

**ASSESSMENT OF SCHOOL RESOURCES IN PUBLIC SECONDARY SCHOOLS
IN BUKOBA MUNICIPALITY, BUKOBA DISTRICT-TANZANIA**

By

SAMWEL KISHA

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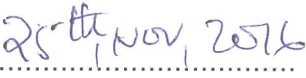
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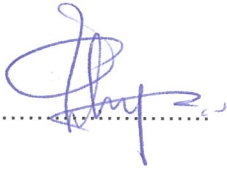
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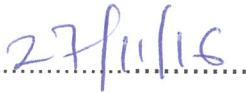
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Dr. O.O.Fabiyi (Ph.D)

Date.....



DEDICATION

This work is dedicated to my lovely father Samwel Byarugaba for his warm care and lovely parenthood, my beloved sisters and brothers for their encouragement.

ACKNOWLEDGEMENT

There are many institutions and individuals also who contributed to the accomplishment of this thesis, since it is impossible to mention everyone, I remain grateful to them all. However there are some to whom I am particularly indebted. My first thanks goes to my Almighty God for his great love for me throughout the entire period of writing this thesis.

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TABLE OF CONTENTS

DECLARATION.....	i
CERTIFICATION	ii
DEDICATION.....	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS.....	x
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background	2
1.1.3 Conceptual Background	3
1.1.4 Contextual Background.....	4
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	5
1.4 Objectives of the Study	5
1.5 Research Question	6
1.7 Scope of the Study.....	6
1.7.1 Geographical Scope.....	6
1.7.2. Content scope.....	6
1.8 Significance of the study	6

CHAPTER TWO.....	8
LITERATURE REVIEW	8
2.0 Introduction.....	8
2.1 Theoretical Review	8
2.2 Constructivist Theory.....	8
2.3 Systems Theory	10
2.4 Conceptual Framework.....	12
2.5 Related Studies.....	13
2.5.1 Classroom Resources.....	13
2.5.2 Library Resources.....	15
2.5.3 Laboratory Resources	18
 CHAPTER THREE	 23
MEHODOLOGY	23
3.0 Introduction.....	23
3.1 Research Design	23
3.2 Population	23
3.2.1 Target Population.....	23
3.3 Sample Size.....	24
3.4 Sampling Techniques	24
3.5 Research Instruments	25
3.6 Validity of the Instruments	25
3.7 Reliability of the Study	26
3.8 Data Collection Procedure.....	26
3.9 Data Analysis.....	26
3.10 Limitations.....	27

4.0 Introduction.....	28
4.1 Profile of the respondents.....	28
4.2 The distribution of school resources in the Public Secondary Schools in Bukoba Municipality	30
4.2.1 Distribution of classroom resources in the public secondary schools in Bukoba Municipality	31
4.2.2 The distribution of Library Resources in the Public Secondary Schools in Bukoba Municipality	33
4.2.3 The Distribution of Laboratory Resources in the Public Secondary Schools in Bukoba Municipality.	34
 CHAPTER FIVE	 35
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	35
5.0 Introduction.....	35
5.1 Summary of Findings.....	35
5.2 Conclusions	36
5.3 Recommendations.....	36
5.4 Areas for Further Research	37
APPENDIX IA: INFORMED CONSENT.....	41
APPENDIX 1B: QUESTIONNAIRES.....	42

LIST OF TABLES

Table 1: Sample Size Determination.....	24
Table 2: The following numerical values and interpretations were used;	27
Table 3: Frequency and percentage of the respondents profile	29
Table 4: Interpretation for questionnaire score.....	31
Table 5: The distribution of classroom resources in the Public Secondary Schools in Bukoba Municipality	32
Table 6: The availability of Library Resources in The Public Secondary Schools In Bukoba Municipality	33
Table 7: The table indicated the distribution of laboratory resources in the public secondary schools in Bukoba Municipality.....	34

LIST OF FIGURES

Figure 1: Systems Theory.....	12
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LIST OF ABBREVIATIONS

OECD	Organization for Economic co-operation and Development
EFAGMR	Education for all Global Monitoring Report
CRC	Covenant on the Rights of the Child
TVC	Teacher Vocation Course
PISA	Programme for International Students Assessment
PLCC	Pearson's Linear Correlation Coefficient
UEM	United Evangelical Mission
ELCT	Evangelical Lutheran Church of Tanzania
NWD	North Western Diocese

ABSTRACT

This study aimed at assessing the distribution and availability of school resources in public secondary schools in Tanzania using Bukoba Municipality as a case study. The study identified that the public secondary schools in Bukoba Municipality lack basic school resources in sufficient qualities. The method of data collection employed in this study is quantitative in which quantitative data were collected using questionnaire which featured questions on the school resources facilities. The study covered 12 public secondary schools which were randomly sampled. The researcher sampled one hundred and eight senior three teachers and forty four heads of departments, deputy heads and heads of schools which gives 152 total of the sample. The findings of the study showed that generally the public schools in Bukoba Municipality have limited school resources. The mean score for classroom resources is (2.8) and the standard deviation is (0.68). Chalk is the dominant school resources available in all the schools having mean score (3.80) and standard deviation of (1.107). While the least classroom resources is electronic outlets having (1.82) mean score and (0.682) standard deviation. The result further indicated that library resources is very low in the study schools having (2.0) mean score and (0.65) standard deviation. Which implied that the resources are generally not available in many schools. Maps are the least resources available in the schools having mean score (1.98) and (0.875) standard deviation. Laboratory resources are generally low in the study area. The overall mean score for laboratory resources is (2.01) and Computers is the least available. The study conducted by identifying ways to improve school resources in the study area.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presented the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses, the scope of the study, and the significance of the study.

1.1 Background of the study

This section of the study was arranged in such a way that it began with the historical background, theoretical background, followed by the conceptual background and lastly the contextual background.

1.1.1 Historical Background

Teachers are the single most important education resource in any country. A good quality teacher can guide the learning process of children, making learning relevant and stimulating. S/he can impart knowledge and skills that will help children to secure their educational rights, improve their health and self-esteem, and gain fair employment. A teacher can also be a role model by embracing the principles of social justice and treating all students equally without discrimination, while encouraging each student's unique strengths. Indeed, a dedicated and well-trained teacher can provide children with the essential skills to critically analyse challenge and improve the discriminatory attitudes or behaviour that may be present in their homes, schools and communities. While it is generally agreed that that teachers can shape learning and young lives, there remains considerable debate as to whether this can be done without the availability of school facilities.

