), which emphasizes inclusive and equitable quality education and promotes lifelong learning opportunities for all. The burden of realizing this convention has been placed under governments, with a number of global initiatives and mechanisms being put in place by multilateral agencies to support and enable this process. Consequently, many countries, both developed and developing, have integrated equity in their education systems (Omoeva, 2017).

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In Tanzania, educational equity is articulated in the Tanzania Education Policy, Tanzania Vision 2025, National Strategy for Growth and Poverty Reduction (NSGPR), Primary Education Development Program (PEDP), and Secondary Education Development Program (SEDP) (Kambona, 2020). The commitment aimed at removing the obstacles related to gender, disability, economic background, regional disparities and ethnic background in access to quality basic education by improving teaching and learning environment in both primary and secondary schools, such as constructing classrooms, purchasing desks, textbooks, improving latrines ratio, and improving the working conditions of teaching staff at all level (URT, 2023). As a result, different initiatives were enforced to implement equity in secondary education. Such initiatives include the introduction of fee-free secondary education, the

introduction of inclusive education, competence-based curricula, the introduction of ward secondary schools, the introduction of school feeding programs, and the eradication of school money contributions (Kambona, 2020).

Like other districts in Tanzania, the Kwimba district is also implementing equity policies in the provision of secondary education. The Kwimba district Strategic Plan 2016–2021 shows that the district is committed to improving access, quality, and equitable secondary education delivery. In actuality, almost every ward in Kwimba district has a secondary school. Thus, there are 31 public secondary schools scattered throughout each ward. This makes secondary education accessible to children from both urban and rural places (URT, 2017). Additionally, the district has committed to enrolling and providing a supportive learning environment for all disabled students in secondary schools (URT, 2017). Furthermore, since 2015, the district has been providing fee-free education for all students admitted to secondary school. These efforts resulted in an increase in the enrolment rate since the removal of financial barriers opened the door for many disadvantaged individuals to obtain access to secondary education. This concurs with the findings of the study by Mbawala (2017) in the Ruangwa district in Tanzania, who observed that the introduction of fee-free education has increased the enrolment rate and attendance rate among students because most of the parents were unable to afford the cost.

However, the study findings show that although the district is committed to educational equity, secondary schools are not equipped with enough resources and facilities to provide quality education. This is against OECD (2012), who suggests that equity goes hand in hand with quality. That is, the highest performing education systems are those that combine both equity and quality. However, the Kwimba strategic plan 2016-2021 demonstrates that there is a deficit of teachers' houses, libraries, laboratories, administrative blocks and classrooms in secondary schools, which probably deprives disadvantaged students from accessing quality education the same as their peer students. Lushali (2017) observed that most secondary schools had inadequate physical facilities, such as classrooms, laboratories, libraries, and latrines, and a lack of teacher houses, which forced teachers to live far from the schools. Similarly, Benard and Ligembe (2022) verified that there are large classes in secondary schools in the Kwimba district, which leads to inadequate resources, low student performance and ineffective classroom instruction. Therefore, this study sought to determine how the equitable distribution of resources affects quality education in public secondary schools in Kwimba district.

2. LITERATURE REVIEW

Improving equity in secondary schools also requires extra academic support for low-performing students. The researchers recommend that for effective academic support, the school system should provide an ongoing system of staff development to enhance teachers' skills and knowledge about teaching struggling students (OECD, 2012). Hence, different strategies are recommended to assist low-performing students in the school context. It includes the use of a balanced combination of student-centered instruction with an aligned curriculum. That is, all teachers should move their emphasis from content-based education to critical thinking, with a focus on adapting instruction, activities, and evaluation to accommodate all students' learning preferences and provide them with more chances to deepen their knowledge and

comprehension. The study conducted in Turkey by Aytac and Kula (2020) examining the effects of a student-centered approach on creative and thinking skills proves that student-centered approaches help to increase creative and thinking skills among students by providing individual and group work environments and developing multiple learning skills among students. This finding implies that student-centered approaches that involve various techniques, such as storylines, active learning, six-think hats, brain-based learning, game-based learning, and creative drama, can also be applied to support low-performing students in secondary schools to improve their performance and reduce school dropout.

