

**SECONDARY SCHOOL EDUCATION DEVELOPMENT
PROGRAMME (SSEDP) AND ACADEMIC
PERFORMANCE IN TANZANIA, A CASE
STUDY OF DAR-ES-SALAAM CITY**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF BACHELOR OF ARTS WITH EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY**

NOVEMBER, 2008

DECLARATION

I Lukwale Doris, declare that this research report is my original work and has never been submitted to any institution of learning for any award.

Signature 

LUKWALE DORIS

Date 18/07/08

APPROVAL

This dissertation entitled "**Secondary school education development programme (SSEDP) and academic performance in Tanzania, a case study of Dar-as-salaam city between 2004-2007**" was carried out under my supervision. It is now ready for submission to the faculty of education for the award of the degree of Bachelor of Arts with Education of Kampala International University.

Signature 

Mrs. TALIGoola DEBORAH

Date 18/07/08

DEDICATION

I dedicate this research report to my parents; my father Mr. Lukwale R and Mrs. Margret Lukwale, their love is irreplaceable.

I joyfully devote this work to my husband Mr. Basil Lukasi and my children, Lisa, Laura and Lincoln.

ACKNOWLEDGEMENT

With great joy I thank my parents who started my struggle to achieve education right from baby seating me, taking me to my first schools up to where my husband Basil Likasi found me. Your efforts can hardly be fully paid for, thank you very much.

I cordially thank my husband Basil Likasi for the financial, moral and any kind of support he has given me that have eventually made this study a success and my general studies. You are really unique among other people.

I really appreciation Mr. Ntege Godfrey for the guidance, encouragement he has given me while doing this study. I also wish to acknowledge the different sources of information which were referred to give this study its authenticity. It was a great score for the success of this study.

Sincerely I thank my supervisor Mrs. Taligoola Nabuseeta for her parental guidance academically by rectifying my mistakes in this study until it became a success.

I wish to acknowledge all my course mates who helped me in anyway. I could not mention name by name but I really appreciate.
Let the almighty God bless and reward you as much as possible.

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ACRONYMS

PEDP	Primary Education Development Programme
ESDP	Education Sector Development Programme
SSED	Secondary School Education Development Programme
KIU	Kampala International University
NECTA	National Examinational Council of Tanzania
SS	Secondary school

DEFINITION OF TERMS

The terms that were used in the study are defined and explained below;

Learning: A relatively permanent change in behavior that occurs through experience.

Punishment: A consequence that decreases the probability a behavior will occur.

Strategies: Cognitive processes that do not occur automatically but require work and effort. They are under a learner's conscious control and can be used to improve memory.

Concept: A category used to group objects, events and characteristics on the basis of common properties.

Forecasting: A systematic assessment of future condition by influence from known facts today.

Decision making: After considering the various alternatives and weighing the consequences of each course of action, a choice must be made, a course of action must be determined.

Planning: There should be enough scope of change to cater for any unforeseen situation.

Organizing: Combination of necessary human effort, material equipments brought together in a systematic and effective correlation to accomplish the desired results.

Direction or motivation: The process of guiding the human effort or achieving the target.

Control: Constant check on its team's and its team's and its own performance to see that it corresponds to the standards laid down.

Coordination: The process of harmonizing in a uniform programme of education, services the entire element.

Evaluation: Sound objectives formulated, proper planning, and organizing, programmed established all directed to the purpose.

ABSTRACT

The purpose of the study was to examine the relationship between the increased secondary school education enrolment and the quality of education as a result of the launching of the Secondary school education development programme (SSEDP) in Tanzania where Dar-es-salaam city was the case study considering five schools to constitute the sample framework. These were Jangwani Girls SS, Zanzaki Girls SS, Azania Boys S.S, Benjamin Mkapa (mixed) SS and Dar-es-salaam SS.

The study was guided by objectives such as examining the teacher's capacity to deliver materials, guidelines, supervision and monitoring students behavior and academic performance, assessing the amount and capacity of learning facilities and ingredients like classrooms, toilets, laboratories and dormitories in relation to the ever increasing numbers; assessing the number of teaching staff and materials in relation to ever increasing staff and materials in relation to ever increasing numbers and students behaviors and academic performance.

The study was carried out against the background that the inadequate facilities and teachings materials due to increased number of students resulting from prior planning to the launching of SSEDP programme in Tanzania is the major cause of the problem. The research design of the study involved primary and secondary data, where primary data was collected using qualitative methods such as interviews, FGDS and observation and quantitative methods of collecting primary data had questionnaires as the major basis; secondary data was sought through documentary analysis from different libraries such as K.I.U library.

A sample size of 120 respondents was used where, 30 were policy makers with the ministry of education and vocational training, 30 were teaching staff and administrators from the five fore mentioned schools and 60 were students from the five schools consisting of males and females. Data was analyzed desenfitively

and analytically using statistical methods were percentages were integrated into tables, charts and graphs.

The findings of the study revealed that; there is a general inadequacy of teachers and teaching materials such as text books, classrooms, toilets, dormitories among others; many semi-qualified teachers are used, and students behaviours are poor making it difficult for them to concentrate on studies all of which accounting for poor academic performance of students in the national examinations.

The researcher concluded by suggesting that the government of Tanzania should reform on the SSED P to improve on it by especially providing more scholastic materials and training more teachers in order to realize positive results.

CHAPTER ONE

INTRODUCTION

The launching of the primary education development programme (PEDP) in Tanzania in 2001 was an earnest beginning of a concerted government effort to revitalize the education system under the umbrella of the Education Sector Development Programme (ESDP). The programme's objectives are;-

- i.To expand access to primary education
- ii.To improve institutional arrangement
- iii.To improve educational quality at primary level
- iv.To increase pupil retention and completion of primary education

The programme is firmly on the ground with visible successful outcomes. High enrolments were realized in primary schools and many of the objectives were also realized.

Having attained the above, the government of Tanzania decided to put more effort to the secondary education. This necessitated the introduction of the Secondary School Education Development Programme (SSEDP) in 2004. On its launching it was given a grace period of five years (that is 2004-2009) to be accessed to a certain its achievements.

1.1 Background to the study

Since early 2004 up to now, Tanzania has been implementing the secondary school education development programme (SSEDP) at secondary level as a means to accommodate the ever increasing primary school leaving population resulting from the Primary Education Development Programme (PEDP). Essentially both programmes were designed to cater for the ever increasing number of school going children.

The programme principally sounds good before the public, but the increasing enrolments is on one side and the quality of education is another challenge to solve.

It should be noted that the government introduced SSERP without increasing on number of well qualified teachers, construction of new structures including toilets, classrooms, dormitories, dinning hall and other related facilities. This led to overcrowding in schools which necessitated the government to introduce sessions. Students were divided into two groups where one starts from 8:00am and ends at 12:00pm while the second session begins from 1:00pm and ends at 5:00pm.

The enrolments countrywide increased by 50% when roughly estimated. The standardized teacher student ratio according to 1972 education status was recommended to be 1:45 students for ordinary level and 1:25 for advanced level, now it ranges between 1:55 to 1:75 and above for ordinary level and 1:60 to 1:65 and above for advanced level.

The above situation necessitated the introduction of licensed teachers. These are form six leavers who are trained for six weeks and then employed to teach ordinary level students.

The above situations have not led to improvement in the quality of education as many students who complete primary level education with high grades are failing the national examinations set by the national examination council of Tanzania (NECTA).

The question he is, has the quality of education been influence by the introduction of Secondary School Education Development Programme (SSERP)?

As a student researcher and a member of Tanzania secondary school teaching staff, I find there is a gap to be filled and the public has to be informed on the differences between quantity of students and the quality of education.

1.2 Statement of the problem

Enrolment of secondary school students in the past four years has been increasing numerically, however in many cases some students who are essentially bright find themselves failing to perform well in their final examination in both form two and form four national examinations conducted by the national examination council of Tanzania (NECTA).

The above problem prompted the researcher to investigate about the relationship between the increased secondary school enrolment and the quality of education offered as a result of the launching of the secondary school education development programme (SSED).

1.3 Purpose of the study

To examine the relationship between the increased secondary school education enrolment and the quality of education as a result of the launching of the secondary school education development programme (SSED).

1.4 Objectives of the study

The study was guided by the following specific objectives.

- To examine the teacher's capacity to deliver materials, guidelines, supervision and monitoring students, supervision and monitoring students behavior and academic performance in relation to increased number of students.

- To assess the amount and quality of learning facilities and ingredients like classrooms, toilets, laboratories and dormitories to cope with the pressure of increasing number of students as a result of the introduction of SSEDp.
- To assess the number of teaching staff and materials in relation to the number of students enrolled.
- To assess the students behavior in SSEDp schools and academic performance.