Another alarming trend concerning the teachers is the levels of student achievement and this because of the fact that teachers are the main staff responsible for supporting pupils' learning which makes a connection between these two factors highly likely. The Education for All Global Monitoring Report (EFAGMR) finds that, 'what students achieve in school is heavily influenced by classroom practices and teacher' skills. One of the most important requirements for sustained progress

towards better quality in education is an improved learning environment, encompassing the physical school infrastructure, the learning process and the interaction between children and teachers' (GMR, 2010). Similarly the Covenant on the Rights of the Child (CRC) considers teachers to have an important role in achieving an education of good quality, 'Every child has the right to receive an education of good quality which in turn requires a focus on the quality and availability of the learning environment, of teaching and learning processes and materials, and of learning outputs.

Organizations have survived in the pursuit of both performance and development through the huge investment into human capital. The performance of employees is critical to the survival of the production process in the organizations. Whether educational or corporate settings, it is with array that such production processes are supported by a well streamlined and purpose driven human labour which is willing and determined to challenge its self to the maximum to meet set challenges (Emojong, 2004).

It is with this notion that it should be noted that the primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability and proper use of school facilities and other needed resources.

1.1.2 Theoretical Background

This study drew upon Ludwin von Bertalanffy (1968)'s theory known as the system's Theory. This study was guided by this theory because schools are systems where the teaching/ learning process is observed as a process used to transform inputs students and school resources into output. In schools we also observe an interrelation between teachers, resources and students which constitute a sine quonon condition for an effective teaching and learning process.

1.1.3 Conceptual Background

Conceptually, the study focused on the study variables of school resources which is the independent variable and teacher performance which is the dependent variable. According to Redmond (2009) teacher performance or effectiveness refers to the teachers' ability to achieve wanted results. Scholars discuss practices of effective teachers beyond students' achievement. Effective teachers are expected to organise and manage the classroom environment as an efficient learning environment and thereby to maximise engagement rates (Creemers & Reezigt, 1996; Kyriakides, 2008). Doyle (1986) claims that key indicators of effective classroom management include; good preparation of the classroom and installation of rules and procedures at the beginning of the year, smoothness and momentum lesson pacing, consistent accountability procedures, and clarity about when and how students can get help and about what options are available when they finish. Farrell (1993) defines teaching and learning resources as any support materials available for use by the teacher in class or a learning environment and a reading material for children. In the respect of the above views, scholars suggest school resources that teachers are supposed to use in order to teach effectively and promote practices that positively impact on the teaching / learning process. According to Mintzberg (1979) school resources are those materials that are directly utilized in teaching and learning and those that indirectly support this operational core. He says that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (i.e books, stationery materials and equipment, wall pictures, blackboards, audio-visual aids, globes, maps, atlases, concrete and classroom environment) libraries, computer laboratories, and play grounds. In this regard, to promote the teaching / learning process, teachers should be availed with these materials in quality and quantity.

Nsubuga (1978) writes that school resources include building particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visual aids and other scholastic materials. However, according to Sood (2000), at a bare minimum level, schooling would require a building; some provision for seating space for children, drinking water and sanitation facilities, teaching material; teachers and

provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective. However, in this study, school resources were defined as; availability of classroom resources, library resources, and laboratory resources.

1.1.4 Contextual Background

The study was carried out in public secondary schools in Bukoba municipality which is located in Bukoba district in Tanzania. Traditionally, Secondary schools have received much of the attention in the discussion of school reform. This is possibly due to the sequential proximity that public schools have importance to the world of higher education or the world of work. Ministry of Education and Teachers Service Commission are claiming billions of money in expenses to remediate Secondary school graduates (Fiske, 1991).

In economic terms, the improvement of Tanzanians schools would seem beneficial to our secondary schools and colleges. However, costs of improvement can grow exponentially for public school systems. The greatest single expense and most enduring transaction made by school officials is that of school resources. It is estimated that more than Tsh. 29 billion would be required to meet the national need for new or renovated school resources (Kerr, 2003).

The evaluation of these resources, in light of reform movements, allows planners and educators to align academic initiatives, such as improved test scores, with the tangible factors of the school resources such as well lighted classrooms and indoor air quality, libraries e.t.c. (Blair & Pollard, 1998). This national push for increased student performance continues as our school resources deteriorate. Students interviewed about the greatest needs of their schools note items such as functional library resources rather than curriculum development or test.

If school resources are improved, not only do the government-mandated standards rise, but so do the numbers of children in Tanzania schools. This all shows that the level of school resources in the secondary schools in Bukoba district and Tanzania at large is still very low hence; the question exists as to how we can expect teachers to achieve better performance in the absence of adequate school resources. With these

statistics regarding our school performance, much research has continued to focus on pedagogical and curriculum trends and not directly on the distribution of school resources that may help the students to improve on their performance and thus the need for this particular study.

1.2 Statement of the Problem

School resources are one of the basic educational requirements, and it is necessary to maintain safe and high-quality school resources from the perspective of maintaining and improving educational levels in line with the developmental stage.

Quality education is no doubt a function of availability and appropriate utilization of input resources. According to Wenglinsky (2005) the availability and utilization of school resources determines the efficiency and effectiveness of the school system. Abudul-Kareem (2003) asserts that teachers require quality and adequate resources in order to ensure school success. The glaring levels in students' performance which is in most times attached to the distribution of school resources have been observed in secondary schools in Bukoba Municipality, Bukoba District. This is despite the fact that the schools enrol students with comparable entry behaviour and receive comparable funding from the government and other stake holders. This study intends to investigate how the availability of school resources impact on academic achievement.

1.3 Purpose of the Study

The purpose of this study was to identify the availability of school resources in the selected schools and to determine whether they have a relationship with student's academic achievement

1.4 Objectives of the Study

The study was guided by the following objectives;

1. To examine the distribution of classroom resources public secondary schools in Bukoba Municipality.
2. To assess the distribution of library resources teacher in the public secondary schools in Bukoba Municipality.

3. To examine the distribution of laboratory resources in the public secondary schools in Bukoba Municipality.

1.5 Research Question

The study answered the following research questions;

1. What is the distribution of classroom resources in the public secondary schools in Bukoba Municipality?
2. What is the distribution of library resources in the public secondary schools in Bukoba Municipality?
3. What is the distribution of laboratory resources in the public secondary schools in Bukoba Municipality?

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in the public secondary schools in Bukoba Municipalities in Bukoba district which found in the North western part of Tanzania. The school included; Secondary school, Bilele Secondary school, Kagemu Secondary school, Bakoba Secondary school, Kibeta Secondary School, Rutanga Secondary school, Rumuli Secondary School, Nshabya Secondary School, Ijuganyondo Secondary school, Rwamishenye Secondary School, and Hamugembe Secondary School.

