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RESEARCH ARTICLE

Impediments towards Teaching Strategies Used in Promoting Education Equity in Bukombe District Public Secondary Schools, Geita in Tanzania

Paschal Julius, Felista Tangi

ST. Augustine University of Tanzania, Malimbe-Luchehele, Tanzania.

Corresponding Author

Paschal Julius, Email: paschalj149@gmail.com

Author's Contributions

All authors contributed equally to this research.

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ABSTRACT

The study assessed teaching strategies used by professional teachers on promoting education equity in public secondary schools in Bukombe, Geita, Tanzania. The main aim was to identify barriers that must be overcome to ensure fair learning opportunities for all students. Equity Pedagogy Theory created by Gloria Ladson Billings (1995) was employed. A mixed research approach under convergent parallel design was adopted. A sample size of 345 respondents which included 326 students; 18 teachers, 5 Heads of schools (HOs), 5 Ward Education Officers (WEOs) and 1 District Secondary Education Officer (DSEO) was involved. Participants for the study were obtained through stratified simple random sampling and purposive sampling. Questionnaires, interviews, documentary review and structured observation were used in collecting data. Quantitative data collected were coded using descriptive statistics with the help of SPSS program version 26, and then presented in tables, frequencies, percentages and figures. Qualitative data was analyzed thematically and presented normatively. The results of the findings obtained revealed that, teaching strategies used by professional teachers do not promote equitable education for students. The study identified a number of obstacles such as: inadequate and delayed funding, shortage of teachers, physical and instructional resources, lack of professional development, limited community participation in school development activities, lack of motivation and support services in the schools. The study recommended that, the government through the Ministry of Education, Science and Technology (MoEST) should allocate sufficient financial budget for public secondary schools, employ enough teachers, allocate sufficient teaching and learning materials, provide professional development on equity teaching, construct enough physical infrastructure, recruit adequate human resources. This could help in changing the mindset and support of the community, administration and teachers of public secondary schools to improve teaching strategies as service delivery programs for students so as to overcome the existing obstacles in public secondary schools.

Keywords: Impediments; teaching strategies; equity.

INTRODUCTION

Professional teachers deliberately employ techniques and procedures known as teaching strategies for the purpose of supporting learning and accomplishing educational objectives in the classroom (Darling-Hamond, 2017). In order for the teaching process to

address various needs of every student, teaching strategies must comprise instructional techniques, evaluation methods, and classroom management skills (Darling-Hammond et al., 2021). Equity refers to the principle of providing fair opportunities and support for all students, recognizing that each student has unique

circumstances and needs, to improve students' engagement, retention and success in school. In recent years, fostering an inclusive classroom atmosphere that values diversity has been one of the ways that a professional teacher can use to promote equity. Other methods of creating an atmosphere in which every student feel valued and included are differentiated instruction, which adapts teaching strategies to fit different learning preferences and skill levels and makes sure that every student has the chance to thrive in accordance with their unique talents. Consequential, if equity will not be promoted, the academic achievement will be lowered, engagement and motivation of students will decrease, higher dropout rates and disciplinary issues in schools will increase.

Historically, teaching strategies on promoting education equity globally, regionally, and in local context (Tanzania) have been traced back and revealed by various researchers. In Sweden, the strategies used to promote educational equity in public secondary schools started with comprehensive education reforms, including revising the Education Act in 2011, that was more focused on student's and teacher's health as well as a digital platform for the purpose of fostering fairness and equality, reducing disparities in access to equitable education, and improving equality in educational outcomes for all students by focusing on their individual needs (Lundahl et al., 2013).

Likewise, the strategies used to promote education equity in Norwegian public secondary schools were implemented through school reforms which aimed to provide equal access to equitable education and reduce inequalities in educational outcomes by emphasizing provision of appropriate teaching and learning resources, but up to the present, they are still struggling for equitable education in the country (Corral-Granados et al, 2023).