1.5 Hypothesis of the study

The study found out the quality of education at secondary school level has dropped due to increased number of students on grounds that;

- Teacher student ratio is too big for effective teaching and learning.
- Learning facilities are of poor quality and inadequate, making learning difficult.
- Increased enrolments with few teachers have led to teachers' failure to control students' behavior which makes them perform poorly academically.
- School enrolment has increased yet teaching facilities have not, hence leading to poor teaching learning process.

1.6 Significance of the study

The findings of the study will be of the following importance in the following ways;

- Research findings will be used by both the policy makers to rectify the faults in the programme (SSEDp) in order to reach the desired goal in education.
- Students will be made to realize how they can improve on their performance in class.
- Teachers will realize the in-depth problems students get and will be able to improve on their teaching strategies.

- By realizing the problem the government will be able to build more schools and train more teachers to cope with the increasing enrolment.
- With improvements in SSED P parents will be more attracted to take more children to school since parents, reluctance to take their children to school is one of the problems in Tanzania.

1.7 Scope of the study

The study was conducted among the senior policy makers at the Ministry level, senior staff and students of five different schools in Dar-es-salaam city to analyse the relation between the number of students and the quality of education. These schools included Azania, Zanaki, Jangwani, Benjamin Mkapa and Dar-es-salaam secondary school. Teachers in these schools also participated in this study.

1.8 Limitations to the study

In conducting the study the following problems were faced;

Financial constraints. Funds for transport, buying stationary and food during the course of data collection were scarce. Given that the researcher is a student and doesn't work the funding from guardians was inadequate.

Time constraints. Given that the researcher studies and stays in Uganda, it proved difficult to have enough time to fully reach all the required areas of study in Dar-es-salaam, Tanzania which is over 1,200 miles away from Kampala.

Poor response to interviews and questionnaires. Given that some students even perform poorly in class many of these never answered the questionnaires well.

Some respondents feared to be interviewed as they were shy

Some respondents were irresponsible as some questionnaires were not returned, about 5% of all distributed questionnaires were not returned.

The problems above were at least solved in the following ways;
Donors were sought to provide additional funds to make the study a success.
These included ministry of education and non governmental organizations.

Some interviews were restructure to suit the respondents ,
More questionnaires were again distributed to meet the target number by the researcher.

On the issue of time the researcher made programmed timetable to meet the respondents. She even worked at night for instance some students like Dar-es-salaam and Benjamin Mkapa secondary schools were at times interviews during night preps.

1.9 Research questions

The study was carried out basing on the following questions;

- i.DO students perform better or worse as a result of increasing numbers because of the introduction of SSED P?
- ii.Do teachers have the capacity to deliver or perform their job as required amidst the increased number of students due to introduction of SSED P?
- iii.Do the facilities such as classrooms, laboratories, textbooks, toilets, dormitories and the rest of the kind meet the need of the increased number of students?
- iv.Does the number of teaching staff and materials meet the needs of the increased numbers of students in each classroom?

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher investigated about what causes students failure to perform well as a result of increased number students; written materials like books, journals, reports, interviews provided the data for the study.

Literature was reviewed basing on six major issues namely;

- Teacher's effectiveness
- Student's behaviors
- Ability of resources to accommodate the demand on them (quality of facilities)
- Language perception
- Administration
- School auxiliary services

2.2 Teacher's effectiveness

Myra Pollack Sadker and David Miller Sadker (2000:50) asks a question "is teaching an art or a skill". They further elaborate that "some individuals a rare few are naturally gifted teachers. Their classrooms are dazzlingly alive. The students are motivated, excited, and their enthusiasm translates into academic achievement. For these truly talented educators, teaching seems to be pure art or magic."

Behind even the most brilliant teaching performance, there is usually well-practiced skill at work. This is what the secondary school education development programme (SSEDP) implementer should focus on. Some teachers are not well qualified to have the necessary skill and these teachers are license teachers. This has partly led to poor academic performance.

M.P Sedker and D.M Sadker further clarify by giving brief descriptions of favorite teachers, "as each of them uses proven skill, structure, motivation, clarity, high expectations and questioning". These qualities lack in many teachers of SSED P.

With the launching of SSED P many students were enrolled, that they exceeded the 45 students that are officially recommended by the government of Tanzania through the ministry of education and culture to occupy each class. This could be necessitated streaming of classes. Some classes would be with two streams while other like form one would be having up to four streams.

Joan C. Barker Lunn (1970:11) noted that "streamed classes perform better, brighter children are realized from different streams, students slow much progress, students' personality, attitudes or interest differences are easily realized and the level of social relationships of (students) children can be easily detected by the teacher." This helps the teacher to devise methods and techniques to help students of different learning abilities to understand a given topic uniformly. This is not the case in SSED P schools in which the study was carried out. This accounts for student's poor performance.

The increased enrolments increased numbers of students that teachers can not easily study the qualities and weaknesses of each student within a short period of time for effective learning and teaching. Joan C.B.L (1970) noted that "high numbers of students are very difficult to handle as some students with less ability in some subjects go absent minded during some lessons". This is so because a teacher may not be in position to notice and watch whatever students do in class because of big numbers.

She then notes that "streaming puts students of relatively same abilities into one group and forming parallel classes which have roughly the same mean and range

of ability". This helps students to attentive follow up whatever is taught and understanding becomes easy.

Joan C.B.L (1970) further notes that "in streamed classes teachers are more relieved of noise, students pay more attention to manners, tidiness, cleaning of hands and classes and better attitudes to learning are shown."

It was noted that with many students in one class different approaches of teaching the same students of the same class are required because of variation in abilities of perceiving and understanding a given topic. This disrupts a smooth learning process for good results.

Yates A ed (1966) noted that "grouping practices and methods of instruction are closely related, streaming facilitates a particular method of teaching while non-streaming permits or demands a different approach."

Some respondents blamed teachers incompetence for the failure of some students especially in some difficult subjects like Mathematics (arithmetics). Some blamed large numbers in classes while many never agreed basing on Oleans (1952:4) observation on subjects that are even failed by students in classes where they are few. He observed that "perhaps a major factor in the failure of students to get good grades ...or an understanding of arithmetics ... is that their teachers are ignorant of the processes and concepts represented."

Mkekwhah Josephine member of National Examination Council of Tanzania (NECTA) when interviewed noted that "there is a great problem of not having enough competent teachers to cater for the SSEDp mostly in areas of sciences like Mathematics, Biology, Chemistry and Physics. This is blamed for the poor grades registered in those fields."

Ilumba Jackson a member on the board of Executives of NECTA because of the above problem, gave the reasons why some subjects were combined. He stated 'commerce and accounts were merged with mathematics to form commercial arithmetics, agricultural science was merged with Biology (as part of Biology) Physics was merged with Chemistry to form physical chemistry and sports was eliminated from the syllabus.' This has somehow created hatred to some subjects by some students hence failure.

Mrs. Tegisa also noted that "lack of enough qualified personnel in the teaching field to match the ever increasing numbers of students has unwillingly forced us to adopt a system of employing license teacher in the different schools". These are form six leavers who are trained for six months and then recruited to teach ordinary level.

She further promises that "we are in talks with the government to schedule programmes for license teachers to upgrade". This will provide competent teachers at all levels of learning in secondary schools in all subjects, arts, sciences and vocational subjects.

On the other hand Nanninga (1924,79) viewed teachers failure by reporting "poor discipline, lack of cooperation and poor instructions in relation to the number of students as being the most often mentioned reasons for their failure." Poor discipline appeared, heading the list of the cause in nearly all studies. This is reportedly evident in schools like Azania and Jangwani.

Barr (1935:45) advised that "all graduates in schools and research divisions should be encouraged to develop a measure or measures of teaching merit. A hoped for result of one or two tests...simple short, inexpensive, easily administered, quickly and accurately scored, reliable and obviously relate to

teaching.” This will be a measure for teachers’ success which will help the troublesome student to be removed from the controversial group.

Melby (1936:333) noted that “there is greater need than ever for techniques of describing the learning activities of children. If we can devise methods for describing the learning activities of children we can at least know how children live while they are learning even though we can not measure all that is learnt”. Melby on page 335 continues to explain that “we can only say that in a given situation certain things were done and here is a picture of what happened, if we have a large number of such cases, certain generalizations will be possible.”

Effective teaching also considers class management. Myra Pollack Sadker and David Miller Sadker (2000:54) listed “teachers being able to see all students at all times in class, teaching materials and supplies be readily available, high traffic areas be free of congestion, students being able to see instructional presentations and procedures and routine being actively taught in the same way that academic content is taught”. This helps in understanding a given topic even though the numbers are large.