1.7.2. Content scope

The study dealt with the cause and effect relationship between school resources and teacher performance. School resources were conceptualized as classroom resources, library resources and laboratory resources while distribution of school resources was conceptualized as the provision of learning and teaching materials.

1.8 Significance of the study

The findings of this will benefit the following groups of stakeholders;

1. **The teachers** will be able to improve on their teaching and classroom management method with use of improvisation as they await more provision of school resources since they may never have enough resources at their disposal as we may all know that these resources are always scarce.

2. **The school administrators** will be informed of the resource gap and their staff performance and take adequate where improvement is needed. The findings of this study will also encourage them to motivate their staff on how to use the few available resources to improve on their performance.
3. **The Ministry of Education** will be informed about the strength of school resource supply and take responsive measures in advocating for more resource provision in these schools.
4. **Future Researchers** will base on the findings of this study for other researchable angles to undertake empirically.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the theoretical review, review of related literature, the conceptual framework and summary of gaps.

2.1 Theoretical Review

The study reviewed the systems theory by Ludwin Von Bertalanffy and the constructivist theory by Jean Piaget.

2.2 Constructivist Theory

This study reviewed the constructivist theory. Formalization of the theory of constructivism is generally attributed to Jean Piaget, a Swiss psychologist who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world.

In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure (Ernest, 1991). According to Floden (1994),

constructivism is based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them. Various approaches in teaching and learning derive from constructivist theory. They usually suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen, and are left to make their own inferences, discoveries and conclusions.

According to Glaserfeld (1989) the responsibility of learning should reside increasingly with the learner thus emphasizes the importance of school facilities or resources in the teachers' and learners' environment becomes increasingly important. Learners construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. The constructivist paradigm views the context in which the teaching and learning occurs as central to the learning itself (McMahon 1997). The teaching and learning environment should also be designed to support and challenge the learner's thinking (Vesta, 1987). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. Constructivists agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans' interaction with the environment and is in that environment (Ernest 1991; Prawat and Floden 1994). McMahon (1997) agrees that teaching and learning process is greatly enhanced by improving the

environment through the provision of school facilities or resources; a poor deprived learning environment attenuates teaching and learning while a rich environment with varied resources stimulates teaching and learning.

2.3 Systems Theory

The study also reviewed the systems theory. The concept of system theory was introduced by Burtalanffy in 1937. He was a biologist and his theory was used to explain the interrelationship which exists between different organizations. He used system to outline principles which were common to system in general. He integrated the ideas of general systems theory using biological systems as a means to understand the world at large (Irby, 2013). Different writers have used the different terms and ideas related to system theory. For example, in educational context, Griffiths (1964), Senge (1990) and Morgan (1997) have incorporated the system concepts into theoretical constructs and their application to the leadership (ibid). In any system there are things which are interrelated with one another that make the whole system more than just the sum of its element.

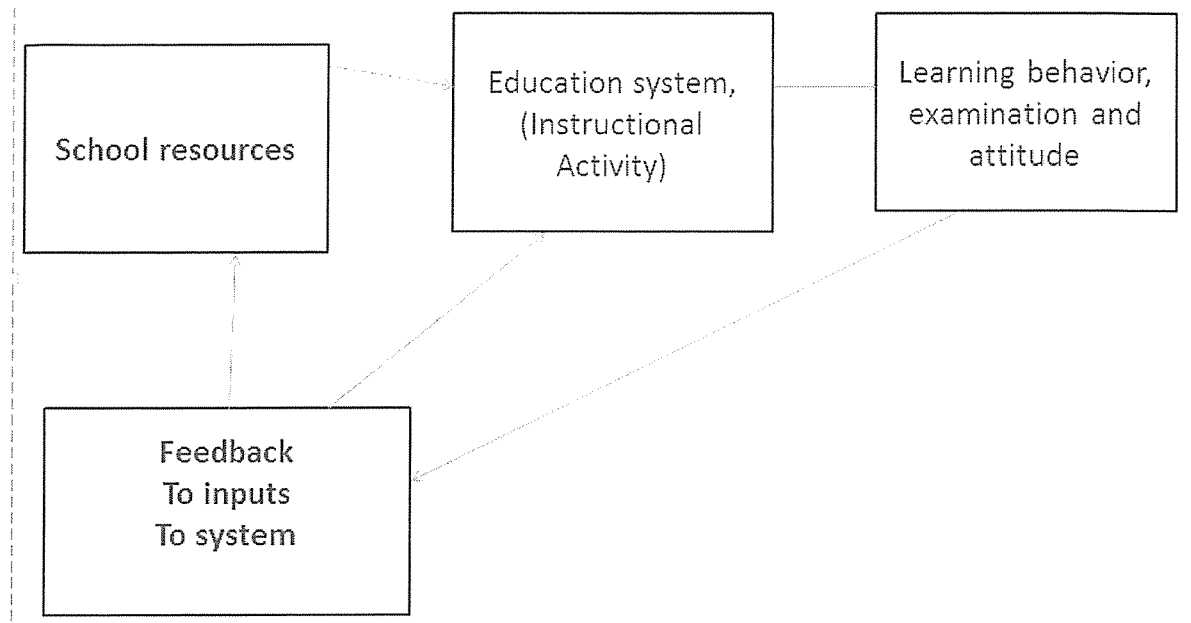
Schools as organizations which consist of teachers and other stakeholders if they work together they will achieve the goal in implementation of inclusive education in primary schools. This can be related to education management as a system which consists of different parts which are related and interdependent to other systems. Therefore, generally system theory sees human behaviour as the outcome of shared interactions of persons who are within the same social systems. In addition to that it has been realized that establishing routine and consistently following them built important relational trust among the leader and teachers (Sterrett, 2011).

The major issue in system theory is communication. Communication may be defined as the process of sending and receiving information from one person to another, this can be done either verbally or nonverbal. Communication to be effective the message should be understood by both sides. Lunenburg (2010) identified important element of the communication process which are: Sender, medium, message, noise, receiver and feedback. Sender is a person who initiates the message. Receiver is an individual to whom a message is directed. Message is the spoken and or written

content that need to be encoded by the sender and interpreted by the receiver. Medium is the channel by which the message is delivered and received. Feedback is the response from the receiver indicating whether a message has been received in its intended form. Communication is very significant in any organization for the information to be able to reach the intended person. School as an organization it needs to have a good form of communication in its system. This will help the school to proper teaching and learning process. According to National School Public Relations Association (2006) it is important to establish effective two-way communication as a necessary trait for success at all levels of education, from school board to superintendent to principal, administrator and teacher. This ensures a constant flow of quality information from the administration to the school board.

