QUALITY OF EDUCATION PRACTICES IN TANZANIA: A CASE OF COMMUNITY SECONDARY SCHOOLS IN ARUSHA DISTRICT COUNCIL

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CERTIFICATION

The undersigned certifies that have read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled "Quality of Education Practices in Tanzania: A Case of Community Secondary Schools in Arusha District Council," in partial fulfillment of the requirements for the award of Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Catherine Mollel

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DEDICATION

I dedicate this work to my lovely family.

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ABSTRACT

This study explored quality of education practices in Tanzania, using community secondary Schools in Arusha District council as a case study. The study intended to: to examine the indicators of quality education in Arusha District Council community secondary schools; examine how schools have been working to attain quality of education among community secondary schools in Arusha District Council, and find out what should be done by the schools to attain quality education in Arusha District Council community secondary schools. The study employed both quantitative and qualitative approaches. The data collection involved 83 respondents reached through questionnaires and interviews. The findings indicated that the community and teachers in Arusha District are aware of the indicators of quality education such as textbooks, nutrition and infrastructure also the study indicated the practice to attain quality education in the district are hindered by the problem of science laboratory and science text books, furthermore the study recommended on the strategies that could improve the quality of education in Arusha to be: reviewing TRCs (as the centers function to improve teaching abilities), improve fundraising, improve teachers' motivations and parent school relationship. Recommendations to improve the quality of education in the district are attached.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
COBET	Complementary Basic Education in Tanzania
HIV	Human Immune Deficiency Virus
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NSGRP	National Strategy for Growth and Reduction of Poverty
PMORALG	Prime Minister's Office Regional Administration and Local Government
PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for Social Sciences
TRA	Tanzania Revenue Authority
TRC	Teachers Resource Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1 Introduction

The major aim of giving education to all Tanzanians is to provide them with a concrete and reliable basis for a self-reliant life. Since independence education has always been seen as the core of national development. The major aim was an assessment of materials and physical facilities situation in Tanzanian community secondary schools in trying to answer whether resources for successful teaching are available in the schools and they conform to the framework of quality education provision. Since independence Tanzanian educational system had gone through a number of significant changes. In 1962 the development plan and the expansion of secondary education, further, the abolition of racial discrimination and establishment of a single education system. In 1964 introduction of five years development plans, there were objectives were education of the country had met.

Tanzania has been striving to expand secondary education since independence in 1961 to date, guided with differences policy stances over time. However, the expansion strategies have been coupled with various education problems and challenges for planning. Education is one of the largest contributors of the national economic performance and human advancement and therefore requires greater commitment than other development activities Fisman and Roberta (2002), it also needs skilled and highly trained and dedicated staff, quality curriculum, infrastructure and adequate teaching and learning materials.

To provide all those resources, government, communities, parents and other educational stakeholders must have commitment to the educational sector Basaya, (2004). Expansion and quality are linked but it appears to be little agreement about how this link operates and even how it can be strengthened. This is emphasized within World Bank documents for example with one saying that, "There is a little point expanding accessing to education unless there is reasonably quality World Bank (2002) in Tanzania. This complex relationship between expansion and quality has become somewhat simplified as it has already increased secondary education enrolment rate, this must surely make us to ask questions whether quality or not, but also the quality of education can be improved from the current position.

Writing on quality education Osaki (2009) asserts that quality education is one which the intension of education are reasonable and up to date in which the education system from policy formulation, design and development of curricular and syllabuses as well as teaching, learning and assessment are working effectively in the similar vein, Dividson (2004) argues that, quality of education refers to the overall running of education system and the schools themselves alongside the experiences undergone by the various actors within the system and the schools,

In Tanzania for example , when discussing the issues of quality education , it necessary not to leave aside the issues of work load , the low level of salaries and denial of teachers rights. In this regard this study attempts to explore in detail the expansion relation to quality education development in Tanzania has been guided by both macro- economic and sectorial policies. The Education training policy was

boosted by two macro-economic policies which were formulated late in the late 1990's namely the poverty reduction paper and Tanzania development vision 2025. A part from such policy, the government has forgotten ahead by giving education top priority in resources allocation. The challenges educational sector is facing are to ensure effective utilization and accountability of increasing utilization and accountability of increasing funding for provision of quality education.

