Effectiveness of School Administration in Zanzibar: Student's Achievement

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A B S T R A C T

The purpose of this study is to construct a tangible description of effective school administration in Zanzibar – Tanzania and students achievement. This study attempts to examine the knowledge, skills and attitudes needed for effective administration in today's schools in order to prepare student achievement in their learning. The study is expanded to include several perspectives of what it means to be an effective school administration and students achievement. The superintendent and a trustee, staff members, students and parents of the secondary school were also participants and their perspectives as well as my own were added to the study. The study is organised in three Parts; Part one is about background of the study including a brief summary of Zanzibar with her educational situation. Part two is about literature review with a thematic summary of different articles reviewed and analysed on effectiveness of school administration and student achievement according to the views and concepts of authors. The last Part three is on the methodology, dealing on the arrangement and facilitation of the proposed research design and summary of methods to be applied.

BACKGROUND

Tanzania, officially the United Republic of Tanzania, is a country in East Africa in the African Great Lakes region. It is a formation of two countries: Tanganyika and Zanzibar which merged in 1964 to form the United Republic of Tanzania. Zanzibar, lying 25-30 kilometres off the coast of Tanzania Mainland, is a formation of two sister islands of Unguja and Pemba. It is nested in the Indian Ocean in all north-south and east-west borders. Zanzibar City is the capital city of Zanzibar. The total area of Zanzibar is 2,460 sq km and the population is at 1,303,569 as of 2012 (Tanzania National Census Bureau, 2012: 2).

Zanzibar has retained its state government and has its own authority over all non-union matters, education is among them. By 2000, Zanzibar had 207 public schools and 118 privately owned schools (Sacmeq.org. Accessed 7 December 2014). The primary and secondary school administration system in Zanzibar is slightly different from that of the Tanzanian mainland. On the mainland, education is only compulsory for the seven years of primary education, while in Zanzibar an additional three years of secondary education are compulsory and frees (Sacmeq.org. Accessed 7 December 2014).

There are three cycles of secondary education in Zanzibar. The first cycle - junior secondary which covers the Orientation year, Form 1 and Form 2 (14 - 16 year olds) is part of compulsory basic education. The second cycle - senior secondary covers Forms 3 and 4 (17 - 18 year olds) and comprise students who are selected after the national Form 2 examination. Forms 1-4 comprise what is commonly called Ordinary Level (or "O"-Level) Secondary (MoE, 1999: 25). The third cycle, usually referred to as the Advanced Level (or "A"-Level) Secondary, covers Forms 5 and 6 (19 - 20 year olds) and comprises students who are selected after the National Form 4 Examination (MoE, 1999: 25).

BRIEF THEORY

The Ministry of Education and Vocational Training Zanzibar (MoEVT) is responsible for the provision of education. The Ministry and other administrative stakeholders play a direct role in shaping student's achievement. Effective school administration and student's achievement is a theme that has dominated discussion and action in Zanzibar and other low income countries over the past 15 years (MoEVT, 2011: 12). Strengthening effective school administration is the aim of both the Millennium Development Goals (MDGs) and Education for All (EFA) goals agreed by world leaders in 2000 (MoEVT, 2011: 12).

The Ministry faces challenges to overcome effective administration of its schools in terms of quality and relevance in education (MoEVT, 2011: i). There have also been records of a lack of authority in

schools along with many responsibilities of administrators in line with limited resources, which all together limited the student's achievement (Tanga et al. 2008).

In fact, there is a "general agreement that the quality of education in Zanzibar has declined, and a consequent desire for this to be addressed" (MoEVT, 2011: 5). In this situation, the Ministry and the community have been actively addressing goals and objectives to sharpen effective school administration, for example promoting leadership management, increasing the number of teachers and schools (MoEVT, 2011: i).

This research undertakes a critical review of literature on effective school and its relation with student's achievement in Zanzibar – Tanzania, and describes qualified administrators and collective leadership as among the needed tools for an effective school administration. Effective school administration is also contingent on the extent to which administrators are transparent and accountable to their students (MoEVT, 2011: 10).

PROBLEM STATEMENT

Education managers, administrators, teachers, supervisors and school management are very important in the effectiveness of school administration. These are the school administrators whom they do play an important role in achieving a higher performance of their students.

