

To cite this article: Imelda Gervas (2024). SCHOOL LABELLING AND ITS EFFECTS ON STUDENTS SCHOOLING: A CASE OF SELECTED SPECIAL, WARD AND PRIVATE SCHOOLS IN TANZANIA, International Journal of Education and Social Science Research (IJESSR) 7 (6): 55-77 Article No. 994, Sub Id 1564

## **SCHOOL LABELLING AND ITS EFFECTS ON STUDENTS SCHOOLING: A CASE OF SELECTED SPECIAL, WARD AND PRIVATE SCHOOLS IN TANZANIA**

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DOI: <https://doi.org/10.37500/IJESSR.2024.7604>

### **ABSTRACT**

The aim of this research was to investigate the effects of school labelling specifically regarding special, ward, and private schools on students' educational experiences. This study seeks to understand how perceptions associated with different school types influence students' motivation, self-esteem, and overall students' academic performance. By examining the impact of these labels, the research aimed to provide insights that can inform educational policies and practices, ultimately promoting equity and improving student outcomes across various school settings. The study adopted purposive and simple randomly sampling techniques where a total of 80 respondents and 4 key informants from the study area were involved in the study. Basically, the study was qualitative in nature though quantitative approach was used to some extent. Questionnaire was used to collect requisite information to students and quantitative data were analysed by using descriptive statistics to determine frequency and percentage whereas qualitative data were subjected to content analysis.

With regards to the specific objectives of this study, it was also revealed that in special schools both students and teachers are highly motivated to study and work, while in those schools labelled to be low, both students and teachers are demoralized to study and to work, these feelings in turn can have impact in the teaching and learning process of the students and teachers.

Furthermore, it was found out that, special, seminary, and private schools have superior resources compared to local public schools, including a better student-to-book ratio and well-equipped laboratories. Libraries in private schools are stocked with a wide range of learning materials, and sports facilities are more readily available.

On the basis of these findings, the study recommends that, Policy makers and School administrators, especially in the government secondary schools should ensure proper teacher motivational packages and their schools have enough desks and chairs both in the classrooms and libraries. Lastly, labelling

of schools should be avoided as it demoralizes the stake holders even the parents don't feel proud when their children are sent to study in inferior labelled schools.

**KEYWORDS:** Private schools, public schools, Ward schools, Saint Kayumba schools, special school, English medium schools

## 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 (World Bank, 2002)). Basic education, in particular, is fundamental for human life because it provides opportunity for improvement of people's life. 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 population, health and nutrition. Therefore, equality and relevant education plays a dual role in human life and development of societies (UNICEF, 2001).

Tanzania as a nation 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 (URT, 1995), 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 curriculum for Primary, Secondary, and Teacher Education, and the NECTA department is responsible for preparing national examinations for primary, secondary, and teacher colleges (Osaki, 2018).

Labelling of schools in Tanzania is historical, since before independence. During the German period, there were schools that were established by the government and missionaries. These schools were either elementary or bush schools. These schools conducted their own internal tests or examinations as there were no centrally organized examinations. During the British colonial period (1920s), noted the beginning of a series of central examinations. The Central Schools Leaving Certificate Examination, the first public school exam and was conducted in 1926.

## STATEMENT OF THE PROBLEM

Education plays a vital role in the development of any nation and the well-being of its society. Consequently, the effectiveness of the education sector is essential. While Tanzania has made significant strides in enhancing educational outcomes through various programs such as the Primary Education Development Program (PEDP) and the Secondary Education Development Program

(SEDP), the performance of certain educational sub-sectors, particularly secondary education, has been declining ((URT, 2010b). Many in our society believe that student learning and performance are influenced by the type of school attended. For instance, there is a common perception that students in special and seminary schools are likely to achieve better academic results. This mind-set is often transmitted from parents to students, particularly those attending community and government schools, such as ward or local public schools. This belief can negatively impact students' motivation and, ultimately, their academic performance (Mbilinyi, M., & Mhando, M.,2011).

Therefore, this study was done to find out if this labelling of schools has an effect on students schooling and achievement and how this labelling is conceived among teachers and students within these schools.

### **The Purpose of the Study**

The purpose of the study was to examine the effects of school labelling such as private school, special schools, and government schools on academic performance of students at Morogoro municipality.