It is true that the most fundamental objectives of education is the development of human dignity and self-realization within community Blaug (1968) and Becker (1993) argued that educational one form of human capital necessary for transforming nature into a most suitable for human utility. Educational is seen as essential for the full accomplishment of individuals as human beings their survival and lifelong development Kratt (2001) there are enough evidence to show that individuals and society consider schooling and education in general as investment above all, educational contributes to increase productivity Galabawa (2005).

The secondary education development plan is in three phases of five years each. The first phase started in 2004 – 2009. The plan considers that if Tanzania is to achieve higher levels of economic growth and productivity it has to adequately invest in education system and the economy.

1.2 Background to the Problem

African countries, including Tanzania have quest for quality education, because education is the pivot for national development. Quality education is necessary for

production of effective and efficient workforce for enhancement of national development issues. Education quality assurance is a continuous and challenging process. It is so because the world is not static, it is changing. One has to struggle for quality education to enable the graduates/schools leavers to face challenges and live successfully in the contemporary society, Paulina (2012).

Sub-Saharan African countries including Tanzania lag behind any other developing region in the world in terms of quality education, for example on average, 30 per cent of the children are still out of school. The average enrollment ratio in all developing regions is 88 per cent, which is staggeringly high compared to the low enrollment ratio in some African countries, (Joseph, 2009). To ensure quality education Tanzania since her independence has been making efforts to implement quality education. Strategies, programmes and education development plans have been developed since then to improve the quality of Tanzania education. The aim of this research is to examine the impacts of Secondary Development Plan Phase I, on the Quality of Secondary Education in Tanzania government schools.

The Secondary Education Development Programme I (SEDP) was implemented between 2004 and 2009, building on the national goals of secondary education provision. It also builds on national and international reforms regarding the education sector which have taken place in the last 15 years. Some of these reforms are based on key policy documents such as the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP) commonly referred as MKUKUTA in Kiswahili acronyms.

The Education and Training Policy of 1995, the Education Sector Development Programme ESDP, (2001) and the Millennium Development Goals (MDGs). The overall objectives of SEDP 1 were to improve access with equity, quality and management of delivering secondary education in Tanzania. Review of SEDP I, implementation has shown that the programme was most successful in improving access and equality. The number of secondary schools has more than tripled between 2004 and 2009 to serve different underserved communities and so has the number of enrollees. Despite these successes, there have been a number of challenges facing the Tanzania Education Sector, thus hindering the quality of secondary education.

1.3 Statement of the Problem

Education is expected to produce graduates who are able to thrive in a fast changing world, meet challenges and solve problems, be entrepreneurial and create jobs, be critical and active citizens. The quality of secondary education in Tanzania is improving, significant achievements were recorded during the phase I of Secondary Education Development Plan SEDP, (2004–2009), the key achievements in the education sector include increased enrolment of both girls and boys at all levels of education, others achievements are also seen in terms of increased numbers of teachers and educational institutions.

However, there are still many challenges facing the Tanzania secondary education. For example in Arusha secondary schools, curriculum is overloaded, poor supply of textbooks and other teaching and learning materials, low teachers qualifications and poor teaching abilities, low utilization rates for teachers, poor physical facilities, low

number of hours-on-task by the students, inadequate financing of the community secondary education sub-sector compared to others.

The above matrixes cannot prepare students to be well around in education. Thus, as explained in the philosophy of EFA (2002), quality of education in community secondary schools is questionable. An investigation is called to assess the qualities in communities' secondary schools in Arusha and suggest on how the quality education can be delivered in those schools.

1.4 Main Objectives

To examine the impacts of Secondary Education Development Programme I (SEDP) and other educational programmes on the quality of community secondary schools in Tanzania.

1.5 Specific objectives

i). To examine the indicators of quality education in Arusha District Council community secondary schools,

ii). To examine how schools have been working to attain quality of education among community secondary schools in Arusha District Council, and

iii). To establish what should be done by the schools to attain quality education in Arusha District Council community secondary schools.

1.6 Research Questions

i). What are the indicators frameworks of quality education in Arusha District Council community secondary schools?

ii). How schools have been working in attaining quality practices of education among community secondary schools in Arusha District Council?

iii). What strategies should be done by the schools to attain quality education in Arusha District Council community secondary schools?