2.3 Students’ behavior

Cambridge international Dictionary of English (2003) defines behavior as “an act or reaction in a specified way that is correct, polite to work or function well.”

Bandura (1986, 1989) notes that “most recent mode of social learning involves behaviors, the person’s learn by thought (cognition) and the environment. Behavior, environment and personal or cognitive factors operate interactively”. Behavior can influence cognition and vice versa, the student’s cognitive actives can influence the environment, environment influences can change the students thought processes and so on. This means that for a student to perform well the

number in class does not matter so long as the rest are also attentively directed to learning.

Many respondents especially teachers were in total agreement that students can not perform well, when they are reacting negatively or poorly to instructions given to them.

Myra .P. Sadka and D.M Sadker (2000:57) noted that "a students rage can result from abuse, powerlessness, trauma, and even normal living, events beyond the teachers power to alter. Nonetheless, teachers must understand and manage student's anger and aggression". From this it is realized that despite the high numbers, teachers can control students behavior for proper conceptualizing of topics taught.

David Berliner (undated) advised by noting that "while teachers can not always detect the signs of danger, they can be on the look out and can create management plans to handle small distractions as well as major incidents." Some teachers in the five schools given some of them are license teachers they lack the above basic which weakness some students have used to misbehave resulting to poor performance.

Other respondents perceived behavior in form of one's attitude towards a subject or a topic.

Heider (1958) developed a theory of balance, stating that "balance holds to people who have a tendency to want the same positive or negative relations to an object an idea, an attitude, a value, or whatever as they perceive to be held by another person to whom they see themselves positively related." This makes a conclusion that the quality of teachers will be manifested in the quality of results students produce.

2.4 Quality and quantity of properties (facilities)

A general inadequacy of facilities for use in all the five schools was a common phenomenon. Desks, classes, libraries, laboratories, dormitories, hostels, teachers quarters, dinning halls, play grounds to mention but a few, were all not enough.

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Mrs. Mkamati J (2007) noted that "some students dodge lessons because they are tired of having lessons while standing because of the inadequacy of desks and small classroom". This has led to some teachers not knowing the right number of students he/she is supposed to teach leading to failure during examinations. Some students even do not know when certain topics were taught because of non attendance.

Mr. Essau Johnson noted that "we were forced to restructure the sessions of learning and lessons to create the morning and afternoon session, where the morning session starts from 7:00am to 12:00pm and the afternoon session begins from 1:00pm to 5:00pm". This was done to allow the few available facilities to accommodate the ever increasing numbers enrollment every term.

The Tanzania Education Report (2005) noted that "the government is afraid of the possible outbreak of hygienic related diseases because of the inadequate sanitation facilities like toilets." This has prompted the ministry of Health to start seminars in schools teaching about primary health care as a joint effort with the ministry of education and culture in empowering SSED and PEDP (Primary Education Development Programme) for good results.

Segeju Jacob (2006) noted that "if I fail sciences it will be no surprise because we have a very small laboratory with few apparatuses that many of us do not access." Some students have to go to nearby schools for practical examinations

and practical lessons. This is not a favorable schooling conditions that can favour a good performance.

Cole C.C. Jr (1956:16) when writing about how to encourage scientific talent noted that "unlike art subjects where the references may be narrated science subjects must have physical and always available facilities to be performed well." These include laboratories, teachers, apparatuses and chemicals. This means that lack of facilities like laboratories is a highly contributing factor in students' failure of sciences.

2.5 Language

The introduction of SSED P meant that every student who had completed primary education was to join secondary education without much consideration on their performance. This has led to many students fail because some do not understand or take long to understand given instructions because many students are not well conversant with English language as compared to the native Swahili.

Lee E (1968) said that "the prime cause or the sole cause of difficulty and error in the foreign language learning is interference and error in the foreign language learning is interference coming from the learners native language which is mother tongue." Despite the fact that in all schools punishments are given to those who use vernacular many students secretly use it especially Swahili.

Lado (1957:2) further clarifies it that "those elements that are similar to the learners native language will be simple for him and those that are different will be difficult," he further said that, the teacher who made a comparison of the foreign language of the students will know better what the real learning problems are and can provide better teaching from them because he gains an insight into the linguistic problems involved that are not easily achieved.

2.6 Administration

This is a system of directing, monitoring and supervising of students, teachers and other associates by especially head teachers for each to perform his or her required obligation.

Good administration is the greatest pillar in education system if positive results are to be registered. Sir GKaham Balfour, in Kochlar K (2000:2) wrote aptly "the purpose of education administration is to enable the right pupils to receive the right education from the right teachers at a cost within the means of the state, which will enable pupils/students to profit from their learning". Not every student whether failed primary or not should join secondary.

He further outlines how the process of school administration should be. He listed forecasting, decision making, planning, organizing, directing or motivating, control, coordination, evaluation then finally recording and reporting should be considered in a good administration structure. The five schools of study were lacking such a proper structure.

Kochlar K (2000:1) noted that, French Hull and Dodds compare "education administration to a lens as it brings everything about the school into focus for the community, faculty and students. If it (education administration) is a poor lens the image is blurred and obscure and no one in the school or community gets a clear picture of what the school is trying to do. If it's a good lens the school becomes a clear cut and vivid projection of the ideas and ideals we hope to bring into being." Some schools have more students than others because of the difference in administration. Good administration leads to good results.

Kandel in Kochhar K (2000:2) while writing about the purpose of education administration say " fundamentally the purpose of educational administration is to bring pupils and teachers under such conditions as will more successfully

promote the end of education.” There is need for a proper working relationship between increasing students and teachers in all the five schools.

Kochhar K (2001:209) further argues that “the necessary administrative space for the principal and his staff is important in the planning of a modern secondary school.” Some schools on the launching of SSED P never had proper staffrooms, offices and board room to handle the administrative activities of school. This burdened teachers as keeping of documents was poor for proper students performance.

Kochhar further emphasizes that “since administration is emerging into a leadership and service function, the administrative suite, should be planned to feature hospitality, pleasant and attractive design, the ease of access for pupils, teachers and the public.”

2.7 School auxiliary services

As the saying goes that “work without play makes Peter a dull boy”, reminds the researcher and any reader of this study that for proper teaching and learning activities, like health programmes, school physical education programme and school guidance services must be included in the school curriculum for good academic results.

Kochhar K (2000:419) states the meaning of health according to the World Health Organisation (WHO) of United Nations (UN) as “a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.” From the researchers observation findings of the five investigated schools, they lack things or facilities like playgrounds, sports equipments like balls, sports masters and other related facilities. This has not favored

development of student's talents like Music, football which are high earning activities today.

Kochhar K (2000:420) further noted that "the home and the family carry the primary responsibility for providing the total health of the student (child) but the school has a unique opportunity and role to play in contributing to the health development and total health education of the (child) student". The schools must recognize and assume its responsibility for providing an enrollment and experiences planned with the needs of growing and developing students.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, area of study, sample frame and sample size, methods of data collection, procedure of data collection, validity of instruments of data collection testing for the reliability of the data collection methods and data analysis.

Basing on the nature of the study sample survey and cross sectional study that dealt with only part of the population with a view of establishing the relationship between increased secondary school enrolment and the quality of education as a result of the launching of the secondary school education development programme (SSEDP) in Tanzania from 2004-2007. Then the study, involved an analytical part where the results from the field were presented statistically using percentages, mean and ratios that were integrated into tables, graphs and charts.

3.2 Research design

A sample survey and cross sectional study designs based on qualitative and quantitative data were together used together primary data.

Interviews focus Group discussions (FGDS, and observation were the major sources of qualitative data. The questionnaires formed the basis for collecting quantitative data that were presented in a descriptive manner using percentages, mean and ratios. Secondary data were obtained through research from various libraries. These included Kampala International University (KIU) library, Makerere University library (MUK) and personal resources.

The population sample was derived using purposive and random sampling given the homogenous nature of the population. They were first test and given prior training before assigning them tasks from which data was derived.

Procedure of data collection was based on the primary and secondary data collection as directed by KIU research department. A permission letter was got from the University that was presented before carrying out the study for acceptance.

Data analysis involved the generation of percentages, means, ratios and their description for the case of quantitative data. Qualitative data were analyzed by the description of the data generalized through interviews, FGDS and observation.

3.3 Area and population of study

The study was conducted in the city of Dar-es-salaam in five schools namely Jangwani Girls secondary school which has both ordinary and advanced levels, Zanaki Girls Secondary School which has both 'O' level and Advanced level, Azania Boys secondary school which has only ordinary level, Benjamin Mkapa Mixed secondary school which has both ordinary and advanced levels and Dar-es-salaam mixed ordinary level secondary school.