Similarly, the results of the study conducted by Smith (2021) in the US investigating the effects of student-centered instruction on academic achievement revealed that student-centered instruction had statistically significant positive impacts on students' mastery of science content. This finding justifies that this method is effective in meeting various learning needs of the students to realize their potentials. However, the study was conducted in primary school, and its findings are relevant to secondary school, where the current study is confined.

Furthermore, equal academic outcomes among students can also be achieved by providing support to struggling students. It involves the integration of instructional interventions to help students who are struggling in their studies. The literature suggests that the use of games has a positive impact on the scores of struggling students (Kobayashi, 2021).

In the Tanzania education system, supporting the academic achievement of low-performing students is an area of priority. Different educational policies have been adopted that support academic achievements for all students. Policies and initiatives have been put to emphasize student-centered approaches, discouraged grade repetition, school tracking systems and the insist provision of academic support to struggling students (World Bank, 2014). However, repetition in secondary school is still observed, especially in form II, where the rate is high compared to other levels of secondary education. This is most likely due to the form II examination, which has been used to prevent weaker students from progressing to form III (URT, 2018). Nevertheless, it is proposed that measures should be put to discourage grade repetition, as high repetition reduces system efficiency and does not contribute to learning achievement (URT, 2018).

Mgyabuso (2022) carried out a study on the implementation of learner centers and the repositioning of education in public secondary schools in the Nyamagana district in Tanzania. The researchers employed a mixed method with a convergent parallel design. The study revealed that the learner-centered approach plays a significant role in developing students' lifelong skills. It develops creativity, critical thinking, problem-solving skills and innovations among students. However, its implementation is minimal due to environmental challenges, which as a result lead to poor performance. This finding entails that more efforts are needed to improve the environment, which is conducive for the learner-centered approach to be effective in secondary school so that students can benefit from it. Likewise, Mavumba (2022) investigated the use of a learner-centered approach (LCA) in mathematics, a case study of the Pugu secondary school, using a qualitative method. The results indicated that teachers and students perceived LCA positively. Teachers' integrated teacher-centered approach and learner-centered approach, however, lacked competence in how to effectively integrate different strategies when facilitating students. This

finding entails that there is a lack of in-service training among public secondary school teachers, which leads to the ineffective facilitation of students. The study then suggests that frequent in-service training should be given to teachers on how to integrate multiple teaching and learning strategies in the classroom. However, the study was confined to a qualitative approach; nevertheless, the current study will employ a mixed approach to strengthen the weakness that may be associated with using only one approach.

3. RESEARCH METHODOLOGY

This study aimed to investigate whether the equitable distribution of resources affects quality education in public secondary schools in Kwimba district. The study employed a mixed research approach by embedding qualitative data within dominant quantitative data. The purpose of using a mixed research approach is to obtain a comprehensive and complete understanding of the problem under study and to give strength to both qualitative and quantitative approaches to neutralize the weaknesses of each form of data. The participants in this study were obtained using simple random sampling and purposive sampling techniques. It comprised 271 participants, including students, teachers, head of schools, ward education officers (WEOs), and district education officers (DEOs). This study classified, analysed, processed, and coded quantitative data by using descriptive analysis with the help of the Statistical Package for Social Science (SPSS) Version 20 program. The qualitative data were chronologically arranged, summarized and classified into thematic analysis to obtain the general themes.

4. RESULTS AND DISCUSSION

This study aimed to investigate the effects of the equitable distribution of resources (human resources, material resources and financial resources) on improving the quality of education in public secondary schools. The questionnaires in this specific objective consisted of statements describing how the equitable distribution of resources contributes to improving the quality of education. They include school feeding programs, fee-free secondary education programs, the provision of adequate learning and teaching materials, the construction of adequate and friendly infrastructure and the distribution of adequate and qualified teachers. The respondents were needed to show the extent to which these statements were applicable in their school context in relation to quality education by ranking the scales using 5=very large extent, 4=large extent, 3= some extent, 2= little extent and 1= no extent. The results are as follows.