1.7 Significance of the study

The study will add up the literature materials on the topic influence of quality education in community secondary schools. Theoretically the result of the study will increase the awareness and improve the situation of quality education in community schools. The study will pave the way to other researchers to launch more research on factors influencing quality of education in community secondary schools. The study will inform the education stakeholders on the strategies to improve quality of education in the district. The suggestions and implications of this study will provide input for policy makers to apply required strategies for quality education to community secondary schools.

1.8 Limitation of the Study

The current researcher experienced some difficulties in a course of doing research. The first was the distance in which the research sites were located. This made the researcher to increase the transport budget thus this increased the expenditure of the research given that the researcher used to sponsor herself. The second challenge the researcher encountered was the reluctant of the respondents to fill the questionnaire as they sought it was not important to them. This made the researcher to re plan the data collection strategies by identifying other potential respondents and in other cases

to make close follow up; this therefore increased the time for data collection. Relation with the respondents which had earlier exited assisted to reach the respondents who were identified in the second plan.

1.9 Definition of Key Terms

Access in education is the ability of all people to have chance in education, regardless of their social, status, ethnic, background or physical disabilities in this study, access is a ways were by the society gets quality education equally.

Education is the importing of knowledge, skills, attitudes, developing the power of reasoning and judgment and the whole process of preparing someone intellectually for mature life.

Quality education is the education which fulfills the desired standards of skills or knowledge suitable for the time being.

Planning is the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goal, (www.InvestorWords.com - Online Investing Glossary). In this study, planning will be used as a process or an action that the school administration will plan and be implemented by the whole school community so as to achieve the predetermined school goals.

Education Planning: according to Anderson and Bowman, (1967) define Education planning as the process of preparing a set of decisions for future action pertaining to education.

Equity in education is the study and achievement of fairness in education. The study of educational equity is often linked with the study of excellence and equity. Fairness is often equated with equality, but equity deals with accommodating and meeting the specific needs of specific individuals. Open distance learning is literally learning at a distance. This means that there is no regular face-to-face contact with lecturers and students (en.wikipedia.org/wiki/Education_policy)

Stakeholders is a person, group or organization that has interest or concern in an organization Parastatal sectors are an entity of an organization or industry, especially in some African countries, having some political authority and serving the state indirectly.

Capitation grant is the amount of money paid to primary and post primary schools and is based on the number of recognized pupils enrolled in the schools. Capitation grants are paid at the rate applicable at the time the grant is issued.

Service quality is a measure of the degree to which customer expectations matches the experience of the service delivered Lewis, (1990). It is a customer's overall impression of an organization's services service in terms of relative superiority Johnston, (1995).

Decentralization is defined as the transfer of authority to plan, make decisions and manage public functions from a higher level of government to any individual, organization or agency at a lower level, involving delegation of power or authority

from the central government to the periphery. It affects the governance, management and accountability arrangements of education systems Rondinelli, (1981).

Educational management as ‘an executive function for carrying out agreed policy’. He differentiates management from educational leadership which has ‘at its core the responsibility for policy formulation and, where appropriate, organizational transformation’ Bolam (1999).

1.10 Conceptual Framework

This study is informed by various literatures that there is need to maintaining good practice if the schools need to attain the quality education. Since the community and the entire schools may differ in the way they rate the quality there is need of accepting the standard measure that can be adhered to, in assessing quality of education, for example, the academic achievement. So in order to understand quality education practice there is need to study the indicators that are perceived to be measure of the quality education such as student book ratio, the facilities for teaching, the teacher student ratio. Second variable was the practice the school are striving to attain quality, this would involve seeing, what are the support to students to learn like nutrition, the training of teachers to sharpen their teaching abilities and the teacher profession development. Lastly, was the strategies that school could use to improve quality this would include the fundraising programme, strengthening the TRCs, strengthening the parents school relationship and school inspection strengthening. In short, one would only understand the quality of education practice, if is guided to study the stated variables (indicators of quality education, practices the

schools are doing to attain and maintain quality and; the strategies that the schools could employ to attain quality education).