A total of 120 respondents was used among the three groups that were employed.

- i. Policy makers with the ministry of education and vocational training
- ii. Teaching staff from five secondary schools including Azania, Zanaki, Jangwani, Benjamin Mkapa and Dar-es-salaam secondary schools.
- iii. Students from the above mentioned schools from form one to six.

Literature was basically reviewed from KIU library, Makerere university library, Nsambya youth sharing centre library and personal documentary reviews from different documents.

3.4 Sample selection and size

The study involved purposive and random sampling. The first stage involved the purposive random selection of Dar-es-salaam city out of the many cities such as Dodoma, Arusha and others. The second stage involved the random purposive selection of five schools both mixed and non mixed, only having ordinary levels and advanced levels and those having only ordinary levels. These included Azania boys secondary school with both ordinary and advanced levels, Benjamin Mkapa mixed SS with both ordinary and advanced levels, Zanak girls SS with both levels and Jangwani Girls SS with both levels and Dar-es-salaam mixed SS with only ordinary level all from Dar-es-salaam city. These were having the qualities the study aimed to analyze.

The respondents included; policy makers with the ministry of education and vocational training, a selected sample of the teaching staff from the five schools, and some selected students from those schools. thirty (30) policy makers with the ministry of education and vocational training including fifteen (15) females and fifteen (15) males; thirty (30) teaching staff and administrators of which five (5) were teachers, twenty (20) were teaching staff, four (4) teachers from each school to make it twenty (20) and other five (5) teaching staff holding positions of responsibility in school administration one (1) from each school. The study was gender sensitive as fifteen (15) females and fifteen males were employed. Sixty (60) respondents were students from the five schools where twelve (12) girls were selected from Jangwani given it's a girls school, the number came from Zanaki Girls School, twelve (12) boys were selected from Azania, seven boys and five girls from Benjamin Mkapa, seven (7) boys and five (5) girls from

Dar-es-salaam secondary. A total of twenty eight (28) boys and thirty two (32) girls was achieved. In all a total sample of one hundred and twenty (120) respondents constituted the size; the three groups, that is the ministry of education, students, teaching staff and school administrators participated because of the following reasons.

Policy makers on the ministry participated because of;

- They were the designers of the SSED, and so, know its objectives.
- They are the ones responsible for making the necessary changes in the system for its good performance.
- They are the funders of the programme as they are the ones who persuade the government and Non Governmental organizations (NGOs) to provide funds.
- They are the ones to give the periodical reports for renovations.

Teaching staff and administrators from the five school participated in the study because:

- They are the ones responsible for the students actual performance
- They monitor, supervise and direct students activities for a good performance
- They the ones responsible for reporting the required facilities to the ministry like textbooks, laboratories and others for students to have a good learning environment.
- They know the parents, students, public and other stakeholders view about the programme so they use this opportunity to communicate the grievances to upper authorities.
- They control student's behaviors and interests for a good performance.

Students participated in the study because of the following reasons:-

- They are the major issue of the study as they are the ones failing.

- Form five and six students participated because they have the reasons why ordinary level students fail because of their past experience.
- The researcher wanted to have their personal view

3.5 Methods of data collection

These were the tools the researcher used in the data collection process. A number of tools were used and these include;

- a. Interviews
- b. Observations
- c. Focus group discussions
- d. Questionnaires
- e. Documentary

3.5.1 Interview method

This is where respondents were asked face to face questions orally without writing down. These were structured and unstructured.

Structured interviews were used on mainly policy makes and teaching staff plus administrators whereas unstructured interviews were mainly meant for students.

Interviews were used because of:-

- i.Quick and easy answers were needed to save time
- ii.First hand information from the responsible (concerned)respondents was important
- iii.At some stages some information needed a follow up as certain answers led to formation of new questions that could enrich the study
- iv.It was user-friendly as one could answer the questions from any place he/she was found like in compounds, dinning halls, classrooms, staffroom among others.

3.5.2 Observation method

This is where the researcher used her naked eyes to collect data for the study. This method necessitates the visiting of all areas of study personally. It was of the following advantages;

- First hand information was got. Facilities like inadequate toilets, classrooms, libraries among others were seen.
- Data got by this method was used to cross-check data that was given by other methods of data collection.
- It was financially cheap and time saving
- It was user-friendly as it needed less consultation to other people to verify the results.

However observation had these weaknesses as;

- Some aspects like the objectives of SSEDP had to be asked from policy makers as they could not be visually noticed.
- Students behaviors away from schools were not known and even some at school
- Student's mental abilities could not be visually noticed.

3.5.3 Focused group discussion

Here some respondents were selected basing on competence and interest to give reliable data. They were randomly chosen and formed three discussion groups as already mentioned. Quiz and debates were often held between discussants to give the different aspects about SSEDP. This method was of following advantage;

- The root causes of the problem was revealed by the respondents
- Discussants gave details of the study as even new ideas were developed
- Through discussions the validity and reliability of some data was discussed and agreements were reached.

However the following short comings were experienced;
With different views it took much time to agree on a certain issue.
Some respondents especially policy makers and teaching staff never had much time for this.

3.5.4 Questionnaire

This is where sets of questions were given down and distributed to respondents to answer. These included open-ended and close ended questions.

They were of the following importance;

- i.The researcher got the different views respondents have about SSEDP
- ii.Through open-ended questions the research was in position to know the alternative views of the respondents about the study.
- iii.Questionnaires acted as basis for other data collection methods, for instance interviews and documentary review.

However the following were the short falls in this method;

- Some stubborn students never returned some questionnaires
- It was expensive to print many questionnaires
- Some respondent's answers were not very clear and other had poor hand writing which were very difficult to read.

3.5.5 Documentary review

This is where data was derived from written materials like books, reports, and journals found in different libraries for example Kampala International University (KIU) library, Makerere University main library, Makerere university school of education library and some school libraries. This method was used because of the following reasons;

- Data from this method acted as evidence to the researchers assumptions (hypothesis)
- This method made the study more real and applicable as it got support from other reknown writers, authors and publishers

- Those people who would have developed bias in this work could refer to the documents from which this study got references
- This method described and widened study

However this method had the following short comings:-

- Screening and identifying the relevant data from written text was difficult
- Some libraries never had catalogues on which to check the books
- It was financial consuming in some libraries and time consuming.

3.6 Validity of the study

The researcher followed the KIU procedure of making a report. That is title page, declaration, approval, dedication, acknowledgment, table of contents, list of tables, list of illustrations, list of graphs, list of maps and abstract, chapter one including background, statement of the problem, purpose of the study, objectives of the study, significance, definition of terms, scope of the study, research questions and limitation of the study.

Then chapter two including related literature, chapter three, including methodology, chapter four presentation of findings, chapter five interpreting and analyzing findings, chapter six conclusions and recommendations, bibliography references and appendices.

The study was fully supervised by Mrs. Taligoola Deborah lecturer in the faculty of education Kampala International University. There was training of respondents and the findings were presented to them verify especially the policy makers in the ministry of education.

Lastly the researcher read through this work and confirmed that what was written, recorded and analyzed all were as researched.

3.7 Reliability of the study instruments

This was testing whether the study findings are applicable to solve the problems faced in making SSEDP a success. This was done through;

- They were compared with the objectives of SSEDP to ascertain their contribution to the programme
- There was re-interviewing of policy makers, school administrators and teaching staff to provide validity to the study.

3.8 Data analysis

Here comparing and contrasting of different results from different findings and then drawing of tables, pie charts, charts and graphs to present the information. Calculation of results was done.

References were given to the originality of the data collected.

3.9 Procedure of data collection, recording of data, and writing of the report

An introductory letter was acquired from the school administration of KIU to seek permission to carry out the study in Dar-es-salaam city in the five schools mentioned above.

The researcher first introduced herself to the respondents, that is names course where she studies from and the intentions of the study.

Interviews and questionnaires were administered in the most appropriate language that is Swahili to those who never understood English very well especially from one students, English was the major language used to question teachers.

Visiting of libraries like KIU library, reading of records in those schools like registers in which information was incorporated into the study.

All results were finally compared and analyzed for analysis.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This section shows the results got from the study. It mainly bases on objectives and hypotheses and using different tools such as interviews, questionnaires, observation, focus group discussions and documentary review.

The study was conducted among these different groups in Dar-es-salaam city concerning their knowledge of SSEDp as a policy. The groups included

4.2 The participation of the respondents

30 policy makers with the ministry of education

In this sample 15 females participated and 15 males participated.

-Out of 30 teaching staff and administrators , 5 of them were head teachers 20 were teaching staff ,4 teachers from each school and 5 teaching staff but hold positions of responsibility in school administration one from each school.