Inadequate resources, poor policy roles and directives, lack of a good relationship between the parents, heads and their staffs are some of the problems hindering better effectiveness of a school administration in Zanzibar, Tanzania. In addition, effectiveness of school administration is undermined through lack of resourcing resulting in difficult working conditions and low salaries, which cause demoralization, apathy and misconduct amongst teachers. The end result of an ineffective school administration affects heavily the student. Though students have their own personal problems, e.g. social and economic status, family stability and psychological and intelligent capacity; their achievement is well affected through time and age due to an improper school administration.

In order to have an effective school administration for the betterment of student's achievement, the administration must focus on policy, resources, abolishing shift system and reducing enrollment size. In addition, collective responsibility in leadership as well as integrating cultural management with formal management are among important aspects in combining all administrators in the achievement of an effective school administration and student's achievement.

OBJECTIVES

The overall objective is to make a research on the effectiveness of school administration in Zanzibar – Tanzania and how this affects student's

achievement. In seeking to attain the overall objective, the following specific objectives will guide this research:

1. Discovering and establishing the elements of effectiveness of a school administration in Zanzibar;
2. Assessing the relationship between an effective school administration and student's achievement;
3. Evaluating the challenges facing school administration in attaining student's achievement in Zanzibar and suggest appropriate solutions.

RESEARCH QUESTIONS/HYPOTHESES

In focus to the problem statement above and the objectives, the following questions will guide this research:

1. What elements of an effective school administration are there available to suit to Zanzibar?
2. How has the effectiveness of a school administration affect the achievement of students?
3. What solutions are there available to support the effectiveness of a school administration for student's achievement in Zanzibar?

SIGNIFICANCE OF STUDY

The study of an effectiveness of school administration in Zanzibar – Tanzania in line with student's achievement can be a learning paradigm to enhance the educational and administrative personals' knowledge and management skills as well. This is but a small contribution on the effectiveness of a school administration that not only a thorough analysis of the present school administration will be done but what kind of a school administration is needed for Zanzibar that will achieve the perception of students and needs of the society at large. Seeing that ineffective school administration pulls back the achievement of students in Zanzibar, a restructured policy and strengthening human and capital resources recommended by this study will definitely increase student's achievement in that students and the administrators, will be guaranteed to an integration that will achieve better educational level.

LIMITATION OF STUDY

The central interest of this research is to make an analysis on the effectiveness of school administration in Tanzania and how it affects student's achievement. Hence, the focus directly falls upon studying practices, experiences, and policies of education in Zanzibar – Tanzania. However, there are several limitations which may affect aspects of the research that fall beyond the control of the researcher. Materials on effectiveness of school administration and those of student's achievement

which are relevant to this study for Zanzibar are not readily available and accessible. This is proved by the nominal researches on Zanzibar educational administration with emphasis on student's achievement. As an international student, collection of data in Tanzania will accumulate time and financial costs, a burden that will largely affect the research and findings. Apart from requesting the Zanzibar authorities and school administrators to reveal their information, these limitations can additionally be overcome by analyzing resources that are available online such as journal articles, news and statistics. Also, experience from other relevant countries can be studied to shorten the limitation.

DEFINITIONS (CONSTITUTIVE AND OPERATIONAL)

A student is a learner, or someone who attends a school or a similar educational institution. In its widest use, student is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university (Carole, 1992: 261-271).

A school is an institution designed for the teaching of students under the direction of teachers. In Zanzibar, there exists a formal education system which is compulsory for the first nine year levels (standard one to form two). Primary education is compulsory for the whole seven year study while secondary education is obliged to be undertaken in the first two years (Marzano et al. 2005).

Administration as the leading body or group of people is the highest administrative department who oversee all lower departments of a school (Frederickson, 1997: 103). In most cases, a school will have a leading group of people as a part of their administrative processes. These people may include superintendent, chief operating office, school headmaster, school register and other leadership roles e.g. chief librarian or chief statistician. They are usually appointed by the ministry responsible for education or a relevant district or regional officers. Apart from possessing leadership skills, they should be able to oversee and supervise school as well as playing a key role in the student's achievement (Frederickson, 1997: 153).

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression (Argyris and Schon, 1974: 124). Efficacy, efficiency, and effectivity are terms that can, in some cases, be interchangeable with the term effectiveness. Other synonyms for effectiveness include: clout, capability, success, weight, performance. Antonyms for effectiveness include: uselessness, ineffectiveness (Argyris and Schon, 1974: 224).