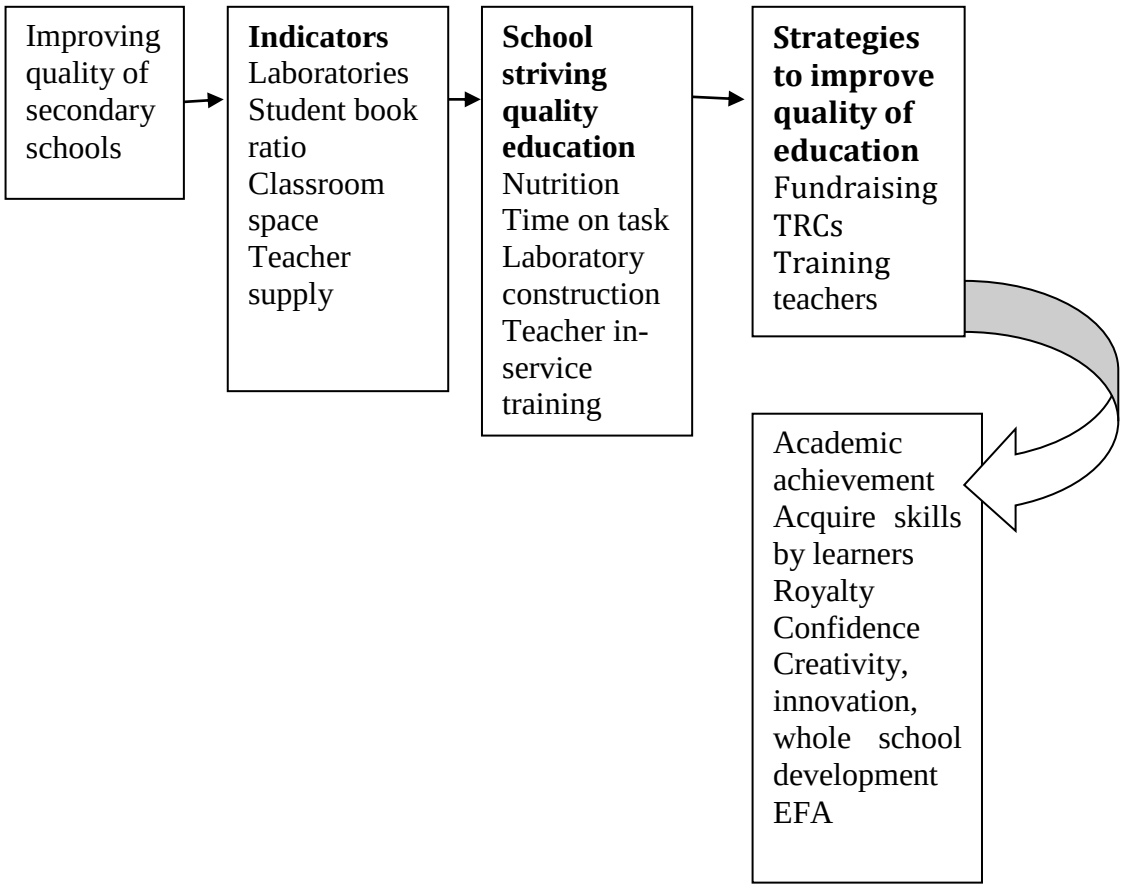

Figure 1.1: Studying the Quality of Education Practices in Secondary Schools

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter covers the theoretical framework of the study, which includes theories and concepts relating to the Education Development Plan as well as quality of education in community secondary schools. It also reviewed the empirical studies related to the Secondary education in community secondary schools.

2.2 Indicators of Quality Education in Tanzania Community Secondary Schools

2.2.1 Relationship between the Increase in Number of Students and the Increase/Availability of School Buildings (Classes, Staff Houses, Laboratory and Latrines)

There are various measures of school resources, some of which have direct bearing on learner performance (such as library books), while others are indicative of the school environment more generally (such as sanitation quality). As one would expect, the distribution of school resources across provinces, school locations, and socioeconomic quintiles is by no means equal (Spaull, 2012).

