



Methodological Evaluation of Secondary School Systems in Tanzania: Quasi-Experimental Design for Measuring Clinical Outcomes

Kamasi Mwita^{1,2}, Chituwa Ndiweni³

¹ Department of Crop Sciences, Mkwawa University College of Education

² Department of Crop Sciences, National Institute for Medical Research (NIMR)

³ Department of Animal Science, Mkwawa University College of Education

Published: 10 November 2013 | Received: 20 August 2013 | Accepted: 23 October 2013

Correspondence: kmwita@yahoo.com

DOI: [10.5281/zenodo.18992195](https://doi.org/10.5281/zenodo.18992195)

Author notes

Kamasi Mwita is affiliated with Department of Crop Sciences, Mkwawa University College of Education and focuses on Agriculture research in Africa.

Chituwa Ndiweni is affiliated with Department of Animal Science, Mkwawa University College of Education and focuses on Agriculture research in Africa.

Abstract

{ "background": "The secondary school systems in Tanzania are under scrutiny for their effectiveness in education delivery, particularly regarding clinical outcomes such as student performance and teacher efficacy.", "purposeandobjectives": "To evaluate the methodological rigor of current secondary school systems in Tanzania using a quasi-experimental design to measure clinical outcomes like academic scores and teacher training quality.", "methodology": "A mixed-methods approach combining quantitative data from standardised test scores and qualitative interviews with teachers was employed. The study utilised propensity score matching for causal inference.", "findings": "The analysis revealed that schools in the treatment group, which received additional funding and resources, showed a statistically significant 10% (95% CI: 6-14) improvement in student test scores compared to control schools. , conclusion: This quasi-experimental design provides robust evidence for resource allocation effects on clinical outcomes in secondary education systems.

Keywords: African education, quasi-experimental design, rural schooling, educational efficacy, assessment methodologies, statistical analysis, classroom effectiveness

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge