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Influence of Student Voice on Academic Achievement in Public Secondary Schools: A Case Study of Morogoro Municipality, Tanzania

Aziz Shabani[1], Wadrine Maro[2], Annamary Peter[3]

Jordan University College, A Constituency College of St. Augustine University of Tanzania, P.O. Box 39 Morogoro Tanzania

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Abstract: **This study examined the influence of student voice on academic achievement in public secondary schools in Morogoro Municipality, Tanzania. The study was guided by Student Voice Theory and employed a pragmatic philosophical orientation with a convergent mixed-methods design. Data were collected from 91 teachers through questionnaires and 10 Heads of School through semi-structured interviews. Quantitative data were analyzed descriptive statistical with help of SPSS Version 20, while qualitative data were analyzed thematically. The questionnaire achieved a reliability of Cronbach's alpha coefficient of 0.794. The findings revealed that student voice positively influenced academic motivation, classroom engagement, responsibility, discipline, attendance and examination achievement. Student participation also promoted better communication between students and teachers and enabled learners to identify and communicate challenges affecting their academic progress. However, the findings indicated that meaningful student participation in decision-making was not consistently implemented across schools. Students were provided with opportunities to express their views, but their involvement in formal academic decisions and planning remained limited. Interviews with Heads of School confirmed that student voice was useful in identifying learning challenges and supporting school improvement, although its effectiveness was constrained by leadership practices, teacher attitudes, inadequate preparation and institutional limitations. The study concludes that student voice can enhance academic achievement when students' views are systematically solicited, respected and incorporated into relevant school decisions. The study recommends strengthening participatory school leadership, providing professional development for teachers and school leaders, and establishing systematic mechanisms for meaningful student participation in academic planning and school improvement.**

Keywords**: student voice, student participation, decision-making, academic achievement.**

1. INTRODUCTION

Education systems increasingly recognize students not merely as recipients of educational services but as active participants whose experiences and perspectives can contribute to school improvement. Berti et al. (2023) student voice refers broadly to practices and structures through which students express their views and have opportunities to influence decisions concerning their learning and school experiences. Conner et al. (2024) distinguishes meaningful student voice from simply allowing students to speak; meaningful voice requires that students' views are listened to, considered and, where appropriate, incorporated into decisions.

Student voice in school decision-making has become particularly important within learner-centered and democratic approaches to education. Berti et al. (2023) found that student participation can involve students in whole-school activities and decision-making processes, although the depth and effectiveness of participation vary considerably across schools. While, Geurts et al. (2023) research on co-creation and decision-making indicates that students are frequently consulted but

are less often given substantive responsibility in planning, implementation and reflection This suggests that the existence of student councils, meetings or consultation mechanisms does not necessarily mean that students exercise meaningful voice.

The relationship between student voice and academic outcomes is also receiving increasing empirical attention. Conner et al. (2024) found that teacher practices that seek students' input and feedback were associated with student engagement, agency, attendance and academic outcomes. Their findings further indicated that teacher receptivity to student voice was strongly associated with several student outcomes. These findings suggest that student voice influence academic achievement indirectly through mechanisms such as engagement, agency, attendance, motivation and improved teacher–student relationships.

The importance of student voice is also connected to the quality of relationships within schools. Conner et al. (2024) found that student–teacher relationships, differentiation and opportunities for choice can support student voice practices. However, the same study showed that opportunities for collaborative decision-making were relatively uncommon. Thus, creating a culture in which students can express their views requires more than formal structures; it requires teachers and school leaders who are receptive to student contributions.

In Tanzania, public secondary schools operate within an education system in which effective school leadership, student voice and academic achievement remain important concerns. School leaders and teachers make decisions concerning academic programs, discipline, school rules, extracurricular activities and other aspects of school life. Although students are expected to participate in school activities through formal structures such as student governments and school meetings, the extent to which their views influence academic and school decisions differ from one school to another.

Holfelder et al. (2023) also suggests that student voice should be examined in relation to the actual influence students have rather than merely their opportunity to speak. A study involving secondary students demonstrated that student voice can be operationalized through students' experiences of involvement in school decision-making. This implies that student voice in educational research has highlighted both the potential of student perspectives to provide contextual knowledge and the continuing influence of power relationships between adults and students.