The study done in Indonesia by Supianto et al, (2023) explained that absence of proactive government involvement, lack of community participation and inadequate monitoring and evaluation were not enhancing equity policy in Indonesia. Which consequently caused serious difficulties in putting policies into practice, including a lack of infrastructure and facilities, difficult access to transportation, a shortage of human resources, and socio cultural barriers?

In South Africa, after the fall of apartheid system in 1994, the government focused on promoting education equity through educational reforms, the government

was to finance all public secondary schools fairly, abolish restrictions on racial mixing in public schools and redesigned the curriculum to advance social justice, aiming to promote education equity. Regardless of all those efforts, educational inequality still persists (Badat & Sayed, 2014).

On the other hand, Rwanda in 1994 rebuilt the education system with a focus on equity and inclusivity to ensure all students' learning needs and abilities are fulfilled. Despite this effort, the country is still struggling to achieve equity in students' academic achievement in public secondary schools (Ndayambaje &Nsanganwimana, 2021).

In Tanzania, curriculum developers have over time worked on the preparation of secondary school teaching strategies aiming to promote equity in public secondary schools, and researchers are continuously finding ways on how the problem of inequity in education can be eradicated in Tanzanian public secondary schools (Mollel, 2015).

LITERATURE REVIEW

Theoretical Literature Review

This study was guided by Equity Pedagogy Theory which was created by an American Gloria Ladson-Billings (1995).The theory emphasized that, students should be taught by professional teachers equitably for their better academic achievement and life. This means the teaching strategies should focus on inclusivity, engagement, personalized learning and equity promotion (Grudnoff et al., 2017; Orrjel,2021). The theory insists professional teachers to recognize the needs of diverse students fairly and applying differentiated instruction to meet abilities of all students in the classroom (Ladson Billings, 2021; Tuit et al, 2023).

Empirical Literature Review

In practice, promoting equity through teaching strategies have been problematic in many countries. Australian rural principals and teachers report that, tactics for implementing the curriculum are hampered by challenges of diverse school responsibility, gender discrimination, juggling a variety of tasks, and a lack of professional development and resources. These challenges create disparity room which obstructs normal teaching and learning strategies which can be used in promoting education equity (Preston et al., 2013).

Another study conducted by Hippe et al., (2016) in Europe on equity in education in European countries

revealed that if education policymakers do not prioritize equality considerations, curricula that enhance educational equity will not be implemented effectively. This means that teachers' strategies cannot improve educational equity for students' academic achievement in public secondary schools when the provision of equitable and quality education is not prioritized by policymakers and curriculum developers.

In the United States of America, Shields et al. (2020), in their study about transformative leadership approaches to inclusion, equity, and social justice, found out that a major challenge emerged: was the need for alignment of district goals and practices with those of school leaders. This implied that the existing challenge when it persists can lead to low academic achievement, decreased support to struggling students and generally cause a lack of unified, supportive and effective learning environment for students.

Guliyar et al, (2023) on their study about fostering Inclusivity Education. Unleashing the Potential of Inclusive Education in India, found out that among the challenges which hinder provision of education equity in public secondary schools includes shortage of trained teachers, well designed curriculum, resources, adequate infrastructure, effective strategies and supportive policies. The present need therefore is to find ways of removing these hindrances in order to successfully promote equity in public secondary schools.

Furthermore, Olandute-Aiyedun et al, (2021) in Nigeria conducted a study on shortage of professional science and environmental education teachers in Nigeria. The study revealed that problems of shortage of professional science and environmental education teachers are common in educational institutions at all levels. This implies that lack of qualified science and environmental education teachers is a wide spread issue affecting educational institutions across all grade levels. So, the government should find ways of solving this major problem affecting equity teaching in public secondary schools.