In terms of achievement, it is the outcome of education, the extent to which not only a student, but also a teacher or institution has achieved their educational goals (Tomporowski et al., 2007: 111-131). Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best

tested or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Intelligence, personality, mental ability, conscientiousness and physical activity are among individual factors having been linked to student's achievement (Tomporowski et al., 2007: 111-131).

LITERATURE REVIEW

Part three is about literatures being reviewed which are relevant to the topic in hand. The review allows highlighting the background and justification for doing this research. Several pieces of literature have been searcher to identify the problem being researched as well as identifying gaps in the literature.

Eight studies have been selected with a wide range of themes and theories but all ending up with the effectiveness of school administration and student's achievements. Though the studies are written in a different viewpoint against the chosen topic, they provide detailed explanation on the ground i.e. Tanzania and Sub-Saharan's perspectives. Other studies give a limited analysis on the effectiveness of school administration and also student's achievements. Lastly, some relevant experiences have been pulled in from Netherland and Nigeria.

Hence, the studies allows the researcher to carry on from where other authors have researched as well as identifying writers on school administration and student's achievements. All in all, the review allows the researched to increase her breadth of knowledge on educational administration in Zanzibar, Tanzania.

THEMES OF SYNTHESISED REVIEWED LITERATURE

The literatures were synthesized from five themes. First is from Tanzania's perspective in which two main articles were reviewed: "Teacher accountability in context: Tanzanian primary school teachers' perceptions of local community and education administration" by Barrett, A.M. and the other is on "Teacher Professional Development in Tanzania: Perceptions and Practices" by Komba and Nkumbi. The former draws its findings from primary school teacher in Tanzania with comparisons to England. The analysis shows that on responsibility, accountability, professional responsibilities and co-construction with shared parents are the keys to education administration (Barrett, 2005: 43). Komba and Nkumbi's article is related to developing school administrators such as teachers, ward coordinators professionally (Komba and Nkumbi, 2008: 67). The article's findings indicates that teacher professional development was however poorly coordinated and rarely budgeted for (Komba and Nkumbi, 2008: 67).

The second theme is that of Sub-Saharan in which a study by Lee et al. defined effectiveness in terms of students' literacy achievement at the end of Grade 6 (Lee et al. 2005: 207). The study was conducted in 14 Sub-Saharan African countries, including Zanzibar. The findings shows that school effectiveness vary across countries through a pattern of higher achievement in urban schools having more resources and higher-quality teachers while poorly achieved in large schools and schools offering 'shifts' education (Lee et al. 2005: 207).

The third theme is related to effectiveness of school administration. Two articles were reviewed in which "The Measurement of School Effectiveness" by Cahan and Elbaz provided different dimensions to reflect the school effectiveness for student's achievements (Cahan and Elbaz, 2000: 127-128). For example, parental level of education, family income, size, financial sources, student's personal ability and motivation are all to be taken into account when measuring the effectiveness of a school's administration (Cahan and Elbaz, 2000: 127). A different review is from Seitz on "Effective Leadership in School Administration" which has attempted to examine the knowledge, skills and attitudes needed for effective leadership in current schools (Seitz, 1974: ii). The findings of this study indicated shared vision and open communication among its seven main characteristics of effective leadership (Seitz, 1974: iii).

The fourth theme is on student's achievements. A study by Leithwood and Mascall on "Collective Leadership Effects on Student Achievement" was reviewed to estimate the impact of different sources (including shared leadership on teacher) and how they affect student achievement (Leithwood and Mascall, 2008: 529). The findings of this study show that an emphasis on leadership at schools contributes to a higher level of achievement. Hence, school principals influence the achievement of not only schools, but also students (Leithwood and Mascall, 2008: 529).

The fifth and the last theme is gaining experiences from other educational administration. Nigeria and Netherlands were selected for this purpose. An article titled "Professional development of principals: A path to effective secondary school administration in Nigeria" by Ibara examines the professional development of secondary school principals in Nigeria and emphasizes that it is a means to enhance the effectiveness of school administration in Nigeria (Ibara, 2014: 274). The Netherlands additionally offers relevant experience for Tanzania and an article on "Smart Management in Effective Schools: Effective Management Configurations in General and Vocational Education in the Netherlands" by Hofman and Hofman was selected for a review. Hofman's study focuses on leadership management styles in schools and analyses differences in effective management styles between schools with different student populations. The authors presented a description of relevant management factors (e.g. integration, educational supervision etc.) on effective school administration for student's achievement (Hofman, 2011: 620).