Despite growing international interest, there remains a need for context-specific evidence concerning how student voice operates in Tanzanian public secondary schools and its perceived contribution to academic achievement. This study therefore examined the influence of student voice on academic achievement in public secondary schools in Morogoro Municipality, Tanzania.

1.1 Statement of the Problem

Academic achievement in public secondary schools is influenced by multiple school and learner-levels factors. While attention is often directed towards teachers, instructional resources, school leadership and assessment practices, students themselves possess knowledge and experiences that can inform decisions concerning their learning environment. Meaningful student voice may strengthen students' sense of ownership, motivation, engagement and responsibility, which may subsequently contribute to better academic outcomes.

However, the existence of student voice structures does not automatically guarantee meaningful influence. Recent evidence indicates that students may be consulted without being given substantial influence over decisions, particularly when student voive remains limited to advising or low-stakes issues (Geurts et al., 2023). Furthermore, Conner et al. (2024) found that student voice practices were not consistently implemented even in schools where teachers and administrators generally supported the idea of student voice.

In the Morogoro Municipality context, limited empirical evidence was available concerning whether students' voice in school decision-making contributes to academic achievement and the institutional conditions that enable or constrain such voice. This study addresses this gap by examining teachers' perceptions and Heads of School's experiences concerning the influence of student voice on academic achievement in public secondary schools in Morogoro Municipality.

1.2. Objective of the Study

To examine the influence of student voice on academic achievement in public secondary schools.

1.3. Research Question

How does student voice influence academic achievement in public secondary schools?

1.4. Theoretical Perspective

The study was informed by Student Voice Theory, associated with Michael Fielding (1990), which conceptualizes students as active participants whose knowledge, experiences and perspectives can contribute to educational improvement. From this perspective, student voice is meaningful when students are provided with opportunities to express their views and when adults respond to and act upon those views. The theory was relevant to this study because student participation in school decision-making may create a sense of ownership and responsibility among learners. When students perceive that their opinions matter, they may become more engaged in school activities and academic work. Conner et al. (2024) conceptualize student voice as practices that enable students to influence educational decisions affecting their own experiences and those of their peers.

The theory has three major strengths. First, it recognizes students as active contributors to school improvement rather than passive recipients of decisions made by adults. This is particularly relevant to examining students' participation in academic and school-related decision-making. Second, the theory emphasizes the importance of students' lived experiences and perspectives, enabling schools to identify learning challenges that may not be easily recognized by teachers or school leaders. Third, Student Voice Theory promotes meaningful participation, ownership and engagement, which can contribute to students' motivation, responsibility and academic involvement. However, the theory has one important weakness. Student Voice Theory may place considerable emphasis on students expressing their views without fully accounting for institutional, cultural and leadership constraints that determine whether those views can actually influence school decisions. In practice, students may be given opportunities to speak but have limited power to ensure that their suggestions are considered or implemented. Therefore, the theory needs to be complemented by an examination of leadership practices, teacher attitudes and institutional conditions when assessing the influence of student voice on academic achievement.

1.5 Literature Reviews

At the global level, Berti et al. (2023) in Italy conducted a systematic literature review of active student participation in whole-school interventions in secondary schools. The review examined how students were involved in school activities and decision-making processes. The authors found that active student voice could contribute to the development of school environments in which learners were given opportunities to contribute to issues affecting their education. However, the extent and quality of student voice varied across contexts, indicating that simply providing opportunities for students to participate does not necessarily guarantee meaningful student voice. In the United States, Conner et al. (2024) examined student voice practices in high school classrooms and reported that teachers who created opportunities for students to express their perspectives, exercise choice and develop agency were associated with higher levels of student engagement, attendance and academic outcomes. In the Netherlands, Geurts et al. (2023) examined students' involvement in co-creation and decision-making and found that students were more commonly involved in planning and implementation than in reflection and final decision-making. These findings suggest that meaningful student voice requires students to have opportunities not only to express their views but also to influence decisions.

At the African level, Glover (2023), in Ghana, examined student participation in decision-making in four public senior high schools. The study focused on the arenas available for students to participate in school decision-making and the extent of their involvement. The study reported that Student Representative Councils provided an important mechanism through which students could communicate their views to school authorities and participate in school committees. However, the level of student voice varied across decision-making areas, suggesting that formal representation does not always result in equal influence over school decisions. The study found that student voicein classroom decisions, school rules and co-curricular activities was generally limited or moderate, with differences between the views of teachers, students and school principals. The study recommended stronger collaboration between teachers and students to increase meaningful student voice.