According to (Jidamva, 2012) access to secondary school education has increased. The increase has led to an imbalance with the resources available (Makombe et al., 2010). Large or overcrowded classes are among the imbalances caused by the increase in enrolment. According to the Ministry of Education and Vocational

Training, a normal class size in secondary schools comprises a maximum of 40 students. However, this is not the reality in schools, researches have shown that in most of community secondary schools classes are exceeding 40 students because of lack of classrooms and lack of teachers. Also newly constructed schools are having too few classrooms to accommodate the increasing number of students selected to join community secondary schools. Teachers reported that lack of classrooms caused overcrowding in schools Jidamva, (2012).

The non-availability of science apparatus in schools is a serious issue in the teaching of these subjects. These subjects depend heavily on experiments for students to be able to acquire practical skills. If schools lack the apparatus, what is the future of science in Tanzania? Jidamva (2012) reported that. "In this school there are neither laboratories nor equipment for students to do experiments; instead they teach science using the alternative to practical mode". This is too theoretical as students can't see the results of the experiment.

TAMASHA in partnership with Twaweza (2010) carried a survey on education quality in secondary school in Tanzania. The districts covered were Arusha Urban, Iringa Urban, Kisarawe, Longido, Magu, Makete, Musoma Rural and Temeke. The findings showed that materials and equipment are in very short supply, there were no desks and no books. There were no posters or pictures or other teaching aids on the wall. Even in some secondary schools, like Mlandege in Iringa, students are also sitting on the floor. It further revealed that, if students had books to read at least it could compensate to some extent for the shortage of teachers. Unfortunately, books

seemed to be a rare commodity in nearly all schools despite the SEDP goal of one textbook in every subject for every student. Even the school libraries had no books. Library has become just another word for reading room, where pupils can sit and study their exercise books. In their recommendations for improving the quality of education, books were the second most important item after teachers (recommended by 20% of respondents) followed by school equipment including desks.

2.2.2 Relationship between Number of Students and the Availability of Teaching and Learning Materials

The Tanzania Education (Network 2012) conducted a research on The Quality of Teaching, Learning, and Application of Science, Mathematics, and English in the Education Sector (Hakielimu, 2007). The results showed that schooling is not translating into learning. Billions of dollars are wasted each year. They recommend that: We need to shed our obsession with counting schooling inputs and instead focus squarely on learning outcomes, on what children are learning. The question now is not how many classrooms have we built. Teaching must focus on an individual learner (Hakielimu, 2007). While lots of things are important, we need to prioritize on the most important factors that make a big difference in quality learning, such as motivating teachers and holding them accountable, and creating an environment for children that is engaging and interactive (URT 2010). The MoEVT and PMORALG should improve provision of the teaching and learning materials and classroom equipment (text books and other teaching materials, such as desks (URT 2008). The MOEVT and PMORALG should allocate enough resources for Schools inspection and monitoring & evaluation as a yardstick for ensuring quality education.

In order to provide quality education government should ensure each school has a library and science laboratory for secondary and especially for secondary schools (Sumra, 2006). Teaching materials are the instructional materials used to support students and teachers in the whole process of teaching and learning. They include textbooks, teacher's lesson plans and other related resources responsible to facilitate the teaching activities, For the case of this study, teaching materials refers to; teaching aids that class room teachers use to help their students learn quickly and thoroughly.

Impact of textbook availability, previous education production function studies have found that the educational returns to textbooks are large and significant in South Africa (Van der Berg & Louw, 2006) & (Gustafson, 2007) and Sub-Saharan Africa (The learner reading regressions show that learners who have their own reading textbook, or share with not more than one learner, perform moderately to substantially better than learners who have to share their textbooks with more than one learner. Researchers show that, 71.3% of learners in the wealthiest quintile of schools have their own reading textbooks, compared to only 28.8% of learners in the poorest four school quintiles. Given that the reading performance gains to reading textbooks are only evident when learners either have their own textbook or share with not more than one other, policy should focus on ensuring that no learner need share with more than one learner (Spaull, 2012).

In secondary schools, lack of teaching and learning materials is the most recurring challenge among secondary schools in this study. Teachers are clamming that poor

quality of education is caused by lack of teaching and learning materials. The unavailability of instructional materials and lack of creative skills to fabricate have led to poor teaching, which has greatly affected the quality of education in secondary schools.