Every system includes inputs, process and output. In this study, inputs included teachers, students, school resources, time and other things. Process includes educational activities for example in the classroom situation teaching and learning activities. The output includes learning which will be indicated by behaviour, examinations and attitudes (teacher performance). For this matter will be the expected behaviour after the whole process in teaching and learning. After the whole process feedback is necessary because it helps to understand the achievements of the intended goal. This concept of system theory can be explained further in the diagram bellow which shows the system modal of education as cited in Irby (2013).

Figure 1: Systems Theory



Source: Adopted from Vornberg (2010)

This theoretical model is developed by the researcher in relation to the theory to which study was anchored. It emphasizes how inputs (school resources) are transformed into output (improved grades) through the teaching and learning process. This means that the enrolled students are transformed using the available school resources in order to attain better grade which improves teacher performance.

2.4 Conceptual Framework

The conceptual framework was derived from the systems theory of educational management. According to this theory, schools are social systems in which two or more sub-systems work together in a coordinated manner to attain common goals (Norlin, 2009). An education institution is an open system which is of an obligation to engage in different methods of exchange with the environment (Katz & Khan, 1996). According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the environment around them (Scott, 2008).

In the context of classrooms, resources as physical demonstration aids, students' contextual understandings, teacher subject expertise, and structured organization of materials, ideas, and activities. The points of contact at which students interact with these resources are where knowledge construction can occur. Adequacy of laboratory resources and students' academic performance, the teaching and learning experience centre on the extent of adequacy of laboratory resources in secondary schools and the teachers' effectiveness in the use of laboratory facilities with the aim of facilitating and providing meaningful learning experiences in the learners. The instructional theory of learning interaction, hypothesized that the laboratory had a direct effect on both students' attitudes and academic performance. It is generally believed that constant practice leads to proficiency in what the learner learns during classroom instruction; hence, the dictum 'practice makes perfect. This has given rise to the expectation that laboratory resources should be adequately provided to secondary schools for effective teaching and learning. Regarding the accessibility and utilization of library resources, authors highlighted that libraries must ensure about the required and relevant resources, adequate storage for the collection, and strategies for accessibility of these resources through classification, cataloguing and other arrangements. Efficient and effective provision of library resources can have positive impact on academic achievement.

2.5 Related Studies

2.5.1 Classroom Resources

Typically, schools and classrooms are discussed and conceptualized as organizational units, that is, units used for organizational purposes such as describing and reporting student outcome measures and allocating resources and personnel. However, we can also focus on schools and classrooms as physical spaces, and describe them in terms of physical attributes and environmental factors. The physical characteristics of any space can influence the behavior of its users, and the characteristics of classroom spaces specifically can influence the behavior of students, teachers, and what we see as the educational program (Rivlin & Weinstein, 1984).

Although the idea is not uncontested (Montello, 1988), it is largely believed that students who are seated closer to significant targets of perception or interaction,

such as the front of the room, perform better than students who are farther away (Becker *et al.*, 1973). Furthermore, students' choice of seating arrangement has been correlated with a number of factors that may interact with student learning. When students are allowed to choose their own seats, their position is highly related to their motivation, personality, and classroom participation (Weinstein, 1985).

Indeed, students who choose to sit in frontal and central seats have been found to be more creative, assertive, aggressive, and competitive (Totusek & Staton-Spicer, 1982).

One study by Marx *et al.* (1999) looked at how the layout of physical classroom space influenced the relationships between students, their peers, the teacher, and the content being taught.

Specifically, they compared how students behaved in a German elementary classroom arranged in traditional rows and columns and again in a semicircle formation. The children were randomly assigned to desks, and every two weeks the seat formation of the classroom would change as well as the seat assignment. This process was repeated for a total of eight weeks. Over the course of the study two researchers observed the classroom and recorded each question the students asked their teacher. The observers recorded a total of 158 questions over the 8-week period.

They found that the classroom seating formation affected the total number questions being asked and which students asked them. In particular, the students asked significantly more questions overall in the semicircle formation and there was no statistical difference between individual students. However, when the students were arranged into traditional rows and columns they asked less questions overall, and the questions that were asked came mainly from students sitting in the 'T-zone' or central and front areas. In other words, the physical arrangement of the space impacts classroom interactions and student engagement with their teacher (Marx *et al.*, 1999).

Classrooms can not only be described as places for learning, but also as places for socialization and places for individual psychological development. Schools provide a

mechanism for us to transmit the ideas and values of our society to children in preparation for their future adult roles.

Also, classroom places contribute to the fostering of individualism, creativity, and self-esteem in young students. The physical design of the classroom space also interacts with these goals. In particular, the organization, aesthetic, and even affective quality of the classroom space has been shown to interact with students' participation in classroom developmental activities, ability to stay on task, their attitude towards their teacher and peers, and engagement in exploratory and creative behavior (Rivlin and Weinsten, 1984).

In the case of classrooms, the arrangement of computational resources may not only affect how the students gain access to the computer software, but also, as suggested by Marx *et al.* (1999), how they are orientated towards other important resources such as their peers and the teacher. For the current study, I chose to observe a selection of classrooms based on the set-up of computational resources. These set-ups not only effected how the students and teacher gained access to resources but also the physical set-up of the classroom, the distribution of actors in the space, and their orientation towards each other. For example, two of the teachers in the study who utilized mobile laptop carts arranged the student desks into pairs to better facilitate sharing of the laptop resource. We can imagine that the relationships formed between students sharing a laptop and arranged into pairs would be different than other student-to-student relationships formed in that classroom space. Furthermore, the nature of those relationships may interact with the students' relationship to the resources. When we think of classrooms as physical places designated as places for learning, socialization, and psychological development, the physical placement and orientation of students to important resources are critical factors.