At the East African level, Njane (2025) examined the influence of students' participation in decision-making on school discipline in public secondary schools in Rongai Sub-County, Kenya. The study emphasized the importance of democratic leadership in creating opportunities for students to participate in school decisions. Similarly, Dinah, Onyango, and Kyalo (2019), in Kenya, examined the extent of students' participation in decision-making in secondary school management in Tharaka-Nithi and Nairobi Counties. The study involved students, teachers, heads of schools and other stakeholders and found low levels of student voice in decision-making, particularly in Boards of Management, Parents' Associations and staff meetings. Although this study provides useful East African evidence, its findings also indicate that formal student

leadership structures may exist without giving students substantial influence over important school decisions. This supports the need for the present study to examine not merely whether student voice structures exist but whether students' views are actually considered in school decision-making.

In Tanzania, Anselimus and Lazaro (2025) examined student voice as a form of co-creation in co-curricular activities in four secondary schools. The study investigated students' involvement in planning co-curricular activities using interviews, focus group discussions, observations and document analysis. The findings showed that students, teachers and school management generally viewed student involvement positively, but actual student voice was considerably restricted by top-down management decisions, emphasis on examinable subjects and limited financial resources. Students could initiate co-curricular activities, but final decisions about implementation remained largely under the control of teachers and school management. The study therefore demonstrates that positive attitudes towards student voice do not necessarily translate into meaningful student voice. This is particularly relevant to the present study because it raises the question of whether students in public secondary schools are given genuine opportunities to influence decisions affecting their academic experiences.

At the local level, Kahekenye and Mwakalinga (2025) examined participatory decision-making and school governance in public secondary schools in Morogoro Municipality. The study involved teachers, Heads of School, school board chairpersons, student leaders, parents and the Municipal Secondary Education Officer. The authors reported that stakeholders generally had positive perceptions of participatory decision-making and that students' opinions were considered in school management. However, ineffective communication, workload, cultural norms that discouraged open dialogue, fear of conflict and infrequent stakeholder meetings limited full student voice. In another Morogoro Municipality study, Temu and Maua (2025) examined student leaders' voice in discipline management in public secondary schools. Their study focused on how student leaders could contribute to managing discipline and found a need to strengthen student leaders' voice in school management. Although these Morogoro studies provide important evidence about student voice and school governance, they do not specifically establish how student voice influences academic achievement in public secondary schools. Therefore, the present study seeks to extend the existing literature by examining the influence of student voice on academic achievement in public secondary schools in Morogoro Municipality.

1.6 Research Gap

The reviewed literature demonstrates growing evidence concerning student voice, participation and educational outcomes. However, much of the recent empirical literature has been conducted outside Tanzania. Moreover, studies have frequently examined student engagement, agency or school connectedness rather than focusing specifically on the perceived influence of student voice on academic achievement in Morogoro Municipality public secondary schools.

Therefore, there is a need for empirical evidence from the Morogoro Municipality context, particularly concerning the extent to which teachers and school leaders perceive student voice as contributing to academic outcomes and the institutional factors that may constrain meaningful student voice. The present study addresses this gap using evidence from public secondary schools in Morogoro Municipality.

2. METHODOLOGY

The study employed a mixed-methods approach guided by a pragmatic philosophy and convergent research design. It was conducted in public secondary schools in Morogoro Municipality, Tanzania, involving 101 participants: 91 teachers who completed questionnaires and 10 Heads of School who participated in semi-structured interviews. Data were collected through teacher questionnaires focusing on student voice, participation in decision-making, academic planning, motivation, engagement, discipline, attendance and academic achievement, while interviews explored student voice practices, leadership support, perceived benefits and challenges. Quantitative data were analyzed using frequencies, percentages and mean scores, whereas qualitative data were analyzed thematically, followed by comparison and integration of the findings.

The questionnaire achieved a Cronbach's alpha reliability coefficient of 0.794 after refinement, indicating acceptable internal consistency. Demographic items and two items that reduced reliability were excluded from the analysis. Qualitative validity was strengthened through a common semi-structured interview guide and systematic thematic analysis. Ethical procedures included obtaining research permission, informing participants about the study, ensuring voluntary student voice, maintaining confidentiality and anonymity, and using the information collected for academic purposes.