In Ghana, Anlimachie (2016) carried out a study on Ghana's Achieving Equity in Basic Education. According to the study, the reason why teachers' tactics don't work is because they work in places where poverty is more prevalent and they have to deal with the demoralizing effects of HIV and AIDS on their colleagues, students, and families. This means that economic and social-cultural obstacles affect teachers' strategies in applying the curriculum to promote

education equity for students' academic progress. likewise, Nizeyimana et al, (2020) conducted a study on hindrances to the quality of basic education in Rwanda. The study identified the following obstacles to educational equity and quality: inadequate and delayed funding for schools (capitation grants); teachers' and students' lack of proficiency in the language of instruction; lack of teachers' training and involvement in the establishment of educational policies. Also, teachers were overworked within large class sizes, with low motivation among students and teachers. The teaching and learning resources (textbooks, computer labs, science kit equipment, and insufficient computers in secondary schools) were inadequately supplied. Moreover, Rwandans' poor socioeconomic status had detrimental impact on application of teaching strategies that promote equity in learning.

Furthermore, Mdee, (2015) conducted research in Tanzania on factors affecting students' performance in the National Secondary Education Examination in Temeke District. The study revealed that inadequate facilities, use of phones by students, truancy, shortage of qualified teachers, lack of adequate funds in schools, low coverage of curriculum, and indiscipline students mostly affected performance of students. This means that various challenges such as inadequate facilities, truancy, teacher shortages, insufficient funding, incomplete curriculum coverage, and indiscipline significantly hinder students' academic performance in public secondary schools. Moreover, Tanzanian curriculum developers have over time worked on the preparation of secondary school teaching strategies aiming to enhance education equity in public secondary schools. Researchers have continuously been struggling to finding ways on how the problem of inequity in education can be eradicated in the schools (Mollel, 2015).

RESEARCH METHODOLOGY

This study employed a mixed approach, by combining the application of both quantitative and qualitative approaches. The use of a mixed approach helped the research obtain information and numerical data in-depth information about the problem under investigation. Furthermore, this study employed a convergent parallel design where the researcher went to the field once to collect both quantitative and qualitative data concurrently, analyzed and interpreted them separately, and later merged them in order to draw conclusions. Krejcie and Morgan population table

was applied to obtain 355 participants from the targeted population, but purposive sampling technique was used to select 5 heads of public secondary schools, 5 ward education officers, and 1 District secondary education officer. The researcher used stratified simple random number tables to choose 326 ordinary school level students from public and 18 public secondary school teachers. Questionnaires, interview guides, documentary review and observation were the instruments used for collecting data. The questionnaires Cronbach's Alpha was found to be 0.71 for students and 0.702 for teachers indicating that the items were reliably able to measure the underlying construct. Quantitative data were analyzed by the use of descriptive statistics with the help of SPSS program version 26, and presented using tables, figures, frequencies and percentages. Qualitative data were

analyzed thematically, that is identifying and recording similar themes of the responses. All necessary ethical issues were observed throughout the whole process of conducting this study.

FINDINGS AND DISCUSSIONS

The study intended to investigate obstacles hindering teaching strategies from promoting education equity in public secondary schools. The data to respond to this purpose was collected through questionnaires, interview guides, documentary review and structured observation. Questionnaires were administered to students and teachers, while interviews were conducted to HOS, WEOs, and DSEO. The researcher documentarily reviewed school documents and observed the presence and condition of both physical facilities and instructional resources in the schools.

Table 1. Students' responses on obstacles hindering teaching strategies from promoting education equity ($n=326$). Key: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; Strongly Agree; F =Frequency.

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Shortage Science & Math teachers	10	3.1	10	3.1	16	4.9	123	37.7	167	51.2
Overcrowded Classes	20	6.1	28	8.6	15	4.6	131	40.2	132	40.5
Inadequate of Science Experiments	13	4.0	12	3.7	10	3.1	132	40.5	159	48.8
Shortage of learning Materials	30	9.2	27	8.3	28	8.6	131	40.2	110	33.7
Poor social - economic backgrounds	10	3.1	24	7.4	17	5.2	131	40.2	144	44.2

Source: Field Data (June, 2024).

Shortage of Science and Mathematics Teachers

Findings in Table 1 above indicate that 123(37.7percent) respondents agreed and 167(51.2 percent) strongly agreed with the statement that shortage of science and mathematics teachers cause students' failure in science and mathematics subjects.16 (4.9percent) were neutral,10(3.1percent) disagreed while the other 10(3.1percent) strongly disagreed to the statement. This implies that, the majority 290(88.9percent) of respondents agreed that the shortage of science and mathematics teachers cause students 'failure in science and mathematics.