The study was gender sensitive as 15 females and 15 males participated here

-60 students from five schools of study where 12 girls came from Jangwani given that it's a girls school, the same with Zanaki secondary school ,there were 12 boys from Azania ,7 boys and 5 girls from Benjamin Mkapa and 7 boys and 5 girls from Dar-es-salaam secondary school. This means that 22 boys and 32 girls participated in the study.

This means that 62 females participated while males were 58. The information is shown in the table below. In all, a total of 120 respondents were got.

Table 1: showing the participation of respondents from the five schools

School	Number of respondents				Total	Percentage
	Ordinary level		Advanced level			
	Males	Females	Male	Females		
Jangwani Girls SS	-	07	-	05	12	20%
Zanaki Girls SS	-	07	-	05	12	20%
Azania Boys SS	07	-	05	-	12	20%
Benjamin Mkapa (mixed) SSS	04	02	04	02	12	20%
Dar-es-salaam	08	04	-	-	12	20%
Total					60	100%

Source: From observation interview and questionnaire research methods presided over by the researcher.

Figure 1: showing the participation of students from the five schools.

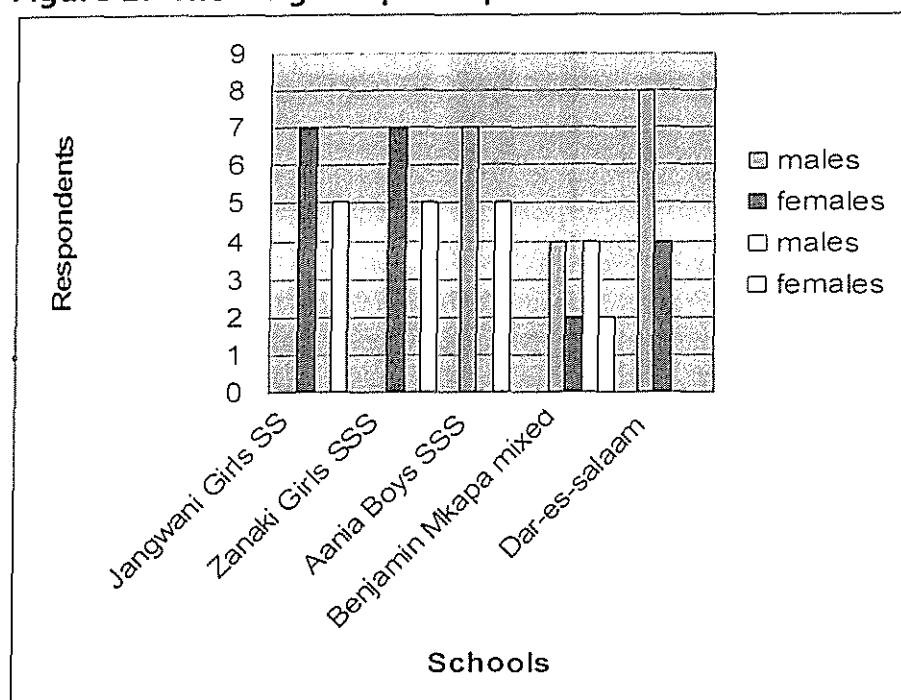


Table 2: Showing the participation of the three groups that participated

Nature of respondents	Number of respondents		Total	Percentage
	Male	Female		
Policy makers from the ministry of education and vocational training	15	15	30	25%
Teaching staff and school administrators	15	15	30	25%
Students from the five schools	28	32	60	50%
Total	58	62	120	100%

Figure 2: Showing the participation of the three groups that participated

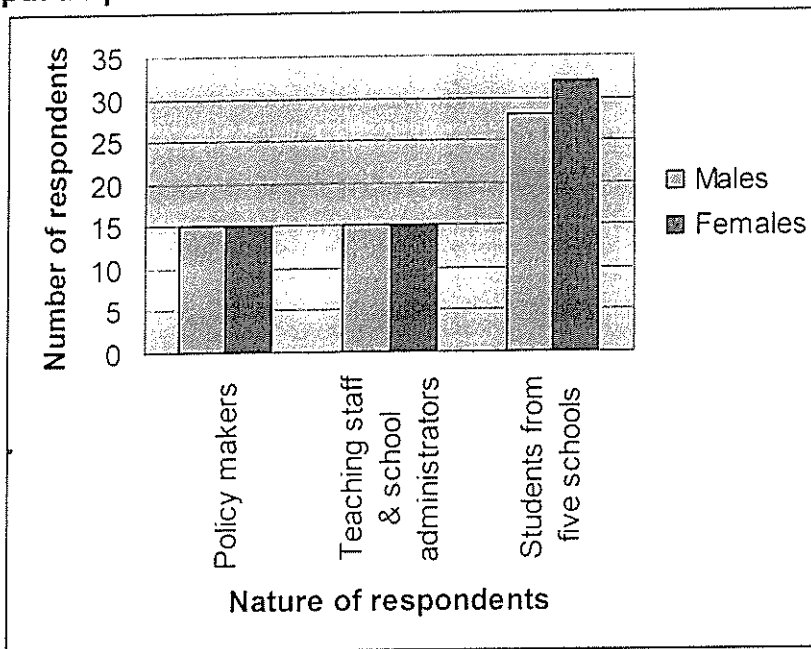
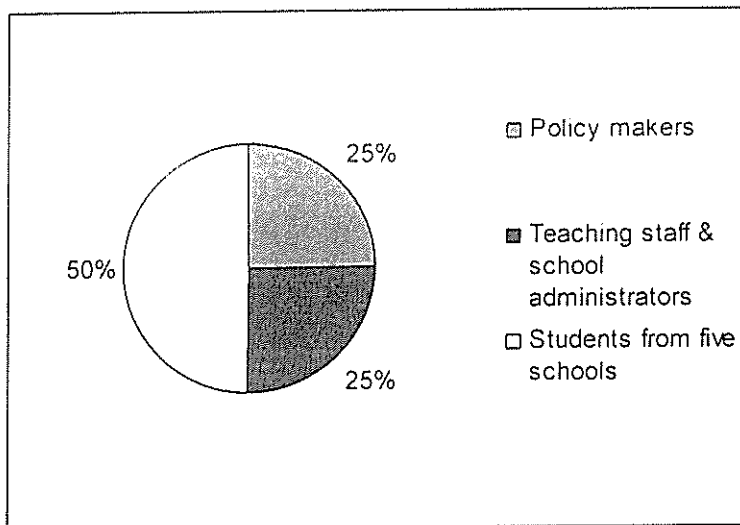


Figure 3: Showing the participation of the three groups that participated



4.3 The field findings

From the field study according to the study objectives, this study investigated the relationship between increased secondary school education enrolment and the quality of education as a result of the launching of the secondary school

education development programme [SSEDP] in Tanzania in the city of Dar-es-salaam. The presentation and discussion of the findings are in relation to the objectives of the study which were; the teachers' capacity to deliver their services professionally, the assessment of the quality and number of learning facilities and ingredients and the number of teaching staff and materials in relation to the number of students and student behavior.

4.3.1 Inadequate number of teaching staff.

From the five schools that participated, this is a common problem because out of 120 respondents that participated, all agreed that teaching staff is inadequate.

In Jangwani Girls with an enrolment of 1200 students have 17 teachers, Zanaki Girls has 2350 students with 30 teachers, Azania boys has 1600 students with 22 teachers, Benjamin Mkapa has 1400 students with 22 teachers and Dar-es-salaam has 1840 students with 26 teachers.

Jangwani has a ratio of 1 teacher to 70 students (1:70)

Zanaki has a ratio of 1 teacher to every 78 students (1:78)

Azania has a ratio of 1 teacher to every 72 students (1:72)

Benjamin has a ratio of 1 teacher to every 66 students (1:66)

And Dar-es-salaam has a ratio of 1 teacher to every 69 students (1:69)

Table 3: Shows the number of teachers in the five schools and students enrolment

Name of school	Number of teachers	Number of students	Teacher student ratio
Jangwani Girls SS	17	1200	1:70
ZANAKI Girls SS	30	2350	1:78
Azania Boys SS	22	1600	1:72
Benjamin Mkapa SS	22	1400	1:66
Dar-es-salaam SS	26	1840	1:69
TOTAL	117	8390	

There is a very high teacher-student ratio.