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3. RESULTS AND DISCUSSION

This section presents the results and discusses them in relation to the study objectives and relevant empirical literature. The findings were presented using frequencies and percentages and qualitative findings from Heads of Schools were also used to complement and explain results.

Table 1: Teachers' Responses on Student Voice and Academic Achievement

No.	Statement	Response	Frequency (f)	Percentage (%)
1	Students are involved in formal academic meetings	Rarely	63	69.2
		Not involved/Disagree	22	24.2
		Undecided	6	6.6
2	Student voice contributes to students' academic motivation	Agree	76	83.5
		Disagree	10	11.0
		Undecided	5	5.5
3	Student voice contributes to students' academic engagement	Agree	79	86.8
		Disagree	8	8.8
		Undecided	4	4.4
4	Student voice is encouraged in the school	Rarely	44	48.4
		Sometimes	27	29.7
		Often	12	13.2
		Always	8	8.8
5	Teachers have received training related to participatory leadership	Never	31	34.1
		Received some training	60	65.9
6	School leadership supports student voice	Rarely	39	42.8
		Sometimes	28	30.8
		Often	15	16.5
		Always	9	9.9

Source**:** Field Data, 2026

3.1 Students' Involvement in Formal Academic Meetings

The findings showed that 63 (69.2%) teachers agreed that students were rarely involved in formal academic meetings where issues concerning teaching, learning, academic planning and students' academic progress were discussed. This implies that the majority of teachers perceived student voice in formal academic decision-making as limited. While 22 (24.2%) teachers disagreed with the statement, this implies that some teachers perceived students as having greater opportunities to participate in academic meetings. The remaining 6 (6.6%) teachers were undecided, suggesting that some teachers were uncertain about the extent to which students participated in such meetings.

The predominance of teachers reporting limited student involvement indicates a gap between the existence of participatory structures and students' actual student voice in academic decision-making. This implies that student councils and prefect systems provide representation without necessarily providing students with opportunities to influence decisions concerning teaching and learning. The finding was further corroborated by Head of School (HOS) during a face-to-face interview, who stated:

"In my experience students often have useful ideas regarding classroom learning, examinations and academic challenges that could help schools improve teaching and learning if they were given an opportunity to participate. However, students rarely attend academic meetings because we believe that some agenda require professional knowledge." *(HOS B, Interview, Sep. 2026).*

The statement indicates that school leadership recognizes students as possessing useful knowledge concerning classroom learning, examinations and academic challenges. However, student voice is restricted because some academic matters are regarded as requiring professional knowledge. This indicates that academic decision-making remains largely centralized among teachers and school administrators. The implication is not that students should be given responsibility for professional academic decisions, but that they should be provided with appropriate opportunities to contribute information about their learning experiences and academic challenges.

The finding is consistent with Hoebe et al. (2023), whose systematic review found that student involvement in teaching and learning decision-making frequently remained at advisory levels, with students having greater opportunities to provide input than to exercise substantial influence over implementation and reflection. This implies that consultation without influence may limit the transformative potential of student voice.

3.2 Student Voice and Academic Motivation

The data indicated that 76 (83.5%) teachers agreed that students voice contributed to their academic motivation, while 10 (11.0%) teachers disagreed. The remaining 5 (5.5%) teachers were undecided. The high proportion of agreement shows that most teachers perceived student voice as having a positive relationship with students' willingness and interest in academic activities. The 11.0% who disagreed indicate that some teachers did not perceive student voice as an important contributor to academic motivation, while the undecided responses suggest that a small group of teachers were uncertain about the relationship. This finding suggests that student voice may create a sense of ownership among students. When learners perceive that their views are recognized and considered by teachers and school leaders, they may become more willing to participate in academic activities and take responsibility for their learning. The finding was further corroborated by Heads of School, who reported that: "*students sometimes raise concerns regarding academic challenges and learning conditions*" (HOS, Interview, Sep. 2026). This indicates that students can provide information that helps school leaders understand factors affecting their motivation.

The finding is supported by Conner et al. (2025), who found that teacher student-voice practices were associated with student engagement and agency, while teacher receptivity to student voice was associated with academic outcomes including grades and attendance. This implies that student voice contributes to academic achievement through increased agency and engagement.

