

The Effect of School Labelling on Student Academic Performance at Morogoro Municipality in Tanzania

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Abstract

This article investigated the effect of school labels such as private schools, special schools, and government schools on student academic performance at Morogoro municipality in Tanzania. It adopted a case study design and the sample size was drawn using purposive and simple random sampling techniques where a total of 20 respondents from the study area were involved in the study. The study adopted the mixed method research, using qualitative and quantitative approaches. The questionnaire was used to collect requisite information for students and quantitative data were analysed by using descriptive statistics to determine frequency and percentage whereas qualitative data were subjected to content analysis. Concerning the specific objectives of this study, it was revealed that the issue of performance-related pay was reported to be more implemented in special, seminary, and private schools than in public schools. In this system, teachers are paid an extra amount of money when they perform superior. The system does not often apply in public schools. Even when applied in public schools, there is full subjectivity to obtain the superior performer. Based on these findings, the

study recommended that school administrators, especially in government secondary schools should ensure proper teacher motivational packages and that their schools have enough desks and chairs both in the classrooms and libraries. These items should frequently be checked for damage and whenever possible replaced.

Keywords: Private schools, Public schools, Special school, Morogoro municipality, Labelling, Tanzania.

Introduction

Education is widely regarded as critical to the development of people and societies. Based on the importance of education, various countries sought to educate their people because it is associated with economic development, wealth creation, and productivity of people as an investment in human capital. Basic education, in particular, is fundamental for human life because it provides opportunities for the improvement of people's life (Omoera, 2011). It helps the young to develop a spirit of private enterprise (Nyerere, 1999). Basic knowledge improves the productive capacity of societies. It helps to reduce poverty by mitigating its effects on the population, health, and nutrition. Therefore, equality and relevant education play a dual role in human life and the development of societies (UNICEF, 2001).

Tanzania realizes that quality education is the pillar of national development, for it is through education that the nation obtains skilled manpower to serve in various sectors of the nation's economy. According to a report from the Ministry of Education and Culture (2005), Tanzanian education is based on seven major objectives as described in the next section of this article. Additionally, the Tanzanian educational system uses one national curriculum in both public and private schools. The structure of the Formal Education and Training System in Tanzania also constitutes two years of pre-primary education, seven years of primary education, four years of Junior Secondary (Ordinary Level), two years of Senior Secondary (Advanced Level), and up to three or more years of Tertiary Education. Specifically, the educational system has three levels: Basic, Secondary, and Tertiary. The MoEVT department is responsible for creating, monitoring, and improving the educational system. The TIE department institute responsible for developing a curriculum for Primary, Secondary, and Teacher Education, and the NECTA department is

responsible for preparing national examinations for primary, secondary, and teacher colleges (Osaki, 2007; TIE, 2012).

Labelling of schools in Tanzania is historical, since before independence. Under the German colonial administration, some schools were established by the government and missionaries. These schools were either elementary or 'bush schools.' These schools conducted their internal tests or examinations as there were no centrally organized examinations. The entrance of Imperial Britain during the 1920s brought about the introduction of a series of central examinations. The Central Schools Leaving Certificate Examination was the first public school exam and was conducted in 1926. Hence, this study examines the effects of school labelling such as private schools, special schools, and government schools on the academic performance of students in Morogoro municipality. Specifically, the study will assess the reasons for special, seminary schools to outperform more compared public such as district, ward, and local government schools in Morogoro Municipal; compare the resources available in public schools such as district, ward, and local government schools and special and seminary schools; compare the teachers' motivation in public schools such as district, ward and local and special and seminary schools; and assess the attitude of students and teachers about the school categories.

Education is a central key to any nation's development and society's well-being. Thus, the performance of the education sector is crucial. While Tanzania is making good progress in improving education status through various programs such as PEDP and SEDP, the performance of education sub-sectors especially secondary education has been deteriorating (ref. CSSE, 2007-2013). Most of our society think that the learning and performance of the student are affected by school labelling, meaning that, a student who studies in special and seminars school performs well at the end of the day, that parents' mentality is transmitted to the students who are administered in community and government schools like wards schools and other local public schools. This situation affects students learning morale and tends to affect students' performance in those schools. Thus, this study held a major assumption that Government and community schools such as ward or district schools decrease the learning and performance status of students, apart from other factors, few studies have considered teachers' morale as also an important factor that may influence a school's academic performance. That is special and seminary schools tend to motivate first teachers and then students.