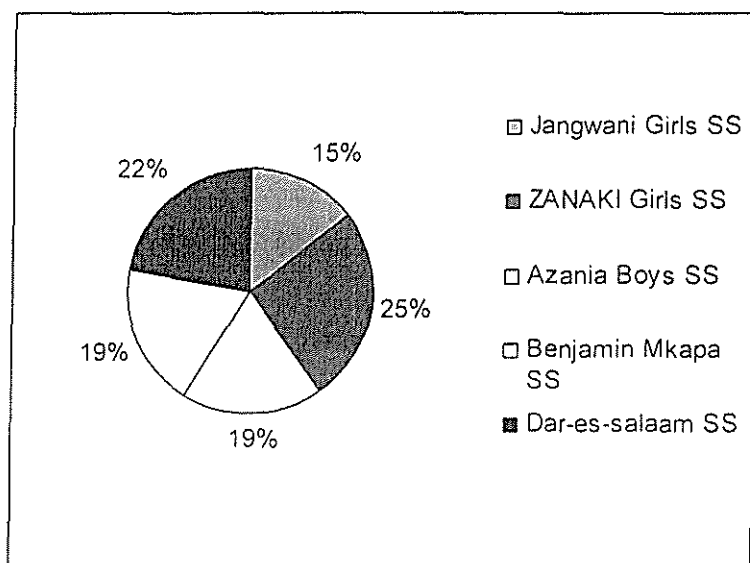
According to school guidelines-ministry of education of peoples united republic of Tanzania (1972) that standard teacher-student ratio was 1:45 for ordinary level and 1:25 for advanced level. Contrary to the above, currently the ratios range from 1:65 to 1:80 for ordinary level and 1:60 to 1:70 for advanced level according to field investigations by the researcher.

Table 4: Shows the distribution of teachers in the five schools of study

Name of school	Number of teachers	Percentages
Jangwani Girls SS	17	14.5%
ZANAKI Girls SS	30	25.7%
Azania Boys SS	22	18.8%
Benjamin Mkapa SS	22	18.8%
Dar-es-salaam SS	26	22.2%
TOTAL	117	100%

Source: From the schools records

Figure 4: Presenting the distribution of teachers in the five schools of study



Source: From the students' records

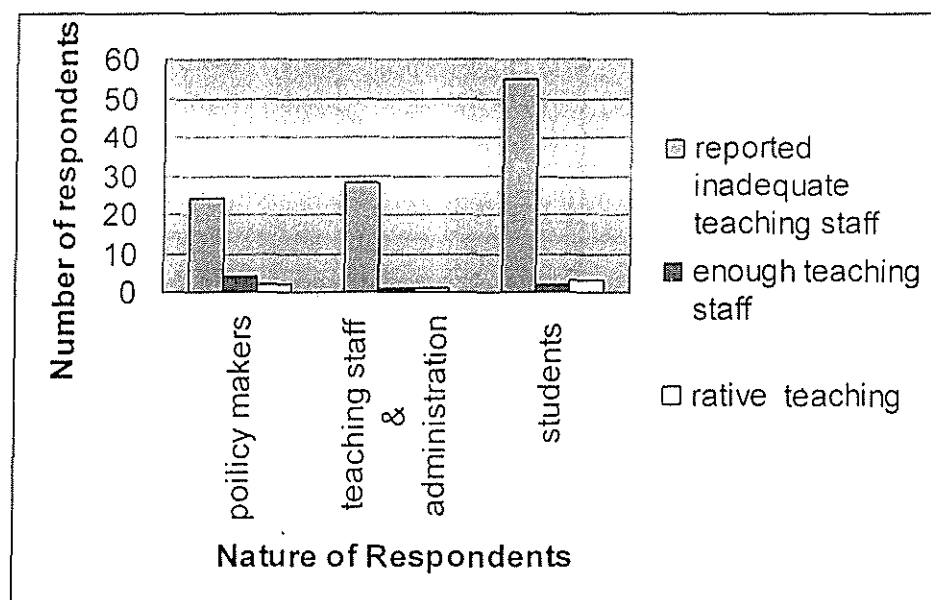
From the records and observation done the respondents raised various views about the number of teaching staff. Some reported that they are not enough; other reported they are enough and the third section reported that the number of teachers is relative.

Table 5: Shows the respondents views about the number of teachers in schools

Respondents	Number of respondents who reported inadequate teaching staff	Reported enough teaching staff	Relative number of teaching staff	Total
Policy makers with the ministry of education and vocational training	24	4	2	30
Teaching staff and administrators	28	1	1	30
Students	55	2	3	60
Total				120

Source: From the questionnaires and interviews presided over by the researcher

Figure 5: Showing the respondents views about the number of teachers in schools



Source: From the questionnaires and interviews presided over by the researcher.

Analysis of the respondents views about the numbers of teaching staff in schools.

From the research investigations done there is a high teacher-student ration which has led to a lot of problems as reflected in poor students performance.

With few teachers and many students, hardly can all the students' pay full attention to teacher's instructions. Some students are very stubborn that if they do not have a close watch by the teacher they hardly study well.

Relatedly, with few teachers students behavior towards learning, interpersonal relations with fellow students that are vital to effective learning can hardly be followed to evaluate each student and device possible ways for academic improvement. One administrator from Zanaki Girls SS where the highest cases of indiscipline were reported perhaps related to few teachers.

The use of license teachers has led to decline in quality of education. They are inexperienced with inadequate professional ethics and values about social and academic issues. It becomes very difficult for them to teach students and perform well. Many respondents from Dar-es-salaam which is a government aided school reported to be experiencing this problem highly.

The change of the curriculum is 2004 by the ministry of education and vocational training (MEVT) to suit the demands of SSEDPC caused more problems in this incidence of few teachers. Commercial subjects like accounts and commerce were merged with mathematics to form commercial arithmetics, agricultural science was merged with biology, physics was merged with chemistry to form physical chemistry and sports was removed from the curriculum. With this very few teachers among the available few can effectively teach the merged subjects.

This perform of teachers becomes poor. Some students hate or are not clever enough to equally perform well in the merged subjects. As a result teachers and students dodge lessons. Even the apparatuses for science subjects are few. This wholesomely leads to poor performance.

4.3.2 Inadequate teaching and learning facilities and materials

From the observation made it was found out that in all the five schools the following were lacking.

Out of the five schools, two schools (Dar-es-salaam, Azania) have libraries but they are too small and not spacious while one school (Benjamin Mkapa) has a spacious library. There is lack of enough text books where students have to share a book. There are around 839 books in all those schools on average.

There are few seats in the five schools of study in Jangwani with 1200 there are 800 seats, Azania with 1600 has 1250 seats, Zanaki has 2350 students with 1800 seats, Benjamin Mkapa has 1400 students with 1000 seats and Dar-es-salaam with 1840 students have 1400 seats. Teachers have inadequate seats.

Out of the five schools, one school (Dar-es-salaam) does not have a laboratory, two schools (Zanaki and Jangwani) have laboratories that can accommodate up to 30 students at the time and one school (Mkapa SS) has a laboratory under construction. Azania shares a laboratory with Jangwani. There is lack of enough apparatuses and chemicals in those laboratories. There are few science teachers and among the available few.

There are inadequate playground and other sports and games facilities. Jangwani and Azania share playgrounds, games like table tennis, basket ball and badminton are enjoyed in all the five schools.

Of the five schools studied, Jangwani Girls has part of advanced level students in the boarding section while ordinary level are all day, the same applies to Zanaki

Girls secondary school. Azania, Benjamin Mkapa and Dar-es-salaam are all day schools. Zanaki just hires hostels that act as dormitories for advanced level students which are distant from the school premises. Jangwani has dormitories but they are not spacious enough for the students. It should be noted that boarding students are those that come from distant places which can not allow them to come from home to attend classes everyday.

In all the five schools are inadequate toilets in Jangwani there are 15 toilet rooms for 1200 students, Azania has 16 toilet rooms with 1600 students, Benjamin Mkapa has 22 toilet rooms for 1400 students and Dar-es-salaam has 18 toilet rooms for 1840 students. The above information above is illustrated in the table below;

Table 6: Shows the availability of teaching facilities and materials

Facility or material	Schools under investigation					Percentage	Total
	A	B	C	D	E		
Laboratories			✓ Z		✓ x	70%	04
Seats	800	1650	950	1050	1600	721%	6050
Libraries		x			✓ x	60%	03
Toilets	15	20	16	22	18		91
Classrooms							
Dormitories			✓ X	x	x	40%	02
Playgrounds	z		✓ Z		✓ x	60%	03

Source: From interviews, observations, questionnaires and schools records

Key

✓	Have
z	share
x	Does not have
A	Jangwani Girls SS
B	Zanaki Girls SS
C	Azania Boys SS
D	Benjamin Mkapa SS
E	Dar-es-salaam mixed SS
SS	Secondary

Analysis of findings about the amount of teaching and learning facilities and materials. From the study findings through observation, questionnaires, interviews, FGDs and documentary review facilities such as laboratories, toilets, dormitories, classrooms, playgrounds among others are either not there or are very inadequate as compared to the number of students, materials like text books, water, seats, chalk, and other stationary are seriously inadequate in the schools of study.