3.3 Student Voice and Academic Engagement

The findings indicated that 79 (86.8%) teachers agreed that student voice contributed to students' engagement in academic activities, whereas 8 (8.8%) teachers disagreed. Four (4.4%) teachers were undecided. This implies that most teachers perceived student voice as encouraging students to become more actively involved in learning and academic responsibilities. The lower proportion of disagreement indicates that although most teachers recognized this relationship, some did not perceive student voice as having a strong influence on engagement. The finding suggests that student voice may transform students from passive recipients of school decisions into active participants in their educational experiences. When students are given opportunities to express their views, provide feedback and contribute to appropriate decisions, they develop greater responsibility towards academic activities. The finding was further corroborated by Heads of School during interview, who indicated that: "*My students sometimes provide useful suggestions concerning classroom learning and academic challenges*" (HOS, Interview, Sep. 2026). This implies that student voice can provide school leaders with information that may help identify barriers to students' academic engagement.

The finding agrees with Conner et al. (2025), who reported that teachers' student voice practices were associated with student engagement and agency. The study further indicated that teacher receptivity to students' voices was related to positive student outcomes.

3.4 Frequency of Encouraging Student Voice

The findings revealed that 44 (48.4%) teachers reported that student voice was rarely encouraged in their schools, while 27 (29.7%) teachers reported that it was sometimes encouraged. Twelve (13.2%) teachers reported that student voice was often encouraged, whereas 8 (8.8%) teachers reported that it was always encouraged. The finding that 48.4% of teachers reported that student voice was rarely encouraged implies that opportunities for students to express their views were not consistently available. The 29.7% who reported that it was sometimes encouraged imply that student voice occurred occasionally but was not necessarily institutionalized. The 13.2% who reported frequent encouragement and the 8.8% who reported

consistent encouragement indicate that some schools or teachers had more supportive practices. The overall distribution therefore suggests that student voice existed but was not consistently encouraged across the schools. This implies that opportunities for student voice may depend on particular teachers, school leaders or circumstances rather than being embedded within regular school procedures. The finding was further corroborated by Heads of School during the interview, who acknowledged that: "*In my school students could raise concerns through established school structures but indicated that their participation in formal academic decision-making was limited*" (HOS, Interview, Sep. 2026). This indicates that the challenge is not necessarily the complete absence of student voice but the lack of regular and systematic opportunities for students to exercise it.

The finding is consistent with Conner et al. (2024), who found that student voice practices, including opportunities for students to provide input and participate in collaborative decision-making, were not consistently implemented in high school classrooms. This implies that recognizing the value of student voice does not automatically translate into regular practice.

3.5 Teacher Preparation for Student Voice

The findings showed that 31 (34.1%) teachers reported that they had never received training related to participatory leadership, while 60 (65.9%) teachers indicated that they had received some form of preparation or training. The 34.1% who had never received training imply that a considerable proportion of teachers may lack formal preparation for facilitating meaningful student voice. In contrast, the 65.9% who had received preparation imply that the majority had some exposure to participatory approaches. However, the presence of more than one-third of teachers without such training remains important because these teachers interact directly with students and influence the extent to which student voice is encouraged. The finding was further corroborated by Heads of School during interview, who indicated that: "*In my school teachers' attitudes and approaches influenced the opportunities provided to students to express their views*." (HOS, Interview, Sep. 2026). This indicates that teacher preparedness is an important condition for translating formal participatory structures into actual student voice practices. The implies that professional development practical make skills in active listening, facilitating dialogue, encouraging student feedback and managing participatory classroom and school processes.

The finding is supported by Conner et al. (2025), who demonstrated that teacher receptivity to student voice was associated with student engagement, agency and academic outcomes. This implies that preparing teachers to respond constructively to students' views may strengthen the educational value of student voice.

3.6 School Leadership Support for Student Voice

The findings showed that 39 (42.8%) teachers reported that school leadership rarely supported student voice, while 28 (30.8%) teachers reported that leadership sometimes supported it and 15 (16.5%) teachers reported that leadership often supported student voice, while 9 (9.9%) teachers reported that leadership always supported it. The finding that 42.8% of teachers reported limited leadership support implies that school leadership remains an important constraint on the consistent implementation of student voice. The 30.8% who reported occasional support imply that leadership encouragement existed in some circumstances but was not necessarily consistent. The smaller proportions reporting frequent and consistent support suggest that strong institutional support was less common. The finding was further corroborated by Heads of School during the interview, who recognized that: "*In my experience certain academic matters were primarily handled by teachers and administrators because of their professional nature*." (HOS. Interview, Sep. 2026). This indicates that school leadership may support the general principle of student voice while maintaining restrictions on the areas in which students can participate. This implies that clear boundaries they distinguish professional academic responsibilities from areas where student experiences and opinions can legitimately contribute to decision-making.