The Labelling Theory

The Labelling Theory (LT) states that individuals “behave in ways that reflect how others label them” (Crossman). For example, if students are labelled as “deviants,” they often feel stigmatized and are more likely to act out. Labels that cause the most harm often come from groups of power given to subordinate groups. Escaping these labels can be difficult, and with the implementation of “zero-tolerance” policies, students who have been given these labels by their school are significantly less likely to graduate (St. George). Factors such as economic background, gender, and race, affect student social interactions. School is an important environment for kids to grow and improve socialization, but kids who are suspended or expelled are not getting the exposure they need to improve these skills. The theory explains the psychological aspects of this phenomenon and by stunting student socialization, students feel disliked by their peers. These feelings make school a hostile environment and have negative impacts on individual education. Hence, believe schools should take a restorative justice approach to discipline by removing zero-tolerance policies and focusing on fostering student growth in social aspects. It is within this context that this article uses LT to consider the relationship between teachers' perceptions of principal transformational school leadership and teachers' commitment to change regarding the effect of school labels such as private schools, special schools, and government schools on student academic performance at Morogoro municipality in Tanzania. .

Labelling and School Performance

Hardman, et al (1999) conceptualise labelling as the process by which society comes up with descriptors to identify people who vary significantly from the norm. They give examples of labels used by professionals as a disorder, disability, and handicap among others. There are at least two elements in the definition by Hardman, et al (1999) that are worth noting. First, it is the role of society in coming up with “names” that denote certain behaviours within society. In that respect, society creates “names” and expects individuals to behave as characterized by the name. In that regard, labels are a societal construction. Secondly, the definition brings in the importance of norms and the role they play in assessing behaviour. Norms demand conformity, and failure to conform to the expected norms contributes to labelling. Labelling is therefore an approximation of characteristics of the criteria that society sets to establish

if individuals meet the expectations of society. In that regard, the labelling of schools affects the students by considering them as they are labelled.

Materials and Methods

In this study, a mixed research design with a cross-sectional approach was employed to investigate the impact of school labeling on students' academic performance and learning morale, aiming to efficiently gather data from a diverse group of participants while managing research costs. Data were primarily collected through questionnaires and interviews from students, parents, and teachers to ensure authenticity and objectivity. Purposive, stratified, and simple random sampling techniques were used to select participants, including special, district secondary, and private schools, as well as parents, who could provide unique insights into school labeling practices and their effects on student skill development. Questionnaires, designed for standardized self-administration, allowed for both open and closed-ended questions, ensuring reliable data collection. Additionally, interviews were conducted with teachers and parents. Instruments were validated through pilot testing to ensure clarity and appropriateness of language, and reliability was assessed through a test-retest conducted five days before data collection.

Results and Discussion

The study aimed to identify the factors contributing to the superior performance of special, seminary, and private schools compared to public and ward schools in Morogoro municipal. These findings align with the common perception that private schools often outperform public schools in academic matters. The results, derived from questionnaire responses and interviews, are summarized below:

The study findings indicate that both parents and teachers believe that certain factors significantly contribute to the superior performance of private secondary schools compared to public ones.

Competent Teachers: The results show that 90% of questionnaire respondents and 80% of interviewees agreed that special, seminary, and private secondary schools tend to recruit competent teachers, which enables them to outperform government-owned secondary schools. This suggests that private schools not only consider teacher qualifications but also assess their teaching competence.

Good Pay and Incentives: According to the study, good pay and incentives provided to teachers and staff in special schools create an advantage for these institutions, with 90% of parents and 80% of teachers supporting this view. Teachers from public schools often seek employment in private schools due to the better compensation packages they offer.

Availability of Resources: Private secondary schools were reported to have sufficient teaching and learning resources, including books, laboratory equipment, and materials, which are often lacking in public secondary schools. This resource advantage is believed to contribute to their better performance, with 80% of parents and 90% of teachers acknowledging this.

Good Control System: The study found that private schools implement strict control systems, including setting pass marks and removing students who fail to meet them. This control mechanism was endorsed by 80% of parents and 90% of teachers. Such systems motivate students to work hard and fear failing, contributing to better performance.