2.5.2 Library Resources

Successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In this regard, academic libraries are providing knowledge and information resources for teaching, learning and research. Academic libraries are rapidly supporting and encouraging adapting new form of

teaching and learning exercises. For example group projects, group study, team work and activity-based learning and assignments (Edward and Fisher, 2002). According to Ezeala and Yusuff (2011) „it is natural for human beings to evaluate things, events and other people around them. Libraries are also included in this practice. They have the need to periodically measure the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library“. Regarding the accessibility and utilization of library resources, authors highlighted that libraries must ensure about the required and relevant resources, adequate storage for the collection, and strategies for accessibility of these resources through classification, cataloguing and other arrangements. Efficient and effective provision of library resources can have positive impact on academic achievement (Williams, Wavell and Coles, 2001). In the same context, Oyewusi and Oyeboade (2009) conducted a study at Ladoks Akintola University, Ogbomosa Nigeria to investigate the accessibility and use of library resources by undergraduates. A questionnaire was distributed among 600 students in the university, out of which, 393 were found appropriate for data analysis and conclusion. The respondents were asked to indicate the reasons for using the library. In the response, it was found that 76.8% respondents use the library as a place where they can read and study, 7.9% used it for research, 4.3% visit the library when they want to borrow the book, while 7.4% sleep and socialize in the library. Results indicated that Nigerian students perceive library as a place where serious academic work can be done.

Adeoye and Popoola (2011) highlighted the effectiveness, availability, accessibility and use of library and information resources in their study. They explained that, for effective learning process, learners must have access to necessary information materials and resources. These resources might be in tangible (i.e., printed resources) and intangible (i.e., electronic resources) format. They express that librarian is responsible for providing the right information to the right person at the right time. Regarding the accessibility of library resources, authors added that the more accessible information sources that require the least effort to access. User may encounter five possible types of inaccessibility problems i.e., conceptual, linguistic,

critical, bibliographic, and physical. Siu-Runyan (2011) added that higher quality school and public libraries correlate with higher scores on reading test done at the US state level, at national level, and at international level. School libraries are important source of books. Previous studies provided evidence that when children have access to books, they read them, and when they read a lot, all aspect of literacy improved. She further explained that books not only has positive effect on achievement but also that the positive impact of access is as large as the negative impact of poverty. A library is a collection of sources, resources, and services, and the structure in which it is housed. Ogbebor (2011) defined library as an „organized collection of published and unpublished books and audio visual materials with the aid of services of staff who are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users“. In the same context Adeoye and Popoola (2011) added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Ezeala and Yusuff (2011) added the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which must have to be measured periodically by librarians to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library. Based on the above information, we can divide library resources into two categories i.e., traditional printed material or resources and non-printed or electronic resources (Lance, Rodney & Pennell, 2005).

Regarding to the availability of textbook and other reading materials, the study conducted by USAID (2010) in Ethiopia reveals that there is a big gap among regions. From the regions of Ethiopia, Oromia, Somali, Benshangul-Gumuz and Sidama only 1 in 6 children had any other reading materials.

Lee (2005) explained that latest information technology should be used to build library infrastructures, which includes upgraded intranet, extranet, and Internet, and

available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resource persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, businesses and industries, and other organizations via multiple channels and layers. In recent years, many of the newly developed information technologies for database and information/document management can be utilized in knowledge management; such as, data warehousing, data mining, text mining, content management, knowledge extraction, knowledge mapping, groupware, and information visualization, etc. By comparing digital libraries with traditional libraries Geisler, Giersch, McArthur and McClelland (2002) and Asamoah-Hassan (2011) believe that digital library help its users in several ways. For example, a user who may be intimidated by a digital library's search interface or the number of results returned by a query might be better in terms of easily explore-able portioned set of resources in a virtual collection; digital libraries not only duplicate the services provided by traditional library but also extend them; traditional libraries are limited in terms of space while digital libraries may have unlimited access of online available resources; traditional libraries may need extended funding for improving the resources for a vast amount of users but in case of digital libraries, which can support many users at a time within the range of available resources. It can be concluded from literature that the notion of library has considerably changed over years and modes and forms of library resources and means of accessibility has drastically expanded over years. Provision of modern libraries and acquaintance with skills to use libraries is unavoidable for students in higher education and academia.

2.5.3 Laboratory Resources

Adequacy of laboratory facilities and students' academic performance, the teaching and learning experience centre on the extent of adequacy of laboratory facilities in secondary schools and the teachers' effectiveness in the use of laboratory facilities with the aim of facilitating and providing meaningful learning experiences in the learners. Hager (1974), based on the instructional theory of learning interaction, hypothesized that the laboratory had a direct effect on both students' attitudes and

academic performance. It is generally believed that constant practice leads to proficiency in what the learner learns during classroom instruction; hence, the dictum 'practice makes perfect'. This has given rise to the expectation that laboratory facilities should be adequately provided to secondary schools for effective teaching and learning.

Investigating the relationship between adequacy of school resources and academic performance in Chemistry, Akpan (2006) examined adequacy of laboratory facilities using frequency counts and percentages. The result revealed that 61.1% of the total respondents agreed that the laboratory facilities for the teaching of Chemistry were adequate in secondary schools, while 38.9% of the respondents agreed that laboratory facilities were not significantly adequate. At a workshop organized by the Cross River State Ministry of Education for Science Teachers Vacation Course (TVC) in 2008, the science teachers complained that laboratory resources for teaching various science subjects were not adequate in secondary schools for the teaching and learning of the physical sciences. Secondary school laboratories should be furnished with adequate laboratory facilities for effective teaching and learning of sciences.

Lagoke (1997) emphasized that science education needs to build on the knowledge and skills acquired by the learners so that students can understand the scientific principles, laws and theories. The adequacy of laboratory resources used during science instruction helps to develop values that aid the learners in decision making. Okeke (1995) examined the adequacy of laboratory resources and academic performance in basic sciences, and revealed that the adequacy of laboratory resources had no significant relationship with students' academic performance in basic science.

The aim of science laboratory and adequacy of laboratory resources in secondary schools is for effective teaching and learning to take place. Thus, to access the status of laboratory resources in secondary schools, the adequacy of these resources must be emphasized by the science teachers. Hoftein and Ginetta (1992) contended that the laboratory has been a distinctive feature in science teaching and learning.

For students to learn efficiently, teachers should ensure that adequate laboratory resources are procured.

The extent of adequacy of laboratory resources for science teaching depends on the population of students in a particular school. Eshiet (1996) holds that the adequacy of laboratory resources makes Chemistry teaching more concrete and stimulating and hence for better students' academic performance in secondary schools. Academic performance depicts the level of educational attainment of an individual. It differentiates one with high knowledge content from the other with low and less competency in academic performance. Okafor (2000) found that the adequacy of laboratory resources had a significant effect on the students' academic performance in Chemistry. Aburime (2004) investigated the influence of adequacy of laboratory facilities and academic performance in Chemistry and found that adequacy had significant influence on students' academic performance in secondary school Chemistry teaching.