RELEVANT THEORIES – DETAILED

Teachers are regarded as related to their students as far as their roles and responsibilities are concerned (Barrett, 2005: 49). However, Barrett (2005: 48) has elaborated that teachers are sometimes portrayed as among the causes of poor quality in education, both internationally (Hawes and Stephens, 1990) and within Tanzania (Alphonce, 1993; Kironde, 2000). In addition effectiveness of school administration is undermined through lack of resourcing resulting "in difficult working conditions and low salaries, which cause demoralization, apathy and misconduct amongst teachers" (Hurst & Rust, 1990; Harber and Davies, 1997). Hence, there is evidence of widespread of teacher's misconduct in Tanzania and there are proofs of chronic levels of teacher absenteeism, irregularly reporting for work, attending work while drunken etc. (Barrett 2005: 48-49; Alphonce, 1993; Rajani and Robinson, 1999).

One of the main causes of the weak performance of teachers and poor administration of schooling is said to be weak capacity of the education system to monitor and support teachers (Barrett, 2005: 53). The district-level staff visited schools only twice a year to conduct an inspection of administration, buildings and classroom teaching (Barrett, 2005: 53). These inspections are recommended to be done regularly to "ensure conformity across schools in implementation of the national curriculum" (Barrett, 2005: 53)

Komba and Nkumbi give a current perception and practice of teacher professional development which is relevant to this study in hand. The administration is defined to include head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee (Komba and Nkumbi, 2008: 67). In order to positively affect the quality of education in Tanzania, the authors recommends for an expansion of the "mechanisms for the preparation and development of teachers and managers of Tanzania's education system" (Komba and Nkumbi, 2008: 67).

Komba and Nkumbi reports that there's lack of effective schooling in Tanzania due to lack of teaching modules and essential texts (Komba and Nkumbi, 2008: 68). In addition, teachers lack support from parents and the surrounding community (Komba and Nkumbi, 2008: 78). As teachers are always the key source of knowledge and inspiration for the students, meaningful educational textbooks, community support and student's learning guidelines should be provided to strengthen the quality of student's achievements (Komba and Nkumbi, 2008: 68).

The effectiveness of the teachers depends very much from education managers and supervisors. Education managers, administrators, supervisors and school management are very important in the effectiveness of school administration in the long run to achieve higher performance of their students (Komba and Nkumbi, 2008: 72). Apart from guiding, supporting, monitoring and evaluating teacher's work, the

administrators must have the ability to interpret and monitor the implementation of educational policies at their levels of administration (Komba and Nkumbi, 2008: 72).

Additionally, teachers' performance is reflected from their competence, efficiency, teaching and learning resources (Komba and Nkumbi, 2008: 70). The administration should therefore restructure teacher's roles and develop new instructional techniques to refine their practice and broaden them both as educators and as individuals (Komba and Nkumbi, 2008: 70).

Lee et al. (2005) elaborated effectiveness in 14 Sub-Saharan countries and came to find that student's achievement is lower in countries where schools use shifts, for example in Mozambique and South Africa, while its quite similar in other countries - Botswana, Namibia and Zanzibar (Lee et al. 2005: 223). Lee's study has also come to the conclusion that private schools were more effective than government supported schools (Lee et al. 2005: 225). Most importantly is that schools which are better resourced, example libraries and administrative offices, students achieve "at higher levels" than in the other countries where school resources are inadequate (Lee et al. 2005: 232). Another factor to higher student achievement is "in schools with higher-quality teachers (Lee et al. 2005: 232). In order to making African schools more effective, Lee calls for the administration to focus on policy, resources, abolishing shift system, reducing enrollment size, among others (Lee et al. 2005: 234-236). Lee has also described that in order to study school effectiveness in the best available approach; a researcher has to retrieve data directly from teachers and students (Lee et al. 2005: 238).