Table 1: Teachers' responses on the effects of equitable resource distribution on quality education

Value	1	2	3	4	5
The school feeding program	-	5 (12.5%)	16 (40%)	15 (37.5%)	4 (10%)
Fee free secondary education program	1 (2.5%)	1 (2.5%)	6 (15%)	17 (42.5%)	15 (37.5%)
Fee free program leads to scarcity of resources	5 (12.5%)	1 (2.5%)	13 (32.5%)	9 (22.5%)	12 (30%)
Distribution of learning and teaching materials	1 (2.5%)	12 (30%)	7 (17.5%)	12 (30%)	8 (20%)

School contribution	7 (17.5%)	8 (20%)	11 (27.5%)	5 (12.5%)	9 (22.5%)
Distribution of School infrastructure	1 (2.5%)	3 (7.5%)	15 (37.5%)	13 (32.5%)	8 (20%)
Distribution of teachers	1 (2.5%)	7 (17.5%)	13 (32.5%)	10 (25%)	9 (22.5%)

Source: Field Data (2023).

Table 2: Students' responses on the effects of equitable resource distribution on quality education

Value	1	2	3	4	5
The school feeding program	4(1.8%)	19 (8.6%)	65 (29.5%)	83(37.7%)	49 (22.3%)
Fee free secondary education program	4 (1.8%)	12 (5.5%)	36 (16.4%)	60 (27.3%)	108 (49,1%)
Fee free program leads to scarcity of resources	56 (25.5%)	33 (15%)	41 (18.6%)	45 (20.5%)	45 (20.5%)
Distribution of learning and teaching materials	18 (8.2%)	20 (9.1%)	51 (23.2%)	56 (25.5%)	74 (34.1%)
School contribution	100 (45.5%)	44 (20%)	33 (15%)	22 (10%)	21 (9.5%)
Distribution of School infrastructure	18 (8.2%)	29 (13.2%)	37 (16.8%)	59 (26.8%)	77 (35%)
Distribution of teachers	10 (4.5%)	24 (10.9%)	56 (25.5%)	60 (27.3%)	70 (31.8%)

Source: Field Data (2023)

4.1 nutrition-Nutrition and food-Food programProgram

In Table 1, the teachers' responses indicate that 19 respondents, similar to 47.5%, revealed that to a high extent (a very large extent and a large extent) the school feeding program improves quality education by increasing the attendance, retention and performance of students. Additionally, the table 2 student responses indicate that 132 participants (60%) revealed that to a high extent, the school feeding program improves quality education by increasing the attendance, retention and performance of students. Inconsistency of opinion between teachers and students implies that the school feeding program is probably ineffective in secondary schools, either because it was accessible only for students whose parents were capable of contributing or because the accessibility of food for all students was minimal. Nevertheless, the qualitative data revealed that all secondary schools were obliged to implement the program of meals for students to provide both educational and health benefits to most vulnerable children. Nutrition and food had far reaching importance to the quality of education, as they motivated many students to be enrolled in secondary school. It also increased the attendance and made students pay attention in the classroom, hence the overall performance of the students. DEO was reported saying

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“We are now implementing provision of food to students through the program known as mpangowashulesalama (safe school program for secondary schools) initiated by the ministry of education which among other objectives, it aims at strengthening food and nutrition provision services to students and we have disbursed school feeding guidelines to secondary schools. The program requires the school to involve parents and the surrounding community and local government to ensure that students obtain access to food and nutrition services Yeah! This helps to reduce students’ short-term hunger, improve enrolment and attendance and improve students’ cognitive health and academic performance.”