Seats in all the five schools are in adequate which lead to some students study when they are very squeezed on a desk or stand. The table below presents the number of seats available in the five schools of study.

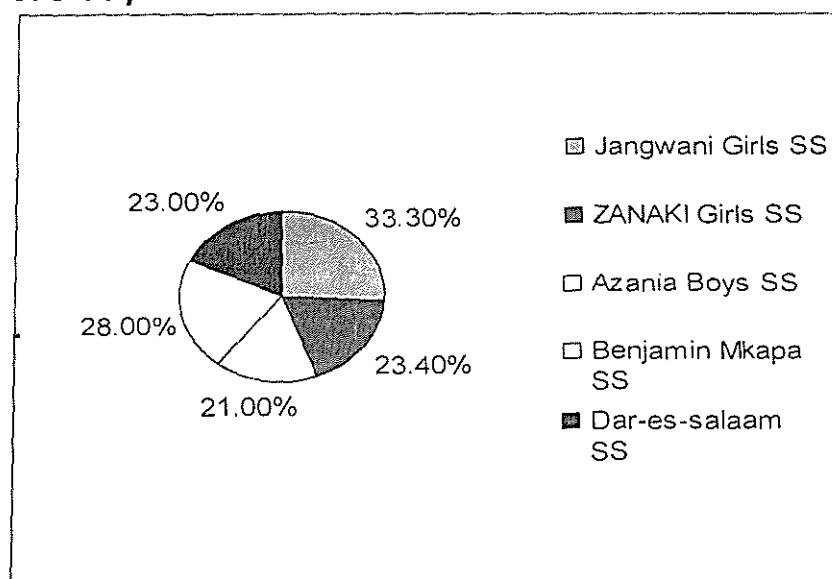
Table 7: Shows the amount of seats in the five schools of study

Name of school	Seats needed	Seats available	Deficit (shortage)	% shortage
Jangwani Girls SS	1200	800	400	33.3%
ZANAKI Girls SS	2350	1800	550	23.4%
Azania Boys SS	1600	1250	350	21%
Benjamin Mkapa SS	1400	1000	400	28%
Dar-es-salaam SS	1840	1400	440	23%
TOTAL				

Source: From observation and schools records from the five schools of study.

From the table Jangwani Girls SS has a shortage of 33%, Zanaki Girls Has 23%, Azania has 21%, Benjamin has 28% and Dar-es-salaam has 23%. This means that percentage shortage shows the percentage number of students who go without seats.

Figure 6 : showing the percentage shortage of seats in the five schools of study



Source: From observation, and schools records from the five schools of study. Lack of enough seats has led to absenteeism of students, paying less concentration to teachers as some of the students learn while standing, fighting and quarrelling between students as they struggle for the few available seats. All these make learning difficult hence a poor performance.

This has eventually led to scheduling of morning and afternoon sessions which still lead to absenteeism from school.

Laboratories are few in the five schools as only two schools (Jangwani and Azania) have laboratories and Benjamin Mkapa has one under construction. This has led to poor performance. These laboratories are poorly facilitated and lack of chemicals and apparatuses to enable students perform well in science subjects. On an unfortunate note some students interviewed revealed that some science teachers lack enough skills to use the available few apparatuses to teach students perform well in science subjects.

Related on the issue of inadequate laboratories and the merging of different subjects in the 2004 new school curriculum to suit SSEDP many students have

developed a negative attitude towards science subjects. The table below shows the responses of students on science subjects.

Table 8: shows students responses on science subjects

School	Number of respondents				Students who like science subjects	Students who dislike science subjects	Original total number of respondents
	O' Level students		A' level students				
	Males	Females	Males	Females			
Jangwani Girls SS		07		05	04	08	12
Zanaki Girls SS		07		05	03	09	12
Azania Girls SS	07		05		04	08	12
Benjamin Mkapa SS	04	02	04	02	05	07	12
Dar-es-salaam Mixed ss	08	04			05	07	12
Total					21	39	60

Source: From interviews and questionnaires presided over by the researcher

About libraries, two schools (Jangwani and Azania) have libraries but they are not spacious enough to accommodate a reasonable number of students. Two schools (Dar-es-salaam and Zanaki) do not have libraries and Benjamin Mkapa have one under construction. Very few books are available in these libraries making studying and learning very difficult. Most of the students interviewed reported that some topics they are examined in the National examinations are not taught to them due to inadequate books and other learning facilities.

There is a general inadequacy of classrooms to enable students learn effectively. Classes that were built to accommodate 50 students now accommodate about 100 students. Students study while squeezed.

There is an inadequacy of toilets. At Jangwani Girls SS with 1200 students have 15 toilet rooms to share thus 80 students have to share one room. Zanaki have 2350 students have 20 toilet rooms where 118 students share one toilet room. The situation has led to poor sanitation standards in those schools where over 90 students averagely from each school suffer hygiene related diseases each month according to the schools records.

Student's behavior and academic performance. From the observation done and interviews plus questions students admitted that their fellows really behave poorly. School administrators also reported the poor students behaviors.

In Jangwani with 1200 students, 500 committee offences monthly of which 50 are punished by suspension, Zanaki with 2350 students, 650 committee offenses of which 80 are punishable by suspension, Azania has monthly of which 20 are punishable by suspension, offenses of which 30 are punishable by suspension and committee offenses of which 80 are punishable by suspension. This information is presented in the table below.

Table 9: Show the behaviors of students in five schools

School	Number of students	No. of students who committee offense	No. of students suspended	% of suspended students among the those who committee offenses	% of students who committee offenses
Jangwani Girls SS	1200	500	50	10%	42%
ZANAKI Girls SS	2350	650	80	12%	28%
Azania Boys SS	1600	420	20	5%	26%
Benjamin Mkapa SS	1400	320	30	9%	23%
Dar-es-salaam SS	1840	480	80	17%	26%
TOTAL	8390	2370	260	11%	28%

Source: From the research data collection methods presided over by the researcher especially interviews with the discipline masters and matrons.

With the information given in the table above its observed that partly students perform poor because many behave poorly thus can hardly concentrate on studies. Some stubborn students fear to ask teachers about issues they do not understand well. This accounts for poor performance.

Some punishments given to students such as suspension keep students at home yet others are studying so by the turn they return they are left behind and eventually perform poorly in the national examinations.

Some students as reported from the interviews lack confidence in license teachers as they minimize them. These students divert the minds of the would

be obedient students and as a result many hardly take seriously once. These students hardly revise books.

The misbehaving students reach an extent of using near by bushes to ease themselves because of few toilet facilities. This is termed as misbehavior leading to suspension of students. From January to February 2006, four students in Dar-es-salaam secondary school were admitted to hospitals suffering from hygiene related diseases. This lay off from studies contributes to poor performance in class. Here disciplinary committees for both students and teachers are made to punish misbehaving students. Matrons and dormitory wardens are selected to follow up the discipline of students.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This study entitled secondary school Education Development Programme (SSEDP) and Academic performance in Tanzania was done on the background that aimed at examining the relationship between the increased secondary school education enrolment and the quality of education as a result of the launching of the SSEDP in Tanzania. This study was based on the following objectives; examining teachers' capacity to deliver materials, guidelines, supervision and monitoring of students' behavior and academic performance in relation to SSEDP, to assess the amount and quality of learning facilities and ingredients like classrooms, toilets, laboratories and dormitories to cope with the pressure of the increasing number of students as a result of the introduction of SSEDP, to assess the number of teaching staff and materials in relation to the number of students enrolled and to assess the students behavior in SSEP schools and their academic performance.

The study established that, there are few teachers as compared to the numbers of students, inadequate teaching and learning materials and facilities such as toilets, classrooms, laboratories, libraries, playgrounds, seats, dormitories among others. Also students behave poorly because teachers are few and therefore hardly monitor their behaviors.

5.2 Recommendations

From the research objectives, questions and findings the researcher recommends the following to be done.

Inadequacy of teaching staff. There should be use of license teachers and they should be given on the job training during holidays. These refresher courses would help them improve on their performance.

The government should increase the salaries of the teachers. This would attract able professionals to the teaching profession to solve the problem of inadequate numbers.

The government should encourage and emphasis the system of morning and afternoon sessions. Morning sessions begin from 8:00am to 12:00pm and afternoon session begins from 1:00pm to 5:00pm. This would enable the few teachers clearly monitor the students.