Cahan and Elbaz (2000) suggest an alternative solution to measure school's effectiveness. This is because there is inequality of schools in many of the factors affecting achievement. Hence, rather than concentrating on the quality of teaching only and the most common approach of the estimation of school effectiveness of 'statistical control', an estimation of initial between "school inequality in the estimation of school effectiveness" can be applied (Cahan and Elbaz, 2000: 129). The statistical control approach is said to "raises conceptual and statistical problems which, in turn, affect the validity of the obtained estimates" (Cahan and Elbaz, 2000: 128). It is known that the main "prediction equation does not include all the relevant variables" (Cahan and Elbaz, 2000: 128). The alternative approach studies the initials between school inequality approach and it "defines effectiveness in terms of the increment or gain in the achievement of a given cohort in the same school between two consecutive grades" (Cahan and Elbaz, 2000: 129). The achievement gain reflects one year of schooling, higher grade which in turns "reflects maturation effects and other age-related factors" (Cahan and Elbaz, 2000: 129).

In order to obtain the statistical control estimates, Cahan and Elbaz estimates the mean test scores which were "regressed on the school

means of three background variables" such as: mother's education, father's education, and number of children in the family (Cahan and Elbaz, 2000: 134). This "ensures the highest possible predictive validity given these variables and, therefore, the best implementation of the statistical control method on the basis of available information" (Cahan and Elbaz, 2000: 134).

Seitz (1974) outlines the significance of leadership in educational administration. The concept of leadership is elaborated in line with its models which together provide a framework for administrators (Seitz, 1974: 28). However, the administrators should develop their own style that will best suit the selected model, otherwise the "staff may question the genuineness of the principal" (Seitz, 1974: 28). Among the models outlined by Seitz are situational leadership and servant leadership. The former directs administrators how and when to tell, sell, participate and delegate (Seitz, 1974: 12) while the latter states that a person can be leader and a servant mutually (Seitz, 1974: 25). Also relevant is transformational leadership which emphasizes unity in pursuit of becoming the best school and moving the school in a different better direction (Seitz, 1974: 21).

Leithwood and Mascall (2008) comes with the 'collective leadership' theory in combining effects of all sources of leadership (administrators, teachers, students and parents) as well as contributing to each source (Leithwood and Mascall, 2008: 530). Through collective leadership, the administrators and its associates distribute patterns of leadership more accurately and thereby reflecting the "division of labor that is experienced in organizations from day to day" (Leithwood and Mascall, 2008: 530). The theory also helps to "reduce the chances of error arising from decisions based on the limited information available to a single leader" (Leithwood and Mascall, 2008: 530).

Leithwood and Mascall try to link their theory with the student achievement by emphasizing that influence of collective leadership links student achievement through teacher motivation (Leithwood and Mascall, 2008: 554-555). This is supported by comparing schools whose student achieved in the lowest was because of not taking on board the theory of collective leadership (Leithwood and Mascall, 2008: 554-555).

Ibara draws some critics and argument that's principals need to have better learning qualification to enhance effective school and student's achievement (Ibara, 2014: 676). Principals can also potentially be strengthened through professional development such as training, on-site processes and professional development (Reitzug, 2002; Ibara, 2014: 676). By quoting Cranston (2002: 59), Ibara lists several skills and capacities that should be possessed by a person prior to be appointed as a principal. These include aspects of strategic leadership – people, school, educational and also aspects of management, facilities, budgeting, staffing and accountability, just to mention a few (Ibara, 2014: 677).

In referring to Nigeria, the above qualifications are not taken into account when appointing a principal rather than "any teacher of long-standing classroom experience can be appointed to the position of

principal without consideration of his/her school management or leadership qualifications" (Ibara, 2014: 684). As a consequence, the school, administration, management, leadership and governance are all placed in the hands of "technically unqualified personnel" (Ibara, 2014: 684).

Hofman and Hofman (2011) integrate the elements of cultural managements with those of more formal management characteristics (Hofman and Hofman, 2011: 623). The authors assume that the effectiveness of schools depends very much on such integration and that schools may use this concept to "develop a consistent and effective school organization" (Hofman and Hofman, 2011: 623). Also relevant, is integrating educational supervision between the school and the faculty as effective leadership is a result of focusing both school and faculty heads (Hofman and Hofman, 2011: 624). This can take the form of taking into consideration the views of school heads and teachers together with those of the faculty or departmental heads (Hofman and Hofman, 2011: 624). However, "different schools need different management practices" because; "there are strong differences between schools in terms of their student populations, environment, and place in the community" (Hofman and Hofman, 2011: 622).