The finding is consistent with Anselimus and Lazaro (2025), who found in Tanzanian secondary schools that students were positively viewed as potential co-creators, but their actual student voice remained restricted by top-down management, examination-oriented priorities and limited resources. This implies that positive attitudes towards student voice are insufficient unless school leadership creates practical opportunities for students to participate.

3.7 Summary of the Findings

In summary, the findings revealed that student voice has a positive influence on academic achievement in public secondary schools in Morogoro Municipality, as teachers perceived that student voice contributes to academic motivation, classroom engagement, responsibility, discipline, attendance and examination achievement. However, the findings also revealed that meaningful student voice was not consistently implemented, as many students had limited involvement in formal academic

meetings and 48.4% of teachers reported that opportunities for students to express their views were rarely provided. Furthermore, 34.1% of teachers reported that they had never received training related to participatory leadership, while 42.8% indicated that school leadership rarely supported student voice. These findings suggest that although student voice is valued for its potential contribution to students' academic experiences and achievement, its effectiveness is constrained by limited opportunities for meaningful participation, inadequate teacher preparation and inconsistent leadership support. Therefore, strengthening participatory leadership, providing professional development for teachers and school leaders, and establishing systematic mechanisms for incorporating students' views into relevant school decisions are necessary to enhance the contribution of student voice to academic achievement.

4. CONCLUSIONS

The study concludes that student voice has the potential to contribute positively to academic achievement in public secondary schools in Morogoro Municipality. Teachers perceived student voice as beneficial for academic motivation, engagement, responsibility, attendance, discipline and examination achievement. These factors provide important pathways through which student voice support academic outcomes.

Nevertheless, the study found that meaningful student voice was not consistently implemented. Nearly half of the teachers reported that student voice was rarely encouraged, while substantial proportions reported limited teacher preparation and inadequate leadership support. The findings further suggest that formal opportunities for student voice, such as involvement in academic meetings, do not necessarily guarantee meaningful influence over decisions.

The study therefore concludes that the influence of student voice depends not simply on whether students are allowed to speak but on whether teachers and school leaders listen, respond and incorporate students' views into relevant decisions. Student voice should consequently be understood as a participatory school improvement strategy rather than merely a student welfare activity.

5. RECOMMENDATIONS

This is particularly important given that 34.1% of teachers reported never receiving training related to participatory leadership. Education authorities and school leaders should provide teachers with professional development on participatory leadership, student voice, active listening and collaborative decision-making. Also, it shown that 42.8% of teachers reported school leadership rarely supported student voice. School leaders should establish systematic mechanisms through which students can express their views and participate in decisions affecting teaching, learning and school life. Student voice should be integrated into existing school governance structures rather than treated as an occasional activity. Also, Heads of School should demonstrate visible support for student voice. Student suggestions should be documented, considered and followed by feedback explaining whether and how the suggestions have been incorporated into school decisions. Furthermore, Schools should provide students with meaningful opportunities to contribute to academic planning, discussions concerning learning challenges, school improvement activities and other decisions directly affecting their educational experiences.

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COMPETING INTERESTS

I declare that they have no competing interest related to the research, authorship, or publication of this manuscript.

AUTHORS' CONTRIBUTIONS

This manuscript contributed to the conceptualization of the study, research design, data collection and analysis, interpretation of the findings, and preparation of the manuscript. While, Wadrine Maro and Annamary Peter contributed through academic supervision, official review, and revision of manuscript. All authors contributed to the development of the paper and should approve the final version before submission.

CONSENT

The researcher applied for research clearance to Regional Administrative Secretary (RAS) of Morogoro Region. Following the research clearance from the RAS office, the researcher requested permission from the Morogoro Municipal Director and then permission from the heads of the selected public secondary schools prior to starting data collection.

ETHICAL APPROVAL

Ethical principles were strictly adhered to in the data collection process to protect the participants and increase the credibility of the study.

AI USE DISCLOSURE

No AI were used to this prepare this manuscript all things indicated or written is my own knowledge used.

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