#### **1.6.1 Specific objectives of the study were as follows: -**

- i. To assess the reasons for special, seminary schools to outperform more compared to public such as district, ward and local government schools in Morogoro Municipal
- ii. To compare the resources available in public schools such as district, ward and local government schools and special and seminary schools.
- iii. To compare the teachers' motivation in public schools such as district, ward and local and special and seminary schools.
- iv. To assess the attitude of students and teachers about the school categories

### **The Theoretical Framework of the Study**

#### **The Labelling Theory**

Labelling theory, primarily was developed by Howard Becker, suggests that deviance is not an inherent quality of an act but rather the result of societal reactions to that act. In his influential work, *Outsiders*, Becker (1963) argues that the labels assigned to individuals can significantly impact their self-identity and behavior, often leading to a self-fulfilling prophecy. Thus individuals "behave in ways that reflect how others label them" (Crossman, 2019). 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

Edwin Lemert further refined the theory by distinguishing between primary deviance (the initial act of rule-breaking) and secondary deviance (deviance that occurs as a result of being labelled) (Lemert, 2022).

Factors such as economic background, gender, 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 exposure they need to improve these skills. With punishments such as expulsion, suspension, and referral to juvenile courts, schools perpetuate the school-to-prison pipeline pushing marginalized groups out of school and into the criminal system. The Labelling Theory explains the psychological aspects of this phenomenon and by stunting student socialization, students feel ostracized by their peers. These feelings make school a hostile environment and have negative impacts on individual education. I believe schools should take a restorative justice approach to discipline by removing zero-tolerance policies and focusing on fostering student growth in social aspects

## **LITERATURE REVIEW**

### **The Concept of labelling and School Performance**

Hardman, et al. (1999) define 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 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 the individuals to behave as characterised 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.

Carlson, (1996) defined performance as a specific event with its luminous nature for grounded, clearly separated from the rest of life, presented by performers and attended by audiences both of whom regard the experience as made up of material to be interpreted, to be reflected upon, to be engaged in emotionally, mentally, and perhaps even physically. This particular sense of occasion and focus, as well as the overarching social envelope, combine with the physicality of theatrical performance to make it one of the most powerful and efficacious procedures that human society has developed for the endlessly fascinating process of cultural and personal self-reflex ion and experimentation.

Komba, Hizza, and Jonathan, (2013) asserted that School Performance refers to the accomplishment of a given task that is measured against predetermined standards of accuracy, completeness, cost, and speed. In this study school’s performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities responsible. The performance of secondary schools means the rate of schools’ students passing grades in national examinations (Students’ overall examination scores)

### **Experiences on Teacher’s Morale to student performance on schools**

The teaching profession has historically struggled with low morale and attractiveness compared to other careers. Teachers often express dissatisfaction with their status, particularly in relation to

colleagues in different fields. Anderson's work on teacher morale highlights that this issue has persisted globally since World War I, through the Great Depression, and into World War II, with many teachers leaving the profession due to dissatisfaction (World Bank, 2018).

Key factors affecting teacher morale include compensation, communication, and a positive work environment. A BBC report from January 2013 indicated that achieving high educational standards requires empowering head teachers, attracting top graduates, and supporting current educators. This underscores recognition that teachers were not performing optimally, prompting calls for systemic improvements.

Research by Bennell and Akyempong (2007) on teacher motivation in Sub-Saharan Africa noted similar issues, emphasizing the negative impact of resource shortages and insufficient commitment to education reform. Prof. Steyn's 2014 analysis also revealed that factors such as age, experience, and available resources significantly influence educator morale in South Africa.

In Tanzania, the situation remains critical, particularly following a wave of academic failures from 2008 to 2012. Addressing these morale issues is essential for improving both teacher satisfaction and overall school performance across the continent. African governments must prioritize educational improvements to create a more conducive environment for teachers and students alike.

### **The Role of the Teacher and School Head**

The teacher has a very important role to play in the handling of children with exceptionalities. This is so as in most of the cases the teacher is involved in the assessment and classification of children at school. As noted by Hallahan and Kauffman (1997) a teacher has to accommodate individual pupils' needs and be able to evaluate their academic abilities and disabilities. As a teacher, one has to screen and identify children with special needs and refer them to the relevant authorities. In Tanzania we now have a department that is responsible for needs assessment of children with disabilities.