The unavailability refers to lack of such materials that are supplied by the government and/or other agencies. These include text books, laboratory equipment and other similar materials that need financial support to be able to purchase them. Teachers clamming that the student-book ratio in some subjects cannot be defined as books are not sufficient to enable students to access and read (Jidamva, 2012). The school has no library and few (10) commerce text books so it is difficult to distribute them to students in class. Teachers are giving notes to students as the only source of information as they cannot get books to read in school. Many of these notices have been poorly prepared because they are noted edited and as time goes on chain of mistakes in the notices are passed over to the next class, thus causing confusion and misunderstanding of subject concepts.

2.2.3 The needs and the Actual Number of Qualified and Professional Teachers in the Community Secondary School

Various writers' shows how teachers are the important inputs in the education process. Thus how they are recruited and trained is very important as the quality education requires more body of knowledge (URT 2008). Therefore, failure to invest in teachers, the provision of education services will be of low quality, as there will not adequate qualified teachers. (Oxfam, 2007). Untrained teachers are reported to

exist in some schools where trained teachers were missing. An untrained teacher meant persons who have not been trained in teaching but still are employed in schools to teach. There two types of untrained teachers: those who completed a general degree and those who just completed form six (upper secondary education). The untrained teachers are employed to cover the lack of trained teachers in schools (Jidamva 2012). It is noted that the teaching and educating is the duty of teachers, teachers quality determines the quality of people trained. Implementation of quality education means that teachers put forward higher requirements on the quality of teachers not only have a noble spirit and passion for the cause, but also has a modern quality (Hakielim 2010). It requires teacher to establish a correct outlook on education, quality education and personnel training, and enhance the consciousness of the implementation of quality education (UNESCO, 2010).

A total of 3,488 licensed and retired teachers were contracted, as a temporary measure, to curb the problem of insufficient numbers of secondary school teachers. The process will continue until there are enough qualified teachers to fill all the necessary vacancies (URT 2008). When strategic plan was developed, instruction is one of the three strategic directions. In the event it both provided a key focus for the school growth plan and the meaningful link for teachers (Oxfam, 2007. Indeed, the majority of schools focus most of their goals on class room improvement through teacher's qualifications. (Fink, 2010). Quality of education depends on a number of various factors such as teacher supply and competence. In most of the sub- Saharan countries including Tanzania have a shortage of qualified teachers. Apparently, these countries have not succeeded in providing adequate pre- service training facilities to

meet demand, current and future. Also teacher shortages seen to be more acute in remote rural areas compared to urban areas (Oxfam, 2007), Mrutu,(2014).

This was also addressed by other authors that, quality education is also addressed through the teachers continued professional development (Fink, 2010). This implies that there should be in service programmes organized for teachers to enhance their competence and Performance (URT 2008). These could be short or long term in nature. It is noted that teacher education is a continuing process that must be extended throughout the individual's year of actual teaching. As with other professionals, teachers have a responsibility, to themselves and to their profession to deepen their knowledge, extend their professional skills, and keep themselves up to date on major developments affecting their profession (Dickson, 2009).

In Tanzania, the proportion of under-qualified teachers remains a challenge in terms of the quality of community secondary education (Wedgwood, 2007). The government has launched short training courses for secondary school leavers 'temporary licensed' who aspire to be teachers so that they could increase the number of teachers needed and fill the shortage of teachers in the country.

According to (Hakielimu, 2011) and (Wedgwood, 2007) the programme has helped to supply teachers, especially in wards established community secondary schools, but was not taken into consideration in the fact that the short courses that were offered could not actually guarantee production of competent teachers, especially if the ones taking the course did not actually perform well in their upper secondary

examinations (Makombe, 2010). This program, therefore, has increased the number of teachers in secondary schools who are ill-prepared and lack standards of teaching (Hakielimu, 2007) and (Makombe, 2010), but an attempt to replace all poorly trained teachers is not a solution, as newly employed teachers are also inadequately. Despite that the introduction of form VI leaver teachers commonly called 'licensed teachers' has been criticized for affecting the quality of secondary school education in prepared to face the challenges in school and in teaching (Wedgwood, 2007).