Good Enrollment System: Private secondary schools were observed to enroll students based on their academic potential rather than political affiliations, as is sometimes seen in public schools. Eighty percent of parents and 80% of teachers supported this practice, indicating that private schools select students with a higher likelihood of excelling academically.

The Comparison of Resources Available in Seminaries, Special Secondary Schools, and Local Schools such as Ward, and District Secondary Schools

The second objective of the study was aimed to compare the resources in seminaries, special schools, ward schools, and district schools. The resources intended to be investigated include books, laboratories, teachers, students, buildings, and other school requirements. The study findings show that seminaries and special secondary schools have good resources that enable them to outperform than that local schools such as ward, and district secondary schools. The study results in the resources available make some secondary schools perform better than other schools due to competent and committed teachers, enough learning and teaching materials, financial capability, good and competent school managers, and

active inspectorate personnel. These resources were said to be the great causative of seminaries, and special schools to keep remain at peak when it comes to the issue of academic performance. In making more to this, most of the interviewees were of the view that even in other sections like sports and games there is high performance in seminaries and special secondary schools. The reason behind all these to happen is these mentioned resources available in most of the seminaries, and special secondary schools. These data were suggested by both interview and questionnaire respondents of the study as the tables below demonstrate.

Competent and committed teachers

The research data show that seminaries, a special secondary school in Morogoro Municipal Council (MMC) outperform rather local schools such as a ward, and district schools because of resource incongruity. These include competent and committed teachers present in seminaries, special schools, and private schools. The teachers working in seminaries, special schools, and private schools are content oriented, competent, and willing to deliver knowledge to students. They are those with high ability in teaching activities. It was also argued that most seminaries, special schools, and private schools employ teachers with high performance in their certificates and are interviewed to prove their abilities. From the research findings, 90% (18) of parents mentioned competent and committed teachers to be the resource possessed by private secondary schools. According to the study report, this plays a great role to make private schools perform better compared to public schools. This idea was the same as that of interview respondents in which 90.00% (18) of teachers agreed with the fact. Responding to the research question one of the teachers reported that private secondary schools usually employ competent teachers for students' performance.

Adequate learning and teaching materials

From the study findings, seminaries, special schools, and private schools were found to have well-equipped laboratories, many books in the library, and conducive classrooms compared to local schools such as ward, and district schools. There of local schools such as a ward, district schools with laboratories but with a shortage of chemicals to run the laboratories, and few books, classrooms with rough floors. This observation was of the same to responses of interview and questionnaire respondents. The study report shows that 80% (18) of parents are respondents, and 100% (20) of teachers

reported private and special secondary schools have enough learning and teaching materials. The respondents reported that there was a good ratio of a book per student in special schools, seminary schools, and private's schools than that in public schools

Financial capability

The study report shows that 90% (18) of parents reported that seminaries, special schools, and private school secondary schools are well off financially. In correspondence to this 60% (12) of teachers had the same suggestion to that of good financial competence than public secondary schools. In explaining this fact, one of the interviewees argued that private school owners usually are rich people or companies. Also, one of the teachers added that *there are high fees that meet the costs of running school as well as aids and donations from patrons.....*" These views were also put forth by some questionnaire respondents. In general, the study report shows that special seminary and private schools are better at financing their schools than local public schools.

Competent school management

The managers of seminary, and special schools were reported by the respondents of the study to be more competent. The study findings show that 60% (12) of parents and 60% (12) of teachers reported t seminaries, and special schools have more competent managers than public such as district and ward schools. This view was put forth by both seminaries, special schools, and the public such as district school students and teachers. Respondents reported that seminary and special schools school managers are consistent, fair, advisors, and consultants and involve others in decision-making. This was vice versa to the most public such as district school managers who have been dictatorial, arrogant, and selfish in school resource matters.

Active inspectorate personnel

There is a close and effective inspection in seminary and special schools compared to that of the district, and ward schools. The inspection is done effectively for teachers and students. The study findings show that everything taking place in special and seminary schools is inspected to ensure that is done extremely. From the study findings, 80% (16) of parents and 100% (20) of teachers were of the view that seminaries and special schools are well-inspected. The inspection is frequently done to ensure

efficiency. One of the interviewees reported that inspection in public schools is done irregularly. He added that most local public secondary schools were not inspected especially those outside the urban areas. Therefore, inspection is done in those schools along the road and those located near or in the center.