However, despite efforts to ensure food security for students, the program is facing challenges in some secondary schools in rural areas. One head of school was quoted saying

“.....The challenge that we face in implementation of school feeding program is that the rate of food contribution from the parents and community surrounding the school is low due to poor harvest people experience because of drought and climatic change, as you know majority of people here depend on agriculture”

This statement verifies that although the program contributed to improving quality education by increasing students’ enrollment, attendance and performance, the accessibility of nutrition and food in secondary schools was still uncertain because the school feeding program depended greatly on the economic wellbeing of the parents since no government budget was specified for the implementation of the program. This differs from Nordin (2012), who found in Malaysia that the government provided supplementary funds (1.0 billion) every year to support students from poor families with meals, school fees, hostel fees, school uniforms and transport costs. As a result, there were improvements in academic performance, retention rate, completion rate and attendance rate among disadvantaged students, as Maslow’s hierarchy of needs theory insists that when children have access to food, water, and clean restrooms at school, they learn more and achieve success at greater levels (McLeod, 2018). Therefore, the unpredictability of the availability of food in secondary schools ultimately demotivates students’ performance and attendance and ultimately leads to school dropout because McLeod (2018) suggests that it is difficult for a student who is hungry and weary to concentrate on their studies. Therefore, schools should take serious measures to implement food programs in secondary schools to rescue the situation.

4.2 Fees Free Secondary Education Program

No one can underestimate the contribution of fee-free education programs to improving the quality of education in secondary schools in Tanzania. The table 1 teachers’ responses indicate that 32 participants (equal to 80%) revealed that to a

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large extent, the fee-free secondary education program improved the quality of education by increasing students' enrolment in secondary schools, attendance and student retention. In addition, the responses of the students in Table 2 indicate that 168, similar to 76.4%, revealed that fee-free secondary education had increased student enrolment, attendance and retention to a high extent. The findings establish that the majority of the participants supported the contribution of fee-free secondary education to opening the door for the majority of students from all backgrounds to obtain access to secondary education. This is in line with the study by Kambona (2020), who asserts that the introduction of a fee-free program, which is very popular as "Elimu Bure", has ensured the enrollment of a large number of students in secondary schools since it helped a large number of female students to access secondary education.

To obtain more details on the effects of fee-free secondary education on quality education, the researcher conducted interviews with DEO, WEOs and school heads. It was reported that the government introduced fee-free education as the way to remove economic barriers to students from low-income families to obtain access to secondary education. Providing a response to the interview, one head of school was quoted:

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hata wale ambaowalikuwawanaachashulekwakisingizio
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“Since the introduction of fee-free secondary education, the number of students has been increasing rapidly, even those who were dropping out on the basis of inability to pay school fees have no more reasons. For example, before the program, we used to admit eighty, ninety to one hundred students. but now it starts at two hundred students and above”

(Interviewee school B, July 2023)

This indicates that fee-free education programs to a high extent have increased the enrollment of a large number of students, including female students who were previously subjected to early marriage, domestic work and children's careers, due to the inability of the parents to pay school fees. Additionally, it indicates that fee-free education has improved student retention, as many students who were dropping out on the basis of inability to pay school fees are retained. Nevertheless, the increase in enrolment is anticipated to align with the overcrowded classroom and lack of learning resources in secondary schools. Therefore, the study also wanted to reveal whether fee-free secondary education has resulted in a shortage of resources and overcrowded classrooms. The results from teachers' responses in Table 1 indicate that 21 teachers (52.5%) revealed that to a high extent, fee-free secondary education led to overcrowded classrooms and a shortage of learning resources in secondary schools. In contrast, Table 2 students' responses indicate that 90 students, similar to 41%, revealed that to a high extent, fees for free secondary education contribute to overcrowded classrooms and a shortage of learning resources. The division of opinion indicates that there was an uneven distribution of school resources among secondary

schools, which means that in some secondary schools, the introduction of fee-free programs did not go hand in hand with the improvement of infrastructure and increase in the supply of teaching and learning resources. This concurs with the findings of Kambona (2020), who found that the budget deficit due to fee-free secondary education hinders efforts to achieve equity since some schools are facing challenges in running daily school activities. Therefore, it is an opinion that schools with a scarcity of resources should find other sources of income through resource mobilization to secure the situation.