The resources invested in schools influence not only the education provided to students but also aspects of teachers and student motivation and consequently the educational outcomes. The Organization for Economic Co-operation and Development (OECD) programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance (OECD, 2007). In addition, inequalities in students' educational performance often reflect disparities in the resources invested in schools (OECD, 2008). In some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, but that schools may have fewer resources with which to provide instruction to their students (OECD, 2008). In schools, there are a wide variety of resources that are directly or indirectly related to educational outcomes.

Regarding available school resources Ogunsaju (1980) emphasized that, quality of education that students receive depends on the availability of an overall school facilities in which teaching and learning takes place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in an educational institution. According to Durbin, et al. (1989),

resources are the only means through which organizational activities, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles.

School resources, which consist of all types of buildings that are used for academic and non-academic purpose, equipment, classroom facilities, furniture, instructional materials, audio-visual aids, toilet, ICT, library and laboratory materials and others play a pivotal role to smoothly run teaching and learning process. As Buckley, Schneider and Shang (2004), school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively.

Additionally, they emphasized that the availability and proper use of school resources can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. Therefore, the school resources in the school needs a proper attention as they have a great value in the support of teachers and students morale, motivation and plays a significant role to improve the quality of education. To ensure the quality of education, students should have quality textbooks, instructional materials and other school resources in sufficient quantity and quality. Hedges and Theoreson (2000) also argue that, the adequacies of school resources do not guarantee for student's academic performance but the proper utilization of the facilities has a great value. As indicated above, to improve the quality of education, the availability of school resources and the proper management of these resources should be given a great attention. Improving the quality of education, therefore, has become the burning issue of the time. Quality education depends on a complex combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of school resources. Ethnographic and perception studies have also indicated that inadequate school facilities have a negative impact on teachers motivation that in turn negatively affects students achievement (Earthman, 2002) in the same way Lawrence (2003) emphasized that the unavailability of school resources negatively affects staff and students motivation. A good school environment and adequate school facility have a significant positive effect on teacher's motivation and student's achievement. Additionally O'Neill (2000) described

that school facility impacts on student achievement, attendance and teacher retention. Reynolds, et al., (1996) found that a negative impact on student achievement where school resources.

As Khan and Iqbal (2012) Adequate and quality school resources are basic ingredients for quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school resources such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development.

CHAPTER THREE

MEHODOLOGY

3.0 Introduction

This chapter presented the research design, population of the study, sample size determination, sampling procedure, data collection methods, data analysis and the limitations of the study.

3.1 Research Design

The study was limited to the assessment of school resources due to limited resources and time constraints.

The study adopted quantitative data analysis in order to enable the researcher to obtain necessary data on variables under study. The quantitative design involved use of close-ended questionnaires which were issued to the teachers in the selected schools as the method is convenient for them to fill during their free time. The study also adopted a descriptive correlational survey design. A survey was thought ideal because it enabled the researcher to collect data within a limited period of time (Fraenkel & Wallen, 2000).

The correlational design was be useful in determining whether the research variables are related. It also helped in analyzing the data to full explanation of the phenomenon rather than following a case over a prolonged period of time.

3.2 Population

3.2.1 Target Population

The target population is defined as the population to which the researcher eventually generalized the findings of the study (Amin, 2005). The population of this study covered 12 public secondary schools which were randomly sampled. The researcher sampled one hundred and eight senior three teachers and forty four heads of departments, deputy heads and heads of schools which gives 152 total of the sample size used in the study from the selected secondary schools in Bukoba municipality. The teachers were involved in order to provide information on the availability of school resources.

3.3 Sample Size

A sample is defined as a part of a population under study and it was used to carry out a study on part of a population with an intention of generalizing the findings of the study to the entire population (Amin, 2005). This should be representative of the population valid generalization (Mugenda and Mugenda, 2003). According to Krejcie and Morgan's (1970) table of sample size determination, a sample size of 152 secondary school respondents were used as shown in the table below;

Table 1: Sample Size Determination

Category of respondents	Population	Sample Size	Sampling Technique
Head Teachers	22	11	simple random sampling
Deputy Teachers	22	11	simple random sampling
Heads of Departments	44	22	simple random sampling
Teachers	206	108	simple random sampling
Total	294	152	

3.4 Sampling Techniques

This study utilized simple random sampling, purposive sampling and stratified sampling to select the sample that was utilized in this study.

The researcher used the simple random sampling where she wrote on 294 small pieces of paper. Where by 22 were for head teachers, 22 were for deputy heartaches, 44 were for head of departments d 206 was for teachers and put them in one container. The researcher visited 12 public secondary schools and 22 respondents picked randomly a piece of paper from the container which gave the researcher sample size of 11 head teachers, 11 deputy head teachers, 44 head of department and 206 teachers after collecting the pieces of paper from the teachers from the different public secondary schools.

3.5 Research Instruments

Questionnaires were utilized this study. The choice of these tools was guided by the nature of the data needed and by the objectives of the study. The overall aim of the study was to determine the relationship between school resources and teacher performance of the selected schools.

Questionnaires

A questionnaire is a carefully designed instrument consisting of a set of items to which the respondents are expected to react usually in writing (Sekarana, 2003 and Amin, 2005).

A Self-administered, closed ended questionnaire was used for the study, this is so because it has the ability to limit inconsistency and also save time as suggested by Amin (2004). The likert scale measurement of Strongly-agree, Agree, neutral, Disagree and Strongly-disagree were used so as to have quantitative results for analysis. The questionnaires were chosen for this study because they produce normative data important for analysis.

3.6 Validity of the Instruments

Validity is defined as the extent to which the instrument measures what it purports to measure (Charles, 1995). An instrument is when if it measures what it is supposed to measure and when data collected through it accurately represent the respondents' opinion (Amin, 2005). Validity of the instruments was established using the both construct and content validity tests. Construct validity was established through the help of experienced lecturers who vetted the research tools where some commendable corrections were effected especially in the relevancy of the tools to the study objectives. Content validity was established through carrying out pre-testing measures where a few teachers were selected and those with experience and expertise in the questionnaire to the real situations in the school. This further beefed by the validity measurement analysis which was produced by the content validity index computation formulae as suggested below:

$$C V I = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

Total numbers of items being judged

3.7 Reliability of the Study

Reliability is the dependability of the research results or the degree to which a measuring instrument consistently measures what it is supposed to measure (Amin, 2005 and Kathuri & Palls, 1193). The researcher pre-tested the instruments by using the pilot study where a set of questionnaire were distributed and conducted on 31 respondents from secondary sections and the data was analyzed using cronbach Alpha by the help of SPSS. Item statistics was then be computed.