Teachers' Motivation in District and Ward or Local Schools and Seminary, Special and Private Schools

The third research objective was aimed to know between seminary, special and private schools and which district and ward schools motivate more the teachers. The study findings came to the answer that both special and private schools and district and ward secondary schools motivate teachers although at different rates and levels. The motivation reported by respondents includes paying a high salary to teachers, providing performance-related pay, taking teachers to study tours, and sponsorship of their studies. These were reported during the study by both interview and questionnaire respondents.

High salary

From the study findings, 90% (18) of parent" respondents and 90.00% (18) of teachers reported that seminary, special and private schools motivate more than district and ward or public schools because of the high pay of salary provide to teachers. Many teachers shift from public schools to seminary, special and private schools in the search of these green pastures. This study report is of no doubt that sec seminary, special and private secondary schools motivate more their teachers compared to government schools.

Incentive pays

Performance-related pay (incentive pay) mostly takes place in business firms although special schools, seminaries, and private schools cannot be directly judged. But from the study findings, 80% (16) of parents viewed incentive pay provided by private schools motivates more teachers to join and work in those schools. On the other hand, 80% (16) of teachers were of the same view as that 80% (40) of parents. One of the teachers explained that..." *private and special together with seminary schools do pay regarding the work done; teaching load and profit the teacher have brought to schools.....*" The profit is that of making the school seem to perform better through

students" performance especially external examinations like mock examinations, NECTA, and FTSEE.

Study tour

From the study findings, 80% (16) of parents reported that study tour is mostly done in special school, seminary, and private schools than in local public schools. Sixty (60%) of teachers" respondents reported study tours attract many teachers to remain in a special school, seminary, and private schools and enjoy being there. In elaborating on the importance of a study tour, some of the teachers of this study were of the view that the study tour offers both group and self-directed activities that enable learners to explore new territories, cultures, and people. It increases the perception and sensory awareness of people concerned like teachers.

Study sponsorships

From the study findings, this motivation was reported to be provided by the special school, seminary, and private schools to a large extent. 80% (16) of parents" respondents reported that special schools, seminaries, and private schools sponsor their teachers more than local public schools. The rest of them reported this to be done by local public schools as ward and district schools. Of the teachers on the other side, 80% (16) put forth that private schools do motivate teachers by sponsoring their studies. 80% (16) of teachers were on the side of local public schools that sponsor most of the teachers who once want to pursue studies. One of the interviewees argued that private schools employ competent teachers whom they thought to be fit with their activities. While local public schools sometimes face teachers' incapability to teach properly, hence taking the responsibility of taking them to train for rising work performance. One of the teachers reported that *'Local public schools through the OPRAS control tool, usually realize the need for training to their teachers. These local public schools sponsor teachers' studies as a plan of government that is usually done every year. This situation occurs very rarely in special schools and private secondary schools, but it is obvious in local public schools. Therefore, the study findings reveal that local public schools motivate more their teachers in the issue of studies''*.

Discussion

This chapter presents a discussion that was analyzed from the previous chapter on the study about reasons for special, seminary, and private

schools outperform higher than local public such as ward and district schools. The discussion was guided by three objectives of the study were to assess the reasons for special, seminary, and private schools outperform higher than local public such as ward and district schools in Morogoro Municipal, to compare the resources available in both schools, and to compare the teachers' motivation in both schools.

Reasons for special, seminary, and private schools outperform higher than local public such as ward and district schools

The study reported the factors for special, seminary, and private schools to perform better than that local public school to be the recruitment of competent teachers, good pay for teachers, teaching and learning resources availability, good set control system, and good enrollment system. The findings concurred with Nchimbi's (2012) view that local public schools lack enough learning materials, teachers' problems (incompetent, immoral behavior, shortage of them in schools), and poor economic base to parents of public-school students. Starting with competent teachers of special, seminary, and private schools, the study findings indicate that to a great extent private school teachers are more competent than those in government schools. This report conforms with Laddunuri (2012) who viewed that there is a tendency in public schools to employ direct school leavers like six leavers to teach in schools. To him, this lowers the education level in the country as most of these kinds of teachers lack teaching methodology and is still incompetent. To support the view Kennedy (2013) concurred with the report in which he argued that most private schools prefer teachers to become certified as a condition of employment. Private schools tend to hire teachers with bachelors or master's degrees in their subjects.