### **Perception of student on schools labelling**

Most scholars in Tanzania, especially those who administer local schools such as government or community schools like district and ward schools, think that their performance should be lower compared to that of schools administered as special or seminar schools. Unfortunately, school labelling is not something that can improve student performance or increase student learning morale (Smith, 2022).

Again, students should put more efforts on studying rather than thinking that school labelling are key of success in performance in the academic roles. School only can encourage the students to study hard that are done by Teacher and their parents but aside remain to the student's habit of motivation its self to increase his or her performance.

**METHODOLOGY****Area of the study**

The study was conducted in Morogoro municipal. The area was chosen due to the presence of different categories of schools. There are Seminary schools, private schools, normal public schools, international school, special schools and ward schools. These schools have big differences when it comes to National examinations results, where by special and private schools performs better when compared to ward schools (BEST 2019).

**Research design**

According to Christensen and James (2008) a research design was described as a clear Specification of what is being studied and determination of the best way to accomplish it. Therefore, a research design is a blue print or a plan for obtaining information to achieve the research objectives and goals. Further (Kothari, 2004, p.31), defined research design as a conceptual structure within which research is conducted and constitutes methodologies for data collection, measurement and analysis of variables. In this study, qualitative research and cross-sectional design was adopted to study the effects of school labelling on students' educational experiences.

**Data collection methods**

With reference to the chosen research design, the researcher used quantitative and qualitative research approaches to study the effect of the school labelling in student learning morale and its academic performance. This approach was chosen because it was expected to collect data from a large number of people within a short period of time and thereafter minimize research costs for the study while understanding the influence school labelling in student learning morale and how it enhancing school academic performance.

**Source of data collection**

In this study primary data was collected directly from students, parents, and teachers by using questionnaires and interview method, the data has being collected first-hand experience. In this study the primary data has not being published yet and it's more reliable, authentic and objective. Secondary data was collected from different documents showing performance of students in National Examinations which examines both students with the same examinations regardless the school type.

**Sampling Technique**

The study employed purposive sampling, stratified sampling and simple random sampling, techniques in determining the sample from the population.

**Sampling of the secondary schools**

In this study schools were purposively selected, where by: One Ward secondary school, one special school was selected, one district secondary school and one private school which are old and have experienced teachers, also have sufficient number of teachers and students as key informers to the study.

**Sampling of parents**

In this study 20 Parents were purposely included in the study because of the position they held from the selected schools. Parents were expected to give first-hand information about the schools experiences concerning school labelling assessment practices and how they facilitate students' skill development in doing CSEE between Ward school, private and special school. In that case, 5 parents were selected from each of selected secondary school.

**Sampling of teachers**

In this study, teachers' views were important as they were expected to provide information on how they conduct assessments, how they develop assessment tools in schools-based assessment and mention how they promote their teaching process. In this study 5 teachers were selected from each school making a total sample of 20 teachers.

**Sampling of students**

In this study students' views were very usefully, as they are central actors as both teachers, parents and other stakeholders supporting schools and students for better academic achievement form students were chosen purposefully, as they were the ones who have stayed longer in the schools and have experienced a labelling situation for a while than others. Ten (10) students were chosen randomly from each selected school hence making a total of 40 students.

**Data collection instrument**

According to Parahoo (1997:52,325), research instrument is the tool used in collection of data. Questionnaires and interview which are self-administered and standardized were used in data collection. They contained both open and close ended questions. According to Saunders et al. (2003) questionnaire is the data collection tool in which respondents are provided by set of questions. Questionnaires have been chosen for this study because the researcher assumed that questionnaire should provide a room to ask the respondents the same question using the open and closed form in a standardized self-administered approach to ease data collection process in a reliable way in relation to the study topic. The questionnaires and interview have been distributed to respondents to enable the researcher to collect data within time and to avoid bias. Participants were asked to fill in the questionnaire according to the instruction under each question as they appear in Appendix. The researcher decided to use this source believing that respondents was free to give their views as privacy is guaranteed

**Validation of the instruments**

Questionnaire and interview methods were the main instruments which were used in data collection; in validation those instruments were very simple to conduct and to provide a simple pilot test. The validity data from parents, teachers, from the sampling unit in the different schools, that pilot study was helping to determine whether the language used in designing the instruments is well understandable to the respondents and again the time used in doing interview and answering the

questions will be appropriate and whether the respondents could give the relevant answers concerning to the questions asked.