The findings of this study correlate with the study done in Uganda by Charles et al. (2022) who revealed that high teacher-student ratios (1:70) in one classroom as

a major obstacle that hinder teachers' strategies in implementing the curriculum to promote education equity. This means that few qualified science and mathematics teachers lead to unequal education opportunities and that students in public schools facing this challenge may not receive the same level of education as peers in schools without adequate staffing.

Overcrowded Classes

Likewise, the findings in table 1 indicate that 131(40.2 percent) agreed and 132(40.5 percent) strongly agreed, 15(4.6 percent) neutral, while 28(8.6 percent) disagreed and 132(6.1 percent) strongly disagreed to the statement that overcrowded classes makes students' participation difficult during learning in the classrooms.

The findings correspond to Ayoub (2019) in Egypt who concluded that teaching experience is stressful in overcrowded classrooms, affecting the quality of public education. This shows that Overcrowded classrooms in public secondary schools reduce opportunity of individual students to participate in various learning activities in the classrooms as was responded by the majority (80.7 percent) of respondents.

Inadequate of Science Practical Experiments

The findings in table 1 shows that 132(40.5 percent) agreed and 159(48.8 percent) strongly agreed with the statement that inadequate of science practical experiments make students less interested to learn sciences in public secondary schools, 10(3.1 percent) were neutral while 12(3.7 percent) disagreed and 13(4.0 percent) strongly disagreed to the statement. A total of 81.3 percent (the majority) of respondents agreed.

The findings relate with Mabula, (2012) whose study results revealed poor quality of science classroom teaching and serious decline in interest of students in science subjects, calling for improvement in the teacher-students interaction in classroom teaching. This indicates that practical experiments are required in fostering a deeper understanding, interest and motivation of all students towards learning science subjects in public secondary schools.

Shortage of learning Materials

Table 1 show that 131(44.2 percent) agreed with the statement "shortage of learning materials such as text books is a contributing factor for students' low academic achievement in public secondary schools" and 110(40.8 percent) strongly agreed, 28(3.7 percent) neutral, while 27(6.1 percent) disagreed and 30(5.2 percent) strongly disagreed. Qualitatively HOS when interviewed supported quantitative findings. For example, HOS of school "A" when asked responded by saying:

"The shortage of learning materials significantly hampers the teachers' ability to implement effective teaching strategies aimed at promoting education equity. when students lack access to essential resources such as text books, and teachers, students become less engaged to in the learning activities" (Interviewee' HOS "A", 04/07/2024).

The findings are supported by Mandillah (2019) in Kenya who found that teaching strategies for curriculum implementation can fail if not supported by an availability of learning materials. This implies that learning materials such as text books and laboratory equipments should be read by students to widen their

understanding on the taught concepts and therefore their absence or shortage as reported by many (85 percent) leads to inequities and poor academic achievement of the students.

Poor Social-Economic Backgrounds

Finally, findings in table 1 shows that 131(40.2 Percent) of respondents agreed, 144(44.2 strongly agreed) with the statement that poor socio-economic backgrounds of parents and guardians hinder effective participation of students in the classroom activities, 17(5.2 percent) were neutral while 24(7.4 percent) disagreed and 10(5.1 percent) strongly disagreed to the statement. Many (84.4 percent) of respondents agreed that their participation in the classrooms are affected by poor economic status of their parents and guardians. Quantitative results were supported by interview responses obtained from WEOs. For instance, WEO of school "E" when asked said:

"Many students in public secondary schools are unable to participate in school activities due to the financial limitations of their parents or guardians. This socioeconomic challenge prevents students from accessing materials essential for full engagement in school activities. Consequently, the situation hinders their overall integration into the school community" (Interviewee; WEO "E", 06/07/2024).

