



# Methodological Evaluation of Secondary Schools Systems in Tanzania: A Quasi-Experimental Design for Measuring Adoption Rates

Nyeko Kazembere<sup>1,2</sup>, Kamali Mwakwaya<sup>2,3</sup>

<sup>1</sup> Department of Animal Science, Tanzania Commission for Science and Technology (COSTECH)

<sup>2</sup> State University of Zanzibar (SUZA)

<sup>3</sup> Tanzania Commission for Science and Technology (COSTECH)

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**Correspondence:** [nkazembere@gmail.com](mailto:nkazembere@gmail.com)

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## Author notes

*Nyeko Kazembere is affiliated with Department of Animal Science, Tanzania Commission for Science and Technology (COSTECH) and focuses on Agriculture research in Africa.*

*Kamali Mwakwaya is affiliated with State University of Zanzibar (SUZA) and focuses on Agriculture research in Africa.*

## Abstract

The secondary education system in Tanzania is characterized by a diverse range of school systems, each with varying levels of resource allocation and infrastructure. A mixed-methods approach was employed, including quantitative surveys to measure adoption rates and qualitative interviews to gather deeper insights into system challenges and successes. An analysis of survey data indicated an adoption rate of 75% for the most resource-intensive school systems among secondary schools in Tanzania. The quasi-experimental design provided a robust framework for understanding the impact of different school systems on student and teacher participation. Further research should focus on implementing these findings into policy to enhance educational outcomes across all levels of the education system. secondary schools, adoption rates, quasi-experimental design, Tanzania The empirical specification follows  $Y = \beta_{0+\beta} X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** *African education, quasi-experimental design, rural development, educational policy, school effectiveness, resource allocation, pedagogical change*

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