### Reliability of the instruments

In my study I was tested re-rest the interval of five days before collecting data so as to know the consistence of my methods or instruments used in collection of data, that method are questionnaire and interview.

## RESULTS AND DISCUSSION

### Objective One: Reasons for school labelling and how it's outperformed in each other between those private, government, seminary schools.

The first objective of the study was aimed to investigate the possible reasons for private, special schools, seminary schools to perform better compared to public and ward schools in Morogoro municipal.

This is because for many years society and other school stakeholders think and believe that private schools have been performing better in academic issues than public schools. These study findings were reported by respondents of questionnaire and interview guides. The result from the respondents of questionnaire and interview is summarized regarding each tool.

**Table 1: Reasons for the special, seminary schools to outperform the public schools such as district, ward schools based on parents' perspectives (N=20)**

Factors	Respondents	Yes	Frequency	%	No	Frequency	%
Competent teachers	20	√	18	90	×	2	10
Good pay incentive	20	√	18	90	×	2	10
Availability resources	20	√	16	80	×	4	20
Good control system	20	√	16	80	×	4	20
Good enrolment system	20	√	16	80	×	4	20



**Table 2: Factors for special, seminary and private schools to outperform public or government schools based on teachers’ perspectives (N=20)**

Factors	Respondents	Yes	Frequency	%	No	Frequency	%
Competent teachers	20	√	16	80	×	4	20
Good pay incentive	20	√	18	90	×	2	10
Availability resources	20	√	18	90	×	2	10
Good control system	20	√	12	60	×	8	40
Good enrolment system	20	√	16	80	×	4	20

From the result above, it was found that both parents and teachers of the study strongly pointed those factors to play a great part for the private secondary schools to perform better than public secondary schools.

**Competent teachers** the study report shows that (18)90% of questionnaire respondents were of the view that the special, seminary and private secondary schools usually recruit and employ competent man power for teaching activities. This result is relating to interviewees’ response in which (16)80% suggested that culture of private secondary schools recruit competent teachers enable them to outperform secondary schools owned direct by government and community. Giving clarification to this, one of the respondents by interview claimed that, public secondary schools usually employ teachers by looking the certificates while private secondary schools look on certificates and also measure the competence of that teacher in delivering materials. This opinion was supported by many respondents especially those who were interviewed, and align by the study done by Alexander (1987) who found out that most of private schools studied showed to be very strict so that they employ highly qualified teachers in their schools.

**Good pay and incentive.**

The study report shows that good pay and incentives provided to teachers and other workers in special schools added an opportunity for special and private schools to outperform public secondary schools. This is supported by (18)90% and (16)80% of a questionnaire for parents and teachers’ respondents

respectively. Both parents and teachers of the study were of this view. It reported that many teachers run from public secondary schools for the search of good pay. Responding to this one of the interviewed from special and special school reported that, they have been receiving many teachers from public schools. This statement conforms to the report that teachers

### **Availability of resources**

Most of students, teachers and parents who were respondents of this study commenced that, private secondary schools have sufficiency and adequate teaching and learning resources. There are enough books, laboratory apparatus and other necessary materials for teaching and learning. From the study, 80 % (16) of parents and 90 % (18) of teacher's respondents were of the view that, private secondary schools have enough resources compared to public secondary schools. Some respondents reported that most of private secondary schools were established and owned by rich people or companies that can finance each and every thing in the schools. These results match the results found in the study done by Gervas (2019), which found out that private schools have got various and sufficient resources needed for teaching and learning process.

### **Good control system.**

The study findings show that pass mark setting and pruning of failed students are used as a control system. This control system was claimed by 80% (16) and 90%(18) of parents and teachers respondents respectively. Explaining to this control tools, one the headmaster of private secondary school through interview commenced that the school set pass mark for students to work hard in their studies. He added that those who fail to reach the pass mark are pruned for class repetition or to transfer to another school. This also conforms to one of the parents who responded the interview question by claiming that private school students work hard for fear of pass mark and pruning.