In the same way Benner, and Sadler (2016) recommended that academic interventions and support from parents should be targeted to better support educational success of all students. This implies that parents who struggle to afford materials required by the children for learning may cause students to miss out on valuable opportunities for socialization and skill development, further isolating themselves from their peers.

Inadequate physical facilities

The findings in Table 2 display that 8(44.4 percent) respondents agreed that inadequate of physical facilities such as classrooms was a hindrance to effectiveness of the teaching strategies on promoting equitable education in public secondary schools, 5(27.8percent) strongly agreed, whereas no respondents were neutral. On the other hand, 1(5.6 percent) disagreed and 4(22.2percent) strongly disagreed to the statement. This implies that many 13(79.4 percent) shown that inadequate of physical facilities hinder equitable education provision to students in public schools.

Table 2. Teachers' Responses on obstacles hindering teaching strategies from promoting equitable education (n=18).

Key: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; Strongly Agree; F = Frequency

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Inadequate Physical Facilities	4	22.2	1	5.6	0	0.0	5	27.8	8	44.4
Shortage of Teaching materials	4	22.2	0	0.0	2	11.1	4	22.2	8	44.4
Lack of professional development	1	5.6	1	5.6	0	0.0	4	22.2	12	66.7
Shortages of Teachers affects equity teaching	1	5.6	1	5.6	1	5.6	5	27.8	10	55.6

Source: Field Data (2024).

The findings concur with Takyi et al. (2021) unequal distribution of education resources and facilities among the schools are a hindrance to equity education and achievement for students. Therefore, a severe shortage of classrooms, classroom furniture, and library facility hinder the teaching and learning processes by limiting students' access to conducive learning environments and essential resources for effective education.

Shortage of Teaching and Learning Materials

Table 2 shows that 4(22.2 percent) of respondents agreed and 8(44.4 percent) strongly agreed with the statement "shortage of teaching and learning materials affects curriculum implementation", while 4(22.2 percent) strongly agreed, and 2(11.1 percent) were neutral, while none of participants disagreed. The majority 12(66.6 Percent) of the participants agreed that teaching strategies on promoting equitable education were hindered by shortage of teaching and learning resources in public secondary schools.

The findings were supported by Nizeyimana et al, (2020) who revealed that inadequate and delayed funding for public secondary schools cause insufficiencies of learning resources in the schools. This shows that without proper and timely funding, strategies designed to promote fairness and equal opportunity in education cannot succeed, leading to the persistence of inequalities in public secondary schools.

Lack of Professional Development on equity teaching

Table 2 further indicates that 4(22.2 percent) agreed and 12(66.7 percent) strongly agreed with the statement which stated that lack of in-service training to teachers contributes to inequitable teaching in the schools, while, none of the participants were neutral, 1(5.6 percent) disagreed and another 1(5.6 percent) strongly disagreed to the statement. So, a total of 16(88.9percent) agreed.

The findings are supported by Nizeyimana (2020) in Rwanda, who pointed out that among the obstacles to education equity and quality in public secondary schools is lack of teachers' professional development. This indicates that when in-service training on equity teaching is conducted to teachers, can enable teachers understand it well on how it is applied in classroom teaching.

Shortages of Teachers

Also, findings in table 2 show that, 5(27.8 percent) of the teacher respondents agreed that teaching for equity was hindered by shortage of teachers, 10(55.6 percent) strongly agreed, 1(5.6 percent) were neutral, while 1(5.6 percent) disagreed and 1(5.6 percent) strongly disagreed to the statement. Qualitative data obtained through interview with WEOs supported quantitative data, for example, the WEO of school "E" on responding to the question said:

"the shortage of teachers at the public secondary school affects equity of teaching, as classrooms are overcrowded, which makes it difficult for teachers to provide individualized attention to students and therefore, affecting students who may require additional support. Also, teacher shortages often force the school to employ less experienced and or under qualified staff. Ultimately limiting opportunities for students to achieve the same success as their peers in well-staffed schools" (Interviewee; WEO "E". 06/07/2024).