3.8 Data Collection Procedure

The researcher collected letter of introduction from KIU authority to the municipality from there an introduction letter was given to the school managements.

The questionnaires were administered through random selection of respondents in the selected schools.

3.9 Data Analysis

The independent variable of this study is categorical (classroom resources, library resources and laboratory resources) and the dependent variable is a continuous variable. The study aimed at establishing whether there is a significant relationship and therefore, the data collected was analyzed using the analysis of Variance. The regression analysis R^2 was computed to determine the influence of the independent variable on the dependent variable.

The mean and standard deviation was used to compute for the levels of the independent variables which were used in the computation of the correlation.

Table 2: The following numerical values and interpretations were used;

Mean Range	Response Code	Response Mode	Interpretation
4.21-5.00	5	Strongly agree	very high
3.41-4.20	4	Agree	High
2.61-3.40	3	Neutral	Moderate
1.81-2.60	2	Disagree	Low
1.00-1.80	1	Strongly disagree	Very low

3.10 Limitations

The researcher claimed an allowance of 5% margin of error at 0.05 level of significance in view of the following threats to validity. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the research findings.

1. Extraneous variable were researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. Findings from this study may not be generalized beyond the schools participating in the study.
3. Objectivity of the responses to the survey instrument may be affected by personal biases of the school personnel completing the instrument.
4. It is impossible to identify all variables impacting distribution of school resources This could result in error variance and less significant correlation in the identified variables.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents, interprets and analyses the findings. For this purpose the chapter is structured according to the research objectives. The chapter comprises: the profile of respondents, distribution of school resources in the public secondary schools in Bukoba Municipality, Distribution of classroom resources in the public secondary schools, Distribution of library resources in the public secondary schools and Distribution of laboratory resources in the public secondary schools.

4.1 Profile of the respondents

Respondents in this study included teachers and the first objective of this study set out to determine the profile of respondents in terms of age, level of education level and teaching experience. In each case, teachers were asked to provide their profile characteristics, using a closed ended questionnaire. Their responses were analysed using frequencies and percentage distributions as indicated in table 4 below;

Table 3: Frequency and percentage of the respondents profile

Profile of respondents	Frequency	Percentage (%)
Gender		
Male	89	58.5
Female	63	41.4
Total	152	100
Age		
20-30years	75	49.3
30-45years	63	41.4
45-55years	14	9.2
Total	152	100
Educational qualification		
Certificate	7	4.6
Diploma	63	41.4
Bachelors	75	49.3
Masters	7	4.6
Total	152	100.0
Numbers of years teaching experience		
1-5 years	72	47.3
5-10 years	19	12.5
10-15 years	49	32.2
15-20 years	12	7.8
Total	152	100.0

(Source: Primary data, 2016)

Table 4.1 results indicate that most of the teachers were male (58.5%), as far as age is concerned, most teachers in the sample are between 20-30years (49.3%). This implies that most teachers in the sampled schools are in their youthful stage. This is so because, this age bracket is when teachers have finished their training courses and it is also the age when most people are active and so they join the job market.

As regards the education level, most of the teachers are graduates (49.3%) and very few certificate and masters holder (4.6%). This implies teacher quality in terms of qualifications is high. This is so because, most schools in the Bukoba Municipality are publically owned and so the government encourages teachers to go for further studies.

Concerning the years of experience of respondents, the results indicated that the teachers have 1-5years of experience followed by 10-15years of experience to other categories of respondents in the study, 15-20 years were very few. In addition teachers are also easy to find and collect data from them, when one visits their respective schools.

4.2 The distribution of school resources in the Public Secondary Schools in Bukoba Municipality

This section discussed the distribution of school resources in the public secondary schools in Bukoba Municipality. To achieve this questions were asked in the questionnaire to address the objectives the questions have scores ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly disagree.

Teachers were asked to rate the classroom resources in their schools by indicating the extent to which they agree or disagree with each item. Teachers' responses were summarised using means and standard deviations as indicated in table 4.2 For interpretation of responses, the following numerical values were used;

Table 4: Interpretation for questionnaire score

<i>Answer Range</i>	<i>Response mode</i>	<i>Interpretation</i>
1.00-1.80	Strongly disagree	Very low resources
1.81-2.60	Disagree	Low resources
2.61-3.40	Neutral	Moderate resources
3.41-4.20	Agree	High resources
4.21-5.00	Strongly agree	Very high resources

Objective 1:

4.2.1 Distribution of classroom resources in the public secondary schools in Bukoba Municipality

This section presented the results of the distribution of classroom resources as shown in table 4.3

Table 5: The distribution of classroom resources in the Public Secondary Schools in Bukoba Municipality

Categories	Mean	Std. Deviation	Interpretation	Rank
Classroom Resources				
Chalk	3.80	1.107	High resources	1
Chairs	3.52	.898	High resources	2
Boards	3.48	1.071	High resources	3
sitting space	3.21	1.009	Moderate resources	4
Classroom lights	2.91	1.345	Moderate resources	5
Air outlets	2.80	1.373	Moderate resources	6
Dustbins	2.67	1.143	Moderate resources	7
Teachers' table	2.48	1.254	low resources	8
Wall pictures	2.04	1.166	low resources	9
Electronic outlets	1.82	1.062	low resources	10
Average	2.874	0.682	Moderate resources	

(Source: primary data, 2016)

The means in Table 4.3 indicated that classroom resources is moderately available in the public secondary schools with 2.874 mean and 0.682 standard deviation. Chalk is higher resources with 3.80 mean and 1.107 standard deviation, Chairs is the high resources with 3.52 mean and 0.898 standard deviation, Boards is high resources with 3.48 mean and 1.071 standard deviation, Sitting space is moderate resources with 3.21 mean and 1.009 standard deviation, Classroom rights is moderate

resources having 2.91 mean and 1.345 standard deviation, Air outlets is moderate resources with 2.80 mean and 1.373 standard deviation, Dustbins is moderate resources having 2.62 mean and 1.143 standard deviation, Teachers' table is low resources with 2.48 mean and 1.254 standard deviation, Wall pictures is low resources having 2.04 mean and 1.166 standard deviation, Electronic outlets is low resources with 1.82 mean and 1.062 standard deviation.

4.2.2 The distribution of Library Resources in the Public Secondary Schools in Bukoba Municipality

Objective 2

The table represented the results of distribution of library resources in the public secondary schools in the study area.