CONCEPTUAL FRAMEWORK & EXPLANATION

Barrett's study on teacher's accountability is relevant to the candidate's topic. In any administration of school, there must be accountability, most significantly from teachers. This is where a school be effective. Teachers influence the achievement of students. Hence, any misconduct or continuous absenteeism will highly affect the school and the student. This must be taken into consideration in strengthening the school's administration. However, Barrett's study was written in 2005 and based only in two Tanzania Mainland's regions: Shinyanga and Pwani. Additionally, Barrett's study does not give an analysis of Zanzibar neither emphasizes on how teacher are related to the administration and student. This research in hand aims to fill in this gap by linking the relationships of the school administration and student.

Komba and Nkumbi (2008) writes on the importance of teacher professional development in Tanzania they examine the consequences of not having a well designed schedule for training. The perceptions and practices of school administrators are found to be poorly coordinated and training is rarely budgeted for (Komba and Nkumbi, 2008: 67). These challenges are related to the management and in the long run have a direct effect on student's achievements (Komba and Nkumbi, 2008: 86). Nevertheless, Komba and Nkumbi's article is not based on the effectiveness of school administration. As a result, the article does not define 'effectiveness' and neither link it with the school administration and students achievement. This research aims to fill in this gap.

A study from Sub-Saharan African countries gives a comparative analysis between Zanzibar and other Sub-Saharan African countries. The study by Lee et al. (2005) identifies school's characteristics in 14 Sub-Saharan African countries. These include social and academic backgrounds, teachers administration, human and physical background (Lee et al. 2005: 207). Lee et al. defines 'effectiveness' in terms of students' literacy "achievement at the end of Grade 6" (Lee et al. 2005: 207). The authors should have broadened up their scope to include achievement above grade 6. Additionally, mixing Zanzibar with other Sub-Saharan countries looses adequate discussion and an in depth analysis for Zanzibar specifically. This research aims to widen the scope on effectiveness but at the same time limiting the discussion and analysis to Zanzibar's perspective.

In researching about effectiveness of a school administration, certain elements must be tabled to measure the 'effectiveness'. This is what Cahan and Elbaz (2000) seeks to study. The authors come up with a concept of measuring 'effectiveness' between school inequalities. The approach "defines effectiveness in terms of increment or gain in the achievement of a given cohort in the same school between two consecutive grades" (Cahan and Elbaz, 2000: 129). Other measurements are however not discussed by Cahan and Elbaz. This research aims to pull in parent's attitude, teacher's overall roles and student's performance together with the author's concept in measuring schools effectiveness.

A proper and reliable method of doing this research is linking effective leadership and school administration. Seitz's study (1974) relates these concepts perfectly fine. Though Seitz's study is written reflecting the 1970s, the theories are still relevant in this age of 21st Century. Seitz comes up with several models of leadership, for example situational, instructional, transformational, and servant leadership (Seitz, 1974: 12-28). These models are not to be applied together, but administrative can choose an item which best suits to the need of their school. However, this study needs to be related with the Zanzibar's school administration and see how they can be applied in this modern age.

Leithwood and Mascall (2008) come up with the concept of collective leadership and how this affects student's achievement. The authors conceptualises their theory by widening organisational structures and leadership in a flat mode as well as distributing leadership over multiple people and roles (Leithwood and Mascall, 2008: 530). The leadership framework is defined to include teachers, administrators, students and parents (Leithwood and Mascall, 2008: 530). The study is relevant as it describe the participative approach in school administration with the aim of increasing student's achievement. This concept is well to be taken on board when writing this research.

Several overseas experiences are also relevant for this research. Hofman and Hofman's article (2011) in Netherland focuses on different leadership or management styles in schools. They find that there exists a strong difference in effective management "styles between schools with different student populations" (Hofman and Hofman, 2011: 620). Other

experiences are that of Nigera by Ibara (2014) who writes on qualifications for appointing a school administrator. Ibara suggest, among others, that a principal should possess skilled personnel as well as having appropriate training and competences for school management and leadership (Ibara, 2014: 674). The experiences of Netherland and Nigeria are both relevant for this research as management styles and principal's qualifications affect students' achievement.

RESEARCH METHODOLOGY

This study seeks to explore school administrators response towards instructional activities used in the students achievement secondary schools in Zanzibar, Tanzania. Based on the concept that principals and teachers portray their pedagogical knowledge through their practices of students achievement, the study investigates how administration response towards these activities and strategies and went beliefs the administration hold the effective to the student achievement in the school.