The findings related with Nizeyimana et al, (2020) whose study' findings revealed that large class sizes and overworked teachers are the obstacles to educational equity and equality in public secondary schools. This implies that equity teaching is hindered by teachers' shortage which leads to bigger teaching loads in public secondary schools as was agreed by the majority (83.4 percent).

Table 3. Documentary Analysis on Obstacles Hindering Teaching strategies from Promoting Education Equity.
Key: 1 = None; 2 = Inadequate; 3 = Adequate; F = Frequency

	Schools					
	A	B	C	D	E	F
Professional development	1	1	1	1	1	5
Support services for students	2	2	2	2	2	5
Adequate Teachers	3	2	2	2	2	1
Community involvement	3	2	2	2	2	1

Source: Field Data (2024).

Lack of Professional Development on Equity Teaching

The findings in table 3 shows that for a duration of 5 years (2019-2013) professional development on equity teaching have not been conducted for public secondary school teachers in all 100 percent of the schools. Quantitative data were supported by qualitative information obtained through interview with HOS, for instance, The HOS of school “E” when interviewed, commented that:

The findings are supported by Nizeyimana, (2020) in Rwanda, who pointed out that among the obstacles to education equity and quality in public secondary schools is lack of teachers’ professional development. This indicates that when in-service training on equity teaching is conducted to teachers, can enable teachers understand it well on how it is applied in classroom teaching.

Support Services for Students

Table 3 displays that support services especially, guidance and counseling at school A, B, C, D, and school E were not adequately provided to students as was indicated by unavailability of both counseling rooms and absence of guidance and counseling files in 100% of the schools. This situation led to increased students indiscipline in the schools and mass failures. The information was supported by HOS during interview. For example, the HOS of school “A” when asked about the presence of support services at school, said:

“The shortage of teachers and lack of dedicated counseling offices hinders effective student support, it limits teachers’ ability to manage counseling needs and shape student behavior. So , addressing these challenges is crucial to fostering a positive , and well guided learning environment” (Interviewee; HOS “A”, 04/07/2024).

The findings relate with the study of Nwonyuku (2017) who revealed that guidance and counseling services helps in modifying the behavior of students in the social and emotional adjustments, and that female students require higher level of behavior modification as compared to male students. This implies that support services are important in schools, because they assist in developing healthier social behaviors and emotional copying skills to improve their interactions and personal well-being.

Shortage of Teachers

The finding in table 3 indicates that only 1 school has enough teachers and the remaining of the schools (90%) involved in the study are faced with teachers shortage.

The findings related with Nizeyimana et al, (2020) whose study’ findings revealed that large class sizes and overworked teachers are the obstacles to educational equity and equality in public secondary schools. This implies that equity teaching is hindered by teachers’ shortage which leads to bigger teaching loads in public secondary schools.

Inadequate Community Involvement

Lastly, it is indicated in table 3 that community involvement in school activities at school “A”, “B”, “C” and “D” was inadequate. And at school “E” no any indicators of community involvement was observed. These findings are in line with Raj and Chand, (2023) whose study recommended that students’ academic achievement is enhanced by home environment and family income. Therefore, inadequate support of parents in school activities may lead to students missing out essential guidance and encouragement, lack of educational resources to students, inequalities among students, underachievement of students, and can lead to behavioral problems which affect students’ ability to succeed academically.

Table 4. Observation Checklist Results on obstacles hindering teacher strategies from promoting education equity. Key: 0 = Not applicable/ No any, 1 = Available but not sufficient, 2 = Available and sufficient, 3= Good condition, 4 = Poor condition F = Frequency

Facilities	Measurements	Respondent School					F
		School A	School B	School C	School D	School E	
Classrooms	Available and Sufficient	0	0	0	0	1	1
	Available but not Sufficient	2	2	2	2	0	4
	Not Available	1	1	0	0	0	2
Dormitory or Hostel	Not Available	0	0	0	0	0	5
	Not Available	0	0	0	2	0	1
Basic Laboratory equipment	Not Sufficient	2	2	2	2	2	5
Condition of School Buildings	Good	3	3	3	3	3	5
Condition Classroom's furniture	Good	3	3	0	3	3	4
	Poor	0	0	4	0	0	1