Table 6: The availability of Library Resources in The Public Secondary Schools In Bukoba Municipality

Categories	Mean	Std. Deviation	Interpretation	Rank
Library resources				
Textbooks	2.59	1.259	low resources	1
Atlases	2.26	1.074	low resources	2
Globes	2.00	.899	low resources	3
Maps	1.98	.875	low resources	4
News papers	1.21	.503	Very low resources	5
Average	2.01	0.65	Low resources	

(source: primary data, 2006)

Table 4.4 indicated that library resources is generally low in the study area having mean of 2.01 and standard deviation of 0.65. Textbooks having 2.59 mean and

1.259 standard deviation, Atlases having 2.26 mean and 1.074 standard deviation, Globes having 2.00 mean and 0.899 standard deviation. And the least resources in the schools is newspapers which scored a mean of value of 1.21 and standard deviation of 0.503

Objective 3

4.2.3 The Distribution of Laboratory Resources in the Public Secondary Schools in Bukoba Municipality.

Table 7: The table indicated the distribution of laboratory resources in the public secondary schools in Bukoba Municipality

Categories	Mean	Std. Deviation	Interpretation	Rank
Laboratory				
Computers	2.59	1.259	low resources	1
Printers	2.26	1.074	low resources	2
Apparatuses	2.00	.899	low resources	3
Consumables	1.98	.875	low resources	4
Projectors	1.21	.503	Very low resources	5
Average	2.01	0.65	Low resources	

The table 4.6 indicated that laboratory resources is generally low having mean of 2.01 and 0.65 standard deviation. Computers is low resources having 2.59 mean and 1.259 standard deviation, Printers is low resources with 2.26 mean and 1.074 standard deviation, Apparatuses is low resources having 2.00 mean and 0.899 standard deviation, Consumables is low resources having 1.98 mean and 0.875 standard deviation, And the projector machines is the least resources with mean of 1.21 and 0.503 standard deviation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of major findings, conclusions and recommendations plus the suggested areas that need further research.

5.1 Summary of Findings

The purpose of this study was to identify the availability of school resources in the selected schools. The study had three specific objectives, which included i) availability of classroom resources in the public secondary schools in Bukoba Municipality ii) availability of library resources in the public secondary schools in Bukoba Municipality and iii) availability of laboratory resources in the public secondary schools in Bukoba Municipality.

The findings indicated that most respondents were male aged between 20-30 years, majority were graduates and had 1-5years of experience.

There was a moderate availability of classroom resources with a mean rating of 2.874 and standard deviation of 0.682. It was found that chalks and boards are the dominant classroom resources in the study area having mean (3.80-3.48).

There was low availability of library resources rating of 2.01 mean and 0.65 standard deviation. It was found that newspapers is the least school resources having mean of 1.21 and 0.503 standard deviation.

There was very low availability of laboratory resources having 2.01 mean and 0.65 standard deviation. It was found that projector machines is the least school resources having 1.21 mean and 0.503 standard deviation.

A good majority of male teachers despite of limited number of library resources, two-third of the overall teachers but majority of them accepted that they were using library. Maximum teachers visit library once in a week while about one-half of the male teachers, each expressed once in week and sometimes daily. Their visit consumes less than one hour because librarians supports them to search for the

required material and they issue the required one rather to sit there for reading them. They were using library for searching of material for developing course outline, preparing lectures, searching topic for giving assignments/projects, preparation of hand outs for students, looking for supplementary reading material and knowing variety of material available in library to guide students.

5.2 Conclusions

The study showed that the distribution of school resources in public secondary schools is generally moderate, this means that class room resources like teachers table, wall pictures and electronic outlets should be provided in order for learning activities to be effective and efficient.

5.3 Recommendations

From the findings and the conclusions of the study, the researcher recommends there is need to provide Newspapers for teachers to understand the current affairs especially in the area of education.

More library resources in secondary schools need to be provided , since it was found to be generally low hence affecting student's academic achievement.

In order to improve classroom resources, administrators should emphasise clear goal setting whose achievement can easily be assessed and teachers should be involved in setting instructional goals of a school.

Supervisors should always try to give feedback to teachers so that teachers can improve their performance basing on it.

There is a need for electronic outlets to be available to schools so that teachers are able to handle preps for the students especially candidates.

The government should organize training workshop for teacher educators on the use of modern technologies for curriculum delivery through their ministries of Education

Colleges of Education should be adequately funded by the government and priority should be given to the procurement of modern laboratory equipment.

More periods should be allocated to biology per week in order to accommodate both practical and integration of ICT for curriculum delivery.

5.4 Areas for Further Research

More studies can be conducted on the influence of school resources on teacher performance. Head teachers' competence levels should also be investigated upon and their effect on efficiency of supervision in schools. Other factors affecting teachers' performance should also be investigated upon such as remuneration, motivation, academic ability of learners and so on.

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APPENDICES

APPENDIX IA: INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of

Sr. Samwel Kisha that will focus on School Resources and Teacher performance.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials: _____

Date: _____

APPENDIX 1B: QUESTIONNAIRES

Dear RESPONDENT;

This questionnaire is designed to collect data from administrators and teachers that will help in a research about “**School Resources and Teachers Performance**” in public Secondary schools Bukoba Municipality, Bukoba District, Tanzania. In this school you are thereafter chosen to be part of this research. Be honest in giving your response. The information provided will be used purely for academic research and will be treated anonymously and privately. So you are requested to sort the information requested as candidly as possible.

Thank you in advance for accepting to be cooperative.

SECTION A

Respondents

Gender (please tick)

☐ Male

☐ Female

Age

☐ 20-30 years

☐ 30-45 years

☐ 45-55 years

☐ 55 above

Educational qualification (under educational discipline)

☐ Certificate

☐ Diploma

☐ Bachelors

☐ Masters

Numbers of years teaching experience

☐ Years 1-5

☐ Years 5-10

☐ Years 10-15

☐ Years 15-20

☐ 20 and above

Section B

Questionnaire to determine level of school facilities.

Indicate by writing your score in the space provided before each item. Kindly use the scoring system below.

Rating	response mode
5	extremely High
4	High
3	Neutral
2	Low
1	Extremely Low

Classroom Resources

_____ Sitting space

_____ Chairs

_____ Boards

_____ Wall pictures

_____ Classroom lights

_____ Electronic outlets

_____ Air outlets

_____ Chalk

_____ Dustbins

_____ Teachers' table

Library resources

_____ Textbooks

_____ Atlases

_____ Globes

_____ Maps

_____ News papers.

Laboratory resources

_____ Computers

_____ Printers

_____ Apparatuses

_____ Consumables

____Projectors

____Radios

____Televisions

____Film tape recorders



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