This Part presents the research design, location of study, study population and sample procedure, description of instruments and scoring, validity and reliability of the instrument, procedures for data collection, data analysis, and bibliography, appendices, instrument and work schedule.

RESEARCH DESIGN

Polit and Hungler (1999: 155) describe the research design as a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2001: 223) state that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation. The study will deem qualitative research best suited to understand the relationship between the effectiveness of administration and student achievement in Zanzibar schools. A key strength of qualitative research is the ability to give the research a comprehensive perspective of the phenomenon under study (Babbies, 2007), facilitating the discovery and understanding of actions, beliefs, decision and recognition of nuances in attitudes and behavior that cannot be easily detected by qualitative methods (Babbies, 2007; Creswell, 2009).

We adopted a grounded theory approach to the research designing a study that sought to inductively generate a theory about phenomenon of interest by the rigorous constant comparison of data collected and analyzed concurrently (Babbies, 2007; Strauss and Corbin, 1990; Suddaby, 2006). Theoretical sampling involved the interplay between theory and data to select new research cases and to re-focus the

interview questions in order gain deeper meaning and understanding of emerging concepts (Strauss and Corbin, 2009).

LOCATION OF STUDY

The study is based in Zanzibar, a State within the United Republic of Tanzania. The study is located at West Urban Region of Zanzibar, Tanzania. The Region is bordered to the north by the North Region, to the east by the Central Region, Kiwani Bay in the South Region and to the west by the Urban District. Secondary school enrolment is 31,125 with 10,997 school teachers as by 2010 (MoEVT, 2011: i). In focus to the West Urban Region and an analysis of the effectiveness of school administration in student's achievement, two public and one private school have been selected. These are Laurent International School (private), Mwanakwerekwe' C' Secondary School (public) and Kiponda Secondary School (public) – all located in the West Urban Region of Zanzibar - Tanzania.

POPULATION AND SAMPELING PROCEDURE

Polit and Hungler (1999: 43, 232) define a population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalised. LoBiondo-Wood and Haber (1998:250) describe a sample as a portion or a subset of the research population selected to participate in a study, representing the research population.

Population
The target population for the study are students from secondary schools in Zanzibar. The students exhibited the highest and lowest levels of growth in academic achievement. Zanzibar student's achievement in studies is the uses as the primary indicator in successful. In total the population included 200 respondents in two public schools in Zanzibar and one private school.
The target population for this study is made up of three secondary schools in the West Urban Region in Zanzibar including principals, teachers, students, secondary school directors, West District and Urban District education officers. The population will include 200 respondents of 140 students, 50 teachers, 5 principals, 2 districts education officers and 3 secondary directors.

Sampling Procedure
A sampling procedure defines the rules that specify how the system calculates the sample size and it contains information about the valuation of an inspection characteristic during results recording (attributive, variable, manual, etc.).

The procedure which will be adopted in this study in order to obtain the sample of respondents for providing data is systematic sampling. This mode of sampling will involve dividing the study in homogeneous groups which includes:

(i)   Random sampling

Random is a technical term in social science research that means that selection was made without aim, reason, or patterns. If any study uses the word random, it means that specific scientific procedures were used to ensure that the sample was selected purely by chance. Scientists have developed a few procedures that must be followed for a study to achieve random, such as the hat-and-draw method or a random number table. To be random, participants cannot be chosen because of their intelligence, gender, social class, convenience, or any other factor besides scientifically-agreed upon random procedures

(ii)   Purposive sampling

In purposive sampling, the researcher uses their expert judgment to select participants that are representative of the population. To do this, the researcher should consider factors that might influence the population: perhaps socio-economic status, intelligence, access to education, etc. Then the researcher purposefully selects a sample that adequately represents the target population on these variables

DESCRIPTION OF INSTRUMENT & SCORING

A few well documents adopted by research in the Urban West Region in Zanzibar will be used as the basis for designing the questionnaires for this study. The instrument from a private school will be applied because of its comprehensiveness in describing all the different practices of school administration involvement in the student achievement. The instrument relevant to describe and score is that of, Komba and Nkumbi (2008) who writes on the importance of teacher professional development in Tanzania. They examine the consequences of not having a well designed schedule for training. The perceptions and practices of school administrators are found to be poorly coordinated and training is rarely budgeted for (Komba and Nkumbi, 2008: 67). These challenges are related to the management and in the long run have a direct effect on student's achievements (Komba and Nkumbi, 2008: 86).