Teacher professional development, therefore, has been viewed as a promising intervention for transforming the quality of in-service teachers (Goldschmidt, 2010), Anangisye (2009).This argument is also in line with (Bozkurt, 2012), who argued that in-service training has been viewed by many countries as the key element in strategies to raise the quality of education. Also in-service teacher training programms enable teachers to become highly qualified by improving, increasing and advancing their knowledge through a better understanding of effective teaching strategies (Makombe, 2010). The programmes can enable in-service teachers to become successful in their profession and be able to develop professionalism and skills of lifelong learning. The programmes can also increase their adaptation to innovations and improve their performances to meet the students' needs (Buczynski, 2010).

In these lines of thinking, teacher professional development is considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. According to (Buczynski, 2010),

in-service teacher professional development means the occupational instructions intended to equip teachers with tools and resources necessary to provide quality teaching. It signifies a process aimed at promoting professional knowledge, where personal experiences are 50 uncovered and shared (Dembélé, 2007) also defined professional development as pedagogical renewal meaning planned qualitative change towards desirable teaching practice that ensures the achievement of the expected learning outcome.

The qualitative change in this definition is the process in which teacher's knowledge and skills, understanding and commitments are developed and enhanced. But with the lack of teachers in secondary schools in Tanzania is pedagogical renewal possible? How can it be done? (Komba, 2008). It is almost impossible to take back to colleges and universities all teachers that are conceived poorly trained (Komba, 2008). Professional development programmes in the form of workshops, seminars, subject panels, and short courses are focused on increasing content and pedagogical knowledge (Goldschmidt, 2010).

The outcome from teacher training is improved practice and expertise among teachers, although differences in modes and program of delivery may also exist. Depending on the organizations, teacher professional development courses are offered at schools, teacher colleges or resource centres. Resource centers are places where teachers meet, access reading and teaching and learning materials and discuss issues related to their profession (Komba, 2008). School based professional development programs include team teaching, coaching and mentoring which are

done in schools (Hardman, 2012). In teacher resource centre or clusters, professional developments are offered in the form of seminars, workshops and subject panels where specialists from teacher training colleges or universities are invited to offer training (Komba, 2008). These are more formal than school-based courses, where teachers are trained through different programs aimed at improving content and methods of teaching. However, they are supported by different informal practices, including debate and focused and reflective discussion aimed at sharing experiences and improving teacher quality (Komba, 2008).

In view of their importance, teacher professional development programmes in Tanzania seem to be a forgotten agenda and are given less attention (Wedgwood, 2005). Despite the emphasis on the education and training policy documents (1995), the implementation is ad-hoc, and few teachers are involved, making the impact of such training invisible (Komba 2008). In addition, different programmes that were introduced for teacher professional development ended towards the end of the host project.

The government, through the 52 Ministries responsible for education, has the role of providing guiding policies and finance to run the training (URT 2010). Teacher training colleges and universities have the role of identifying trainers, developing modules and other training materials and conducting the training of teachers. Local authorities have the role of supporting the training by providing the necessary resources including training centres (Hardman, 2012, whilst schools have to perform supervision, monitoring and evaluation of teachers in their daily teaching. The

teacher is left with the role of being proactive and motivated in seeking opportunities for professional development.

The secondary schools that perform highest in the national examinations employ better-trained teachers, including experienced graduates. Higher pay and efficient school management attract the higher qualified teachers to non-government schools and seminaries. Of all teachers who have a university degree, 58 percent work in non-government schools and of all Bachelor of Arts and Bachelor of Science graduates with education degrees, 75 percent are absorbed in this sector. Most of the rest teach in government schools, with the result that very few are in the community-built schools (Chapman, 2005).

When focus on teaching, the improvement of learning teachers, value and beliefs are more important hence enabling vision that placed teaching issues and children's interest at the fore front. School development planning as a process in itself is insufficient to endanger meaningful teacher commitment because teachers generally derive meaningful from their work in the classroom (Hakielimu, 2012).

2.3 Effort Done to Attain Quality Education in Tanzania Community Secondary schools

2.3.1 Education Development Plan

The Secondary Education Development Plan SEDP I, was implemented in 2004 - 2009. The Plan was developed within the context of the broad Education Sector Development Programme and the Secondary Education Master Plan. The pivotal role

of education in national development cannot be over emphasized. It is now axiomatic that if Tanzania is to achieve higher levels of economic growth and productivity it has to adequately invest in education, and in secondary education in particular due to the huge multiplier effects on the education system and the economy as a whole.