4.3 Adequate Supply of Learning And Teaching Resources

Disadvantaged students also need extra support items of learning resources because of their socioeconomic background on which they have no control. The table 2 teachers' responses indicate that 20 (50%) participants revealed that to a high extent, the supply of learning and teaching materials was adequate to support students' academic performance. Similarly, the responses of the students in Table 2 indicated that 130 students, equivalent to 59.6%, showed that to a high extent, the learning and teaching materials were adequate and improved students' performance. Almost half of the participants supported the presence of adequate learning materials in their schools. The findings imply that in the study area, there was an uneven distribution of teaching and learning materials. While some secondary schools had an adequate supply of learning and teaching materials to support the performance of students, others had scarcity. Apart from that, the information from the interviews revealed that the schools had teaching and learning materials such as text books, reference books, and teaching aids but were not adequate compared to the number of students. One head of school was quoted saying, “

We receive books of all subjects that are taught here through the Tanzania Institute of Education (TIE), but there are only a few compared to the number of students we have. So we keep them in one room for students to access them any time they want.”

Interviewee school A (2023)

Such a situation may be a challenge for the academic achievement of students from poor and uneducated families whose parents are only capable of buying food for them and no other facilities. This is in line with Tety (2016), who asserts that schools with inadequate learning and teaching materials, such as models, posters, laptops, books, maps, and past papers, are likely to perform poorly, but those with adequate learning and teaching materials are likely to perform well. Therefore, the government should not be satisfied with only the provision of fee-free secondary education programs without the adequacy of learning and teaching materials.

4.4 School Infrastructures

The school environment is another factor that determines the retention and academic achievement of students who come from different socioeconomic backgrounds. The table 1 teachers' responses indicate that 21 teachers (52.5%) revealed that to a high extent, school infrastructure, such as classrooms, latrines, laboratories, libraries, electricity and water supply, was adequate to support the retention and academic performance of students. Similarly, the table 2 students' responses depict that 136 students, equivalent to 61.5%, revealed that to a high extent, infrastructure was

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adequate and had improved quality education by retaining students and improving their academic performance. This means that the majority of respondents support that infrastructures were adequate to improve the achievement of students, while few did not support them. This finding implies that the majority of secondary schools had adequate infrastructures that were necessary to support student achievement when compared to a few that had deficits. In addition, interviews revealed that the construction and rehabilitation of infrastructures such as the construction of classrooms, laboratories, hostels, libraries, and latrines contributed to improving the quality of education in secondary schools by improving the performance of students, retaining them and increasing their attendances. One ward education officer reports,

“In my ward, we have constructed quality classrooms and hostels for female students, as you can see through the project called mraduwaviko and through mraduwapochi la mama. We have no more shortage of classroom and our students are no long walking long distance to come to school, the problem we have here is water, we depend water from the wells in our community surround the schools.

This quotation indicates that the government was working hand in hand with development partners to improve the learning environment in secondary schools to give disadvantaged students an opportunity to access quality education. This is supported by Banson (2022) in Ghana, who contends that the government, in collaboration with the World Bank (WB), introduced secondary education improvement projects (SEIP) to support deprived schools with infrastructures, training teachers of low-performing schools, providing ICT tools, and constructing new secondary schools, the efforts that paid off by increasing enrollment rates, performance rates, retention rates and completion rates among disadvantaged students. However, in some secondary schools, infrastructure was still a challenge. One head of school was quoted saying

“Classrooms are adequate but need rehabilitation, no hostel, so our students spend most of their time walking to and from school, and we have a shortage of toilets for both male and female students, as we have only ten latrines to accommodate 639 students. This situation contributes to increased truancy and school dropout among students, especially female students, because some of them get pregnant along the way to school”.

Interviewee school D (July 2023)

Such a situation negatively affects the academic development of students, especially girls, because the environment was not supportive for them to sustain; as a result, they ended up dropping out. To support this, Ogawa and Wokadala (2012) observed that although learning opportunities were granted to both genders, there were complaints regarding school environmental challenges such as inadequate sanitary facilities, ineffective counselling services, low parental involvement in school gender activities, and minimal protection that posed danger to girls.