Source: Field Data (2024)

Shortage of Classrooms

Table 4 indicates that in school A, school B, school C and school D classrooms were available but not sufficient, only at school E classrooms were available and sufficient. This quantitative information was supported by teachers when answering a structured question. For example, one of the teachers from school “C”, wrote; *Equitable education is hindered by overcrowding of students in the classrooms which is caused by shortage of classrooms at the school” (Questionnaire; Teacher “C”, 08/07/2024).*

Zaman et al (2023) emphasized that overcrowding negatively impacts teaching and learning experiences, causing disruptive noises, reduced interaction, and assessment-related issues for teachers. This shows that Public secondary schools face a shortage of classrooms, limiting individual attention and resources, leading to reduced learning outcomes and hindering equitable education.

Lack of Dormitory or Hostel facility

Table 4 shows that school A, school B, school C, school D and school E had no dormitory or hostel. This information was supported by students when answering a structured question. For example, one of the students at school “B” wrote: *“The school has to build hostels or dormitories because the students who live far from school comes to the school to attend classes late, so this affects them academically” (Questionnaire; student “B”, 05/07/2024).* Marwa (2022) identified inadequate

infrastructure as a significant obstacle to teachers' strategies in promoting education equity and high quality in public secondary schools.

This suggests that all O-Level students are in day schools, living at their homes or in rented rooms and travelling some distances going to their school.

Shortage of Basic Laboratory Equipment

The result findings in table 4 indicate that basic laboratory equipment are available but not sufficient at school A, B, C, D, and at school E for teaching physics, chemistry and biology subjects.

Akinyi and Ezekiel (2015) found that inadequate teaching and learning resources hinder the implementation of inclusive education in public secondary schools.

This means that 100 percent of public secondary schools in Bukombe District are faced with a shortage of the basic laboratory equipment as indicated in table 4.10.

Condition of School Buildings

Moreover, The findings in table 4 indicate that the condition of school buildings in A, B, C, D and that of E were good. 100 percent of the existing buildings in public secondary schools were in good condition. The findings were supported by Osaro and Wokekoro (2018) who pointed out that there are multiple factors that lead to the dilapidation of public school infrastructure including lack of security, deferred maintenance, and lack of maintenance. This implies

that the existing facilities in public secondary schools are well maintained and functional, though not enough to fully accommodate the needs of the students and staff as indicated in table 4.

Condition of classroom furniture

The condition of classroom furniture at school A, B, D, and school E were good, while classroom furniture of school C was poor, as indicated in table 4. Osaro and Wokekoro (2018) discovered that the condition of school infrastructure may be poor, if there is vandalism, neglect, or lack of maintenance. The condition of classroom furniture was 80 percent good, meaning that in most public secondary schools, both preventive and corrective maintenance practices were in place, ensuring that furniture remains functional, safe, and presentable for all students and teachers.

CONCLUSION

The main objective of the study was to assess teaching strategies used by professional teachers on promoting education equity in Public secondary Schools. The study underscores the critical role of teaching strategies on promoting education equity for students in public secondary schools. Promoting education equity is essential because students come from diverse backgrounds with varying levels of access to resources and support. By using equitable teaching strategies, schools can address disparities, giving all students a fair chance to succeed and preparing them for more equitable society.

The study concludes that teachers should adapt their teaching strategies to avoid ability grouping of students, traditional lectures in classes, and one size fits all instructions (uniform approaches), since they ignores students' individual needs, learning styles, and disproportionately impact students from under resourced backgrounds.

RECOMMENDATIONS

Based on research findings and conclusions of the study, the researcher recommends that to eliminate challenges observed, immediate measures should be taken by the government such as increasing targeted funding for upgrading school physical and instructional infrastructures, employing enough teachers in schools, providing professional development for teachers as well as establishment of mentorship programs for students is crucial. Additionally, parental and community engagement, are solutions for equitable education provision in public secondary schools.

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