Inadequacy of teaching and learning facilities and materials. Class should be streamed in order to provide enough space for a conducive studying atmosphere. The slow learning students should be critically grouped to easily be identified for help.

All facilities and materials including classrooms, toilets, libraries, laboratories, playground, books and other stationary should be availed to schools to match the ever increasing numbers.

Allocated time should be increased when streams are used. Difficult subjects especially sciences should be given more time with an aim of increasing students achievement.

Also teachers and school administrators should emphasis the use of engaged time. This includes intensive listening to lessons, participating in class discussions, writing essays or solving maths problem.

The school curriculum should be designed to accommodate all categories of students with different capabilities. Science subjects should be re-designed and syllabi be simplified to easily be understood by students.

The government should make resource centers including libraries and laboratories and be share by schools that are near to each other. For Jangwani and Azania which are near to each other should share facilities like libraries, and laboratories.

The MEVT should employee competent construction companies to build long lasting structures such as toilets, laboratories, libraries, classrooms since it was reported that most building are of poor quality. The government should since loans and donation from world financing institutions such as the World Bank.

Student's behavior. The schools should adopt the following strategies to solve the problem of student's misbehavior.

School prefects and monitors among students should encourage disciplined ones. They should be emphasized to report any kind of misbehavior to relevant authorities following a hierarchy of leadership in schools. Students should be encouraged to counsel their fellow students.

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Disciplinary committees representing teachers and students should be formed and empowered with authority to penalize any misbehaving students.

A general code of conduct should be set through school rules and regulations and given to every student. Periodical reviews through such a code should be done to always remind students what they are prohibited to do.

Parents should work hand in hand with school administrators to ensure the discipline of student's right from homes. Parents should periodically visit the schools to know their children performance and other related issues. Misbehaving students should be punished before their parents or guardians and other students.

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APPENDICES

Appendix A: Questionnaire for school administrators and teaching staff

Dear Respondents

I am a third year student at Kampala International University Kansanga branch, pursuing a Bachelors degree in Arts with Education. As a requirement for that award this study is done as a partial fulfillment.

Its purpose is to investigate the relationship between increased secondary school enrollment and the quality of education as a result of the launching of the secondary school education development programme in Tanzania using Dar-es-salaam city as a case study considering five selected schools.

The results of this study are meant for academic purposes and will confidentially be treated.

Thanks for your co-operation.

Section A (personal identification)

From question 1-5 tick the most appropriate answers.

1. What is your gender?
(i) Male (ii) Female
2. What is your marital status?
(i) Single (iii) Divorced
(ii) Married (iv) widow/widower
3. What is your age group?
(i) 18 – 25yrs (iv) 40 – 47
(ii) 26 – 33yrs (v) above 48

(iii) 34 – 40yr s

4. What is your working experience?

- (i) Below 2years (iv) 9-12 years
- (ii) 3-5years (v) above 12 years
- (iii) 6-8years

5. What is your level of education?

- (i) license teacher (iv) master holder
- (ii) Certificate holder (v) PhD holder
- (iii) Degree holder

Section B

From questions 6-13 answer either yes or No where appropriate by ticking.

6. How many streams do you will enough teaching facilities?

7. Does the school provide you will enough teaching facilities?

- (i) Yes (ii) No

8. Do you teach more than one subject?

- (i) Yes (ii) No

9. Do you face behavior problems among students?

- (i) Yes (ii) No

10. Does the community have a hand in school development?

- (i) Yes (ii) No

11. Do you have other duties assigned to you by your Head Teacher/Head Mistress apart from teaching?

- (i) Yes (ii) No

12. It is difficult at times to be heard by every student when teaching because of high numbers in classes?

- (i) Yes (ii) No

13. Do some schools have poor administration that has partly led to decline in Children's (students) performance?

(i) Yes

(ii) No

Section c

From questions 14-17 answer true or false by ticking in the right box

14. Moral decay has partly led to dropping in quality of education and students performance?

i) True

ii) False

15. Moral Decay is partly due to increased numbers of students where teachers can not effectively monitor their activities

i) True

ii) False

16. Students numbers have increased yet the teaching facilities have not increased leading to difficulties in education.

i) True

ii) False

17. Some teachers are not satisfied with the payments making them reluctant in implementing education matter.

i) True

ii) False

Section D

From question 18 give your views

18. What have the teachers and school administrators done to improve the level of performance of students without first considering government efforts?

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.....
.....

19. How should the arrange of facilities like classrooms and others be done according to your opinion?

.....
.....
.....

20. How can misbehaving students be dealt with?

.....

.....

.....

21. On what criteria are teachers identified, selected and trained to join SSED?

.....

.....

.....

22. What are your recommendations and suggestions

.....

.....

.....

Appendix B:

Section A. (personal identification)

From questions 1-5. Tick the most appropriate answer

1. What is your gender?

(1) Male (11) Female

2. What is your marital status?

(1) Single (111) Divorced

(11) Married (1v) Widow / widow

3. What is your age group?

(1) 20-27 (1V) 44-51

(11) 28-35 (V) 52-58

(111) 36-43 (V1) 59- above

4. What is your working experience?

(1) Below 5 years (111) 11-15 years

(11) 6-10 years (1V) 15- above

5. What is your level of education?

(1) Diploma (1V) Masters

(11) Certificate (V) PhD

(111) Degree

SECTION B

From questions 6-11 answer either true or false where you feel appropriate.

6. Students are performing poorly because of increased numbers

(1) True (11) False

7. With increased number of students per class, their behaviors have deteriorated.

(1) True (11) False

8. Teacher-student ratio is too big hence there are teaching and learning difficulties.

(1) True (11) False

9. School enrolment has increased yet teaching facilities have not , leading to poor teaching and learning process.

(1) True (11) False

10. Moral decay of students is leading to their poor academic performance.
(1) True (11) False

11. Incompetent teaching staff is partly responsible for poor performance in certain schools.
(1) True (11) False

SECTION C

From questions 12-14 answer yes or no and give reasons where necessary.

12. In Kinondoni and Ilala districts have you added building since the launching of SSDEP.
(1) Yes (11) No

(111) Give reasons

13. Are there schools with inadequate teaching staff and other relate detaching facilities?
(1) Yes (11) No
(111) Give reasons

14. Has the community played any role towards SSDEP?
(1) Yes (11) No
(111) what roles if yes?

SECTION D

From questions 15- give your views about the question.

15. How many students should occupy a class room and why?

.

16. What are your criteria of identifying and selecting teachers for SSDEP?

17. What are the government's objectives in introducing SSDEP?

18. What is the government's strategy about student's behavior and welfare?

19. What are your recommendations and suggestions?

Appendix C

SECTION A (PERSONAL IDENTIFICATION)

From questions 1-5 tick the most appropriate answer.

1. What is your gender?

(1) Male (11) Female

2. What is your age group?

(1) 13-16 years (111) 21-24 years
(11) 17-20 years (1V) Above 25 years

3. What is your marital status?

(1) Single (111) Divorced
(11) Married (1V) Widow / Widower

4. What is your class?

(1) Form one (1V) Form four
(11) Form two (V) Form five
(111) Form three (V1) Form six

5. Whom do you stay with at home?

(1) Biological parents (1V) Relative
(11) Father only (V) Friends
(111) Mother only

SECTION B

From questions 6-11 answer either yes or No by ticking the most appropriate option.

6. Are you convenient with the number of your fellow students in class?

(1) Yes (11) No

7. Student's poor behavior has partly led to poor performance.

(1) Yes (11) No

8. Does your school have enough essential facilities to enable you study well?

(1) Yes (11) No

9. Are satisfied with the capabilities of all your teachers?

(1) Yes (11) No

10. Are you just forced to come to school?

(1) Yes (11) No

11. Do you like schooling?

(1) Yes (11) No

SECTION C

From questions 12-15 answer by giving your own opinions

12. What are the major problems that lead to your failure as a result of SSED?

13. What has led to the poor behaviors of students?

14. What has your school done to improve the performance of students?

15. What are your suggestions in improving SSED?



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FACULTY OF EDUCATION

December 11, 2006

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

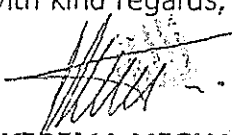
This is to introduce to you Mr. ~~MS~~ DORIS LUKWARE Registration No. BAE/7761/51/DF who is a student of our University in the Faculty of Education.

He/she is undertaking a resource project which requires your input as part fulfillment for the completion of his/her programme of study.

I kindly request you to avail him/her with all the necessary assistance.

Thank You.

With kind regards,


OKIRIMA MICHAEL
DEAN, Faculty of Education
Kampala International University

Regional Map of Dar es Salaam

Government of the United Republic of Tanzania