Apart from that special, seminary, and private schools reported paying high salaries to teachers than local government schools. This is true as I witnessed good pay for teachers in those special schools and private schools in their pay slips. This is because they are well-funded and hence can pay attractive salaries to teachers. This also was agreed by other writers like Mays, (2013) viewed special, seminary, and private schools as generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities. Additionally, resource availability in special, seminary, and private schools is high than in local public schools. The ratio of one book to students is good compared to that in public schools. The special, seminary and private schools are well

equipped with laboratories from the beginning while public schools usually start with no laboratories and even with two teachers only. Libraries in private schools are full of books, journals, articles, magazines, and other important learning and teaching materials. Sports and games items in private schools are most available than in public schools.

This report conforms to Braun, Jenkins and Grigg, (2006) commencement that special, seminary, and private schools usually have a better teacher-student ratio which is slightly lower for private schools than for public schools. Moreover, the control system applied in special, seminary, and private secondary schools were reported to be well organized. Discipline is reported to be highly maintained in private schools compared to public schools. This study finding is conventional to Rutkowski & Rutkowski, (2003) view that this makes expelling a student both difficult and expensive. In a private school, the reverse is the case. A troublesome student upsets teachers and fellow students and can cause others to drop out if he or she is not expelled immediately. Parents are suddenly involved. They have paid money for their son or daughter to attend the school in question and they will become more insistent in assuring that their children cooperate. Finally, there is a good enrolment system reported in special, seminary, and private secondary schools, that school accepts any student it wishes according to its academic and other standards (TPP, 2008). This is quite different from public secondary schools whereby enrolment is currently done by political influence. Students, who don't know how to write, read and count can be found in local government public secondary schools.

The comparison of resources available in public such as district, ward schools and special seminary, and private schools

The respondents of the study reported that the resources available in special, seminary, and private schools and local public schools can be compared by looking competence and commitment of teachers, availability of learning and teaching resources, financial capability, school management, and activeness of school inspectorate personnel. Concerning competence and commitment of teachers, the field report revealed that 90% (45) of parents' respondents reported private schools to have more competent and committed teachers than public schools. Likewise, 80% (40) of teachers' respondents reported the same. Laddunuri, (2012) argued that there is a tendency in public schools to employ direct school leavers like six leavers to teach in school. These may lower the education level in

the country. The school teachers are interviewed before employment. They are also supposed to show competence in teaching activities. Another is the availability of learning and teaching resources, in which special, seminary and private schools reported having enough books, laboratories, and other materials for learning and teaching. This is true as the special, seminary, and private secondary schools are forced to have laboratories, a library, and enough teachers when established. The government forgets its schools to demand them to have those entire requirements. Teaching and learning materials such as textbooks, chalk, laboratory equipment, chemicals, and models are good predictors of the academic performance of students in schools.

Furthermore, competent school management and the activeness of school inspectorate are other reported resources to compare public schools and private schools. This study reported having more competent school management than public schools, special, seminary and private schools are competitive and hence school management is much more orderly and organized. In contrast, studies show that many public schools are not properly managed. For example, although public schools are endowed with bigger pieces of land and buildings in many cases, the lack of use and wastage of resources is rampant in public schools (SMAERC, 2008). In special, seminary, and private, the school runs on its specified schedules, and the various departments of the school usually have a teacher or person in charge that is responsible for ensuring the smooth functioning of the departmental activities. The teachers and the students follow the rules, and hence there is a proper learning environment in the schools. Moreover, financial capability is a reported resource to compare the responsible for ensuring the smooth functioning of departmental activities. The teachers and the students follow the rules, and hence there is a proper learning environment in the schools. Moreover, financial capability is a reported resource to compare the responsible for ensuring the smooth functioning of departmental activities. The teachers and the students follow the rules, and hence there is a proper learning environment in the schools. Moreover, financial capability is a reported resource to compare private and public schools. Most 90% (45) and 70% (35) of parents and teachers respectively reported private secondary schools to be well-funded than public secondary schools. This report coincides with Mays, (2013) who viewed private schools are generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities. Therefore, the resources

available in public and private can be of the same appearance but they differ in terms of application and performance. In private schools, teachers are forced and assisted to develop competence in their work.