Several overseas instrument describe scoring experiences are also relevant for this research. Hofman and Hofman's article (2011) in Netherland focuses on different leadership or management styles in schools. They find that there exists a strong difference in effective management "styles between schools with different student populations" (Hofman and Hofman, 2011: 620). Leithwood and Mascall (2008) come up with the concept of collective leadership and how this affects student's

achievement. This research aims to link effective leadership and school administration.

VALIDITY OF INSTRUMENT

Asserting validity involved issues of the truth and correctness of a statement and whether you are measuring what you think you are measuring. Ary and Razavieh (1990) posited that validity of an instrument is an extent to which it measure what one thinks it is measuring and it is always specific to a particular purpose for which the instrument is being used. Salvia et. al (1991) stated that validity concerns the appropriateness of the inferences that can be made on the basis of test results. In other ward, validity indicates the instrument's accuracy (Lodica, 2006). Further, Mc Burney & White (2007, p 139) view validity as an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality. The foregoing suggests that validity hinges on the extent to which meaningful and appropriate inferences or decisions are made on the basis of scores derived from the instrument used in a research.

RELIABILITY OF INSTRUMENT

Reliability is different from validity in that the former relater to consistency where the latter relates to accuracy. Reliability is concerned with how consistently we are measuring what we intend to measure (Ary and Razavieh, 1990). Ary and Razavieh (1990) also stated that reliability refers to the consistency and suitability of a score from a measuring scale.
The reliability refers to the consistency of scores that is an instrument's ability to produce approximately the same score for an individual over repeated testing or across different ratters. The closer to +1.00 the reliability coefficient is the more highly reliable the instrument. To establish stability, first a pilot sample of participants is selected. Pilot sample is instrument developments are usually large populations, which allow for the greatest degree of general ability. Once the pilot has been established, participants are given the instrument the scores are obtained for every individual depending on the instrument's purpose, correlation coefficients ranging from 0.84 or stronger would be moderately strong and certainly acceptable. Coefficients of 0.24 to 0.34 are considered to show a slight relationship and may be acceptable level for instruments that are considered exploratory.

PROCEDURE FOR DATA COLLECTION

Data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists (Seaman 1991: 42). Polit and Hungler (1997: 466) define a questionnaire as "a method of gathering information from respondents about attitudes,

knowledge, beliefs and feelings". The questionnaire is designed to gather information about effectiveness of school administration and students achievement' knowledge, skills, attitudes and beliefs regarding needed in current schools.

Appointments will be made with the school principals. Secondary school director, district officer, secondary school students and secondary school subjects teachers at least two weeks before visiting through correspondence. The researcher will then visits the class teachers and administered the interviews in person over a period of five days.

The researcher will go to the field and start to collect data by using procedure of structured and unstructured questionnaires, interview and document analysis. The questionnaires are to be completed by teachers (n-50), students (n-140), principals (n-5), while face-to face interview will be conducted with districts education officers and secondary director (n-5). The questionnaires will design using likert-type questions that sought to determine the extent to which school engages in the correlative effective school. The researcher will send the questionnaire to the respondents and may use the following methodologies:

(i)   Drop and pick,
(ii)   Drop and pick later,
(iii)   Fill personally by asking questions in the questionnaire and filling.

Also the researcher will use secondary method by reading reports dealing with effectiveness of school administration and students achievement.

DATA ANALYSIS

The data will return question with code for processing using SSPS for window Release 16.0 as this study will be descriptive in nature. Also, descriptive analysis using frequencies, percentages, means, and standard deviations will be applied. The respondents' response on their perceptions of the concept on effectiveness of school administration and students' achievement, and the barriers to school and administration partnership will be analysed using frequencies and percentages.

The respondent responses of their perception on the importance of administration involvement in the student's education and school practices will analysis using frequencies, percentages, means and standard deviation. Pearson product moment correlation coefficient will be used to determine the relationship between the two variables. Ary et al 1990 note that the correlation procedure shows the extent to which change in one variable is associated with change in another variable. The scale used by Davis (1971) was used to describe the relationship between variables. The scale is follow:

Coefficient	Descriptions
70 or higher	Very strong relationship
50 to 69	Substantial relationships
30 to 49	Moderate relationship
10 to 29	Low relationships
01 to 09	Negligible relationships

T-test was used to find out whether there were significant differences between variables of two levels.

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