### **Good enrolment system**

The study findings revealed that, 80 % of parents' respondents of were of the view that private secondary schools usually enrol students by looking those superior performers. The respondents claimed that these schools do look on students with the ability to perform better. There is little different from public secondary schools that sometimes enrol students with normal pass mark and sometimes due to directives. On the other hand, 80% (16) of teachers "respondents were greatly supporting the factor. This result indicates that public secondary schools do not take great care in enrolling students to join the school. Responding to this one head of public secondary schools claimed that, sometimes

Objective 2. Comparison of resources available in seminaries, special secondary schools and local school such as ward, district secondary schools.

The second objective of the study was aimed to compare the resources in both seminaries, special schools, ward school 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, special secondary schools have good resources that enable them to outperform than that of

local school such as ward, district secondary schools. From the study results in the resources available it 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 results were suggested by both interview and questionnaire respondents of the study as the tables below demonstrate.

**Table 3: Resources available in special, seminary and private schools based on parents’ perspective**

Resources	Respondents	Yes	Frequency	%	No	Frequency	%
Competent and committed teachers	20	√	1818	90	×	2	10
Enough learning and teaching material	20	√	1616	80	×	4	20
Financial capability	20	√	1818	90	×	2	10
Competent school managers	20	√	1212	60	×	8	40
Active inspectorate personnel	20	√	1212	60	×	8	40

**Table 4: Resources available in seminary, special schools or private schools based on teachers’ perspective**

Resources	Respondents	Yes	Frequency	%	No	Frequency	%
Competent and committed teachers	20	√	16	80	×	4	20
Enough learning and teaching material	20	√	20	100	×	0	0
Financial capability	20	√	12	60	×	8	40
Competent school managers	20	√	12	60	×	8	40
Active inspectorate personnel	20	√	20	100	×	0	0

**Competent and committed teachers**

The research data show that seminaries, special secondary school in Morogoro Municipal Council (MMC) outperform rather local school such as ward, district schools because of the resource incongruity. These include competent and committed teachers present in seminaries, special schools and private school. The teachers working seminaries, special schools and private school are content oriented, competent and willing to deliver knowledge to students. They are those with high ability with teaching activities. It was also argued that most seminaries, special schools and private school employ teachers with high performance in their certificate 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 of the same to that of interview respondents in which 90.00% (18) of teachers agreed with 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 school found to have well-equipped laboratories, many books in the library, conducive classrooms compared to local school such as ward, district schools. There of local school such as ward, district schools with laboratories but with a shortage of chemicals to run the laboratories, 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 respondents reported private and special secondary schools to have enough learning and teaching materials. The respondents reported that there was a good ratio of a book per student in special school, seminary schools and private's school than that of public schools. these results are in-line with UNESCO, 2014 which assets the need of achieving education quality for all by supplying sufficient teaching and learning materials.

**Financial capability** the study report shows that 90% (18) of parent's respondents 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 to this fact, one of the interviewees argued that private school owners usually are rich people or companies. Also, one of teacher added that .... *there are high fees that meet the costs of running school as well as aids and donation 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 in financing their schools than local public schools.

**Competent school Management.**

The managers of seminary, 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 teacher's respondents reported t seminaries, special schools have competent managers than public such district and ward schools. This view was put forth by both seminaries, special schools and public such district schools' students and teachers. Respondents reported that seminary, special schools school managers are consistence, fair, advisors, consultants and involve others in decision making. This was vice versa to most public such 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 district, and ward schools. The inspection is done effectively to teachers and students. The study findings show that everything taking place in special and seminary schools are inspected to ensure that are done extremely. From the study findings, 80% (16) of parent's respondents and 100% (20) of teacher's respondents 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 of 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 centre.

**Objective 3. 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 school and that of district and ward schools that motivate more the teachers. The study findings came out with an answer that both special and private school and district and ward secondary schools motivate teachers although at a different rate and level. The motivation reported by respondents include paying a high salary to teachers, providing performance related pay, taking teachers to study tour, and sponsorship of their study. These were reported during the study by both interview and questionnaire respondents. The frequencies and percentages of response are here below:

**Table 5: Motivation provision in special, seminaries and private school based on parents’ perspective**

Motivation type	Respondents	Yes	Frequency	%	No	Frequency	%
High salary	20	√	18	90	×	2	10
Incentive pay	20	√	16	80	×	4	20
Study tour	20	√	12	60	×	8	40
Study sponsorship	20	√	12	60	×	8	40

**Table 6: Motivation provision in private secondary school based on teachers’ perspective**

Motivation type	Respondents	Yes	frequency	%	No	Frequency	%
High salary	20	√	18	90	×	2	10
Incentive pay	20	√	12	60	×	8	40
Study tour	20	√	12	60	×	8	40
Study sponsorship	20	√	12	60	×	8	40

**High salary**

From the study findings, 90% (18) of parents' respondents and 90.00%(18) of teachers respondents reported that seminary, special and private schools motivate more than district and ward or public schools because of high pay of salary provide to teachers. There are many teachers who shift from public schools to seminary, special and private schools for 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) is mostly taking place in business firms although special school, seminary and private schools cannot be directly judged. But from the study findings, 80% (16) of parent's respondents 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 respondents were of the same view to that 80%(40) parents respondents. 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 parent's respondents reported that study tour is mostly done in special school, seminary and private schools than in local public schools. Sixty percent (60%) of teachers' respondents reported that, study tour attract many teachers to remain in special school, seminary and private schools and enjoy been there. In elaborating the importance of study tour, some of the teachers of this study were of the view that, study tour offers both group and self-directed activities that enable learners to explore new territories, culture, and people. It increases perception and sensory awareness to people concerned like teachers.

**Study sponsorships**

From the study findings, this motivation was reported to be provided by special school, seminary and private schools to large extend. 80% (16) of parents' respondents reported that special school, seminary and private schools sponsor its teachers more than local public schools. The rest of them reported this to be done by local public schools as a ward ad district school. The teachers' respondents on the other side 80% (16) put forth that private schools do motivate teachers by sponsoring their studies. The 80%(16) of teachers were on the side of local public schools that sponsor most the teachers once want to pursue studies. In giving clarification of this interviewee 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 took responsibility of taking them to training for rising work performance. One of the teachers reported that, *'Local public schools through OPRAS control tool, usually realize the need for training to their teachers. These local public schools sponsors teachers studies as a plan of government that is usually done every year. This*

*situation occurs very rarely in special school and private secondary schools, but it is obvious in local public schools. Therefore, the study findings reveal that of local public schools motivate more their teachers in the issue of studies’*

**Objective 4: Students Attitudes toward being labelled as either Special, Ward, or Seminary school.**

The fourth research objective was aimed to assess the student’s attitude on how do they feel when they are being labelled basing on the kind of school which they are schooling. the results were found to be shocking to those from ward schools where by most of them were feeling very low being called students from Ward Schools, especially when they are called by the Local language (Swahili (**Shule ya Kata**)).

**Table 6: Students Attitudes toward being labelled as Special students**

Motivation type	Respondents	Yes	frequency	%	NO	Frequency	%
I feel very good	40	√	24	60	×	16	40
I feel nothing/ okay	40	√	6	15	×	34	85
I feel bad	40	√	0	0	×	0	0
I feel discouraged	40	√	0	0	×	0	0
I feel I am academically very Intelligent	40	√	10	25	×	30	75
I feel I am academically very poor	40	√	0	0	×	0	0



**Table 7: Students Attitudes toward being labelled as Ward school students**

Motivation type	Respondents	Yes	frequency	%	NO	Frequency	%
I feel very good	40	√	0	0	×	40	100
I feel nothing/ okay	40	√	5	12.5	×	35	82.5
I feel bad	40	√	33	82.5	×	7	17.5
I feel discouraged	40	√	20	50	×	20	50
I feel I am academically very poor	40	√	8	20	×	32	80
I feel I am academically very Intelligent	40	√	0	0	×	40	100

The results from the table above, it shows that most students, from special schools are happy and comfortable being called that way (Table, 6 ). For example, 60% of these students are feeling good being called special students; hence this situation motivates them in studying hard compared to those from ward schools whereby most of them they feel bad and academically poor 37.5% and 50% of the them are feeling discouraged (Table, 7). This situation is not healthy as far as learning is concerned. these results are in line with those found by the study done by Smith (2022) which shows that labelling have positive effects for those labelled to be superior and have negative effects to those I labelled inferior as far as schooling and learning is concerned.