There are effective mechanisms set in private schools to make the school perform better than public schools. Most 90% (45) and 70% (35) of parents and teachers respectively reported private secondary schools to be well-funded than public secondary schools. This report coincides with Mays, (2013) who viewed private schools are generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities. Therefore, the resources available in public and private can be of the same appearance but they differ in terms of application and performance. In private schools, teachers are forced and assisted to develop competence in their work. There are effective mechanisms set in private schools to make the school perform better. and public schools. Most 90% (45) and 70% (35) of parents and teachers respectively reported private secondary schools to be well-funded than public secondary schools. This report coincides with Mays, (2013) who viewed private schools are generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities. Therefore, the resources available in public and private can be of the same appearance but they differ in terms of application and performance. In private schools, teachers are forced and assisted to develop competence in their work. There are effective mechanisms set in private schools to make the school perform better.

Differences in Teacher Motivation Strategies and Incentives between Public and Private/Specialized Schools in Tanzania

The study examined teacher motivation in various types of schools, including public district and ward schools, as well as special, seminary, and private schools. The findings revealed distinct differences in teacher motivation strategies between these categories of schools. In terms of salary, special, seminary, and private schools were found to offer higher salaries to motivate and retain their teachers, in contrast to some international research suggesting public school teachers receive higher average salaries. Performance-related pay was more commonly implemented in special, seminary, and private schools, where teachers received extra incentives for superior performance, while such systems were less prevalent and often subjective in public schools. Private schools were also more inclined to organize study tours for both teachers and

students, whereas financial constraints limited such opportunities in public schools. Furthermore, study sponsorship for teachers to pursue further education was less common in private schools, as they typically hired competent teachers, whereas public schools often sent teachers for training, particularly in cases of poor performance, as determined through government evaluation processes like OPRAS.

Overall, the study's findings underscore the importance of financial incentives and performance-related pay in motivating teachers, with private and specialized schools in Tanzania adopting these strategies more actively than their public counterparts. Moreover, the study highlights disparities in opportunities for professional development and study tours, with private schools having more resources to support such initiatives, while financial constraints hindered similar activities in public schools.

Conclusion

The study analysed the factors contributing to the superior performance of special, seminary, and private schools in Morogoro Municipal, Tanzania. It identified the recruitment of competent teachers, competitive salaries, abundant teaching and learning resources, well-structured control systems, and effective enrollment processes as key factors. Private schools had a higher percentage of competent and committed teachers, more accessible learning resources, and more effective school management. Financial capability, driven by tuition fees and donations, was a significant resource difference. Teacher motivation strategies and incentives also differed between public and private schools. Private schools offered higher salaries and performance-related pay, while public schools often sent teachers for training. The study suggests that public schools need to improve resource allocation and management to bridge the resource gap and provide equitable educational experiences.

Recommendations

Education policymakers should consider transitioning from English to Kiswahili as the primary language of instruction in secondary schools. This recommendation aims to align teaching with the language spoken by the majority of the population, reducing language barriers and potentially improving student success rates. School administrators in government-owned secondary schools should ensure access to up-to-date chemicals and laboratory apparatus. This action will enhance the quality of science education and is critical for science-focused subjects. School

administrators should ensure the availability of desks and chairs in classrooms and libraries, creating comfortable learning environments, regularly checking for damages and replacing worn-out furniture, and stocking relevant and updated books in their libraries, with a focus on government-owned schools, and allocating annual budgets for this purpose. School administrators across all types of schools should encourage and support the initiation of subject-based clubs. This recommendation is aimed at attracting student participation and fostering interest in various subjects. School administrators should ensure the availability of teaching materials in schools. This recommendation applies to all types of schools and aims to support effective teaching and learning. Education authorities should facilitate opportunities for teachers, regardless of school type, to attend refresher courses, seminars, and workshops at least once a year. These recommendations are directed at various stakeholders in the education system, including policymakers, school administrators, and teachers, with the goal of improving the overall quality of education and learning outcomes in secondary schools in Tanzania.

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