4.5 Equitable Teacher Distribution

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Since teachers are central to what takes place in the classroom, the equitable distribution of teachers is essential for ensuring that all students have equal opportunities to learn. Equitable teacher distribution not only involves the allocation of enough teachers to schools but also involves motivating and allocating teachers according to the needs of students in that particular school. The table 1 teachers' responses indicate that 19 teachers, equivalent to 47.5%, revealed that to a high extent, the equitable distribution of teachers contributed to improving quality education by raising students' academic performance. Also the table 2 shows 130 students similar to 59.1 indicated that to high extent equitable teachers' distribution contribute to improve quality education. This means that almost half of the respondents supported that there was an equitable allocation of teachers that contributed to improving students' performance, while others did not. This division of opinion indicates that there was uncertainty regarding the equitable distribution of teachers in secondary schools; hence, its impact on improving quality education was minimal. This is probably because there was a shortage of teachers in secondary schools in the study area or there was a low incentive for teachers in public secondary schools in the study area. In addition, interviews revealed that the schools had an adequate number of teachers, especially social science subject teachers, as the government continued recruiting teachers every year. The situation reduced the working loads of teachers; as a result, they had enough time to support students academically. In some secondary schools, however, natural science subject teachers are still a challenge. One head of school is reported saying

“.....The problem is science subject teachers like teachers of chemistry, physics biology and basic mathematics. We use to hire temporary teachers through parents' contributions to assist us in this area; however, they come and go come and go because of low payment, and others get better employment in town.”

Interviewee school C (July 2023)

The quotation verifies that in some secondary schools, there were inadequate distributions of teachers that forced the schools to find alternatives by hiring temporary teachers through parents' contributions. This is supported by Adamson and Darling-Hammond (2012), who established that the distribution of teachers is not equitable within regions, districts, or schools. Schools serving a large number of students from poor families are less likely to be taught by high-quality and experienced teachers. Therefore, the shortage of science subject teachers in some secondary schools might affect the performance of students, as many teachers hired are from six leavers who do not have teaching professionals and are not well paid.

Generally, the results indicate that equitable resource distribution was perceived to have the highest impacts on education quality compared to the other two variables, with a total mean score of 4.15400 and standard deviation of 46476, as indicated in Table 2. It was established that equity in resources improves education through the provision of nutrition and food, fee-free programs, the equitable distribution of teaching and learning materials, the construction and rehabilitation of infrastructure, and the allocation of qualified and adequate teachers. Furthermore, the findings indicate that some schools had a shortage of school infrastructure, teaching and learning materials, a shortage of natural science subject teachers, and a shortage of funds for incentives for teachers. This is in line with Kambona (2020), who found that

although fee-free projects and the abolition of school money contributions ensured equity among the population in Tanzania, the budget for secondary schools is too small to accommodate needs. This ultimately affects the effort to achieve equity since some schools are facing challenges in running daily school activities. It is suggested that the government should identify and increase the budgets of these schools with deficits for the betterment of students and nations at large.

5. CONCLUSION AND RECOMMENDATIONS

The research findings showed that the equitable distribution of resources improved the quality of education through school feeding programs, fee-free secondary education programs, the provision of adequate learning and teaching materials, the construction of adequate and friendly infrastructure and the distribution of adequate and qualified teachers. The findings also indicated that these initiatives contributed to improving students' enrolment, attendance, retention, and confidence and subsequently improved students' academic performance. Apart from that, the findings also revealed that there were several challenges that faced equitable resource distribution in secondary schools, such as shortages of infrastructure such as toilets, hostels, water supply, and libraries in some secondary schools, shortages of funds to run daily school activities, shortages of natural science subject teachers, low rates of food contribution from parents, and shortages of teaching and learning materials.

Based on the findings, it can be concluded that resource distribution was perceived to have more impact on improved quality education in the context of Kwimba district. The relatively consistent responses regarding equitable resource allocation, such as the provision of nutrition and food to students, the supply of adequate learning resources, the construction and rehabilitation of school infrastructures, fee-free secondary education programs and ensuring that qualified teachers are adequate and motivated to support students underscore its significance in enhancing quality education. Therefore, schools should collaborate with parents, the community and the government to ensure that the challenges that limit students from accessing school resources are minimized or eliminated.

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