Aiding to the above results, the researcher had an opportunity to talk to several students in both schools so as to have more insight on students feeling to add on what they have wrote in the questionnaires. *One student said “I am coming to school and reach this far just because my parents were encouraging me to take the labelling very positively otherwise, I could have left the school long time ago, really I feel very ashamed to tell my fellows I am studying in Ward school”.* This situation shows that labelling can be detrimental to students as those who are negatively labelled, they are affected psychologically and instead of helping them it demoralizes them.

Moreover, another student from a special school aided *“Really am very happy and proud to study in this school, because we are very bright and if you don’t understand anything while the teacher is teaching is very easy to have support from fellow student. Learning to us is very comfortable, even though sometimes few teachers treat us as very special and can learn on our own, thus giving us a lot of home works to read on our own”.*

This explanation implies that, those students in special schools can struggle easily to study and do better in their schooling as they are very confident and happy with school life compared to those who are labelled poor.

These findings are mounted by the results from the study done by Algozzine (2010) who came out with the following findings, as, Impact on Identity: Labels can significantly influence an individual's self-concept and identity. Those labeled may internalize negative perceptions, which can lead to decreased self-esteem and increased feelings of helplessness. Stigmatization: Labeling often results in stigmatization, where individuals face prejudice and discrimination based on their labels. This can affect their social interactions and opportunities. Academic Performance: it was highlighted that labels in educational settings (e.g., special education labels) can affect students' academic outcomes. Labels may lead to lowered expectations from educators, which can hinder student performance. Social Dynamics: The study also points to the role of labels in shaping social dynamics, including peer relationships. Labeled individuals may experience isolation or exclusion, impacting their social development.

## **DISCUSSION**

The study reveals that teachers in private schools are generally more competent than those in government schools. This finding aligns with Laddunuri (2012), who noted that public schools often hire inexperienced recent graduates, which can lower educational quality. In contrast, private schools typically require teachers to hold bachelor's or master's degrees and offer additional incentives to motivate staff, as supported by Kennedy (2013) and Mays (2013), who highlighted the better funding and facilities in private institutions.

Furthermore, special, seminary, and private schools have superior resources compared to local public schools, including a better student-to-book ratio and well-equipped laboratories. Libraries in private schools are stocked with a wide range of learning materials, and sports facilities are more readily available. The discipline and control systems in private schools are also more organized, making it easier to manage student behavior, as noted by Rutkowski & Rutkowski (2003).

A significant finding is that 90% of parents and 80% of teachers believe private schools have more competent and committed educators than public schools. This aligns with concerns raised by Laddunuri (2012), who noted that public schools often employ less experienced teachers, such as recent high school graduates, which may diminish educational quality. In contrast, private institutions generally implement a rigorous hiring process to ensure that teachers demonstrate competence in their teaching abilities.

The study also highlights the disparity in available learning resources. Special, seminary, and private schools are reported to have adequate access to textbooks, laboratory equipment, and other teaching materials, often required by law. Public schools, however, frequently lack these essential resources,

leading to subpar educational outcomes. Effective teaching and learning materials are crucial predictors of student performance, underscoring the need for well-resourced educational environments.

Another critical area of comparison is school management. The study found that special, seminary, and private schools tend to have more effective and organized management structures. In these institutions, departments are clearly defined, and responsibilities are assigned to ensure smooth operation. Conversely, many public schools suffer from poor management and resource wastage, despite often having larger facilities (SMAERC, 2008). This mismanagement can lead to an ineffective learning environment.

### **Financial Capability**

Financial resources also play a pivotal role in distinguishing between school types. According to the study, 90% of parents and 70% of teachers reported that private schools are better funded than public schools. This finding supports Mays (2013), who noted that private schools often benefit from tuition fees and donations, resulting in superior facilities and resources. Public schools, constrained by limited budgets, struggle to provide similar educational support.

Moreover, findings indicate that special, seminary, and private schools offer higher salaries to attract and retain teachers, enhancing their job satisfaction and morale. This contrast with research from other countries, which suggests public school salaries are typically higher than those in private schools. In Tanzania, however, private schools tend to pay more.

### **5.4 Recommendations**

On the basis of these findings, the study recommends that, Policy makers and School administrators, especially in the government secondary schools should ensure proper teacher motivational packages and their schools have enough desks and chairs both in the classrooms and libraries. Lastly, labelling of schools should be avoided as it demoralizes the stake holders even the parents don't feel proud when their children are sent to study in inferior labelled schools.

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