This Plan outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, and quality and management issues. SEDP also addresses the Government's policy on decentralization of the management of delivery of social services, including education and focuses also on capacity building for the central government in order to improve execution of its core functions of policy formulation, provision of a responsive regulatory framework, quality assurance, and improved monitoring and evaluation. It was a visionary plan with projections of up to 2010 to achieve 50 per cent primary-secondary transition rate that may translate into having over 500,000 pupils joining Form 1 in secondary schools annually which would be about five times the current rate.

This will dramatically change the outlook of secondary education in the country with forms 1 - 6 enrolment in Tanzania secondary schools reaching above 2,000,000 by 2010 compared to 345,000 in 2003.The overall goal of the plan was to increase the proportion of Tanzania youths completing secondary education with acceptable learning outcomes. The Plan has five Programme areas as follows: Access improvement; Equity improvement; Quality improvement; Management reforms; Education management system improvement.

2.3.2 Access Improvement

The goal was to reach 50 per cent cohort participation and transition rate from primary to secondary education by 2010. This was to be achieved through: - Optimum utilization of teachers, tutors and physical facilities Expansion of school facilities, especially in underserved areas Support to the non-Government Sector Expansion of Form 5 and 6, by increasing Form 5 intakes more than five times by the plan period. Expansion of Open and Distance Learning reduction of dropout, repetition, and failure rates at all levels, improving affordability by reduction of household education costs.

It should also be noted that, orphanage also forced children to drop out of school. In 2012, a total of 571,908 (6.9%) primary pupils and 177,465 (9.4%) secondary students were orphans having lost one of their parents, while 210,075 (2.5%) primary pupils and 82,774 (4.4%) secondary students had lost both parents. In fact the access to education for these orphans is very delicate. This contributes to the fact that, some orphans are also forced to take care of their siblings or even to assume responsibility as the head of their household hence affect their regular attendance.

2.3.3 Equity improvement

The overall goal was to ensure equity of participation in underserved areas by geographical locations, gender, and income inequalities. This was to be achieved through: Allocating more resources in education to underserved areas; Scholarships to pupils from poor families; Improvement of retention and performance of girls; Improvement of facilities in schools with disabled children; Improvement of

education provision for the marginalized social groups. Reduction of school fees for day students.

There has been some improvement in equity in the education system. In 2012 the enrolment of girls in secondary, folk and vocational education and training, technical education, teacher education and higher education was high with the exception of pre- primary and primary schools as compared to 2011. Despite the improvement in enrolment of girls at all levels in 2012, the number of boys at all levels was higher than that of girls except for primary education (4,160,892 girls and 4,086,280 boys).

In 2012, enrolment of female COBET learners is lower (49%) compared to that of male (54.1%). Pass rates for the Primary School Leaving Examination (PSLE), was low for girls in 2011 (54.5% for girls and 62.5% for boys) as it was in 2010 (48.3% for girls and 59.0% for boys).Due to this there has also been a decrease on the transition rate for girls from primary to secondary education in 2012 whereby 49.4% were girls compared 56.5% boys. Regarding the issue of pass rate subject wise, in both Form 4 and Form 6 examinations held in 2011 and 2012 respectively, the performance of boys in all subjects was higher than that of girls except for General studies and English in Form 6 examinations. Therefore, there is a need to find solutions to improve the performance of girls including strengthening science camps for girls.

Equity issues also affected Learning environments. This area includes distribution of resources including capitation grants and deployment and retention of teachers

especially in difficult and hard-to-reach areas. To improve provision of inclusive education at primary level the Government creates friendly learning environment including provision of teaching and learning materials and assistive devices to children with disabilities.

2.3.4 Quality improvement

Quality improvement focuses on improved teaching approaches and methods in classrooms. It ensures the availability of quality teaching and learning materials and necessary support for maintaining educational standards, Babyegeya (2002). The overall aim of the plan was to raise the pass rate, of Division I - III, from the current 36 percent to 70 percent. Strategies include: - (i) In-service courses for up-grading and continuous professional development of teachers; (ii) Improving entry qualifications of candidates for diplo ma and degree teacher training; (iii) Curriculum review; (iv) Improvement of school libraries; (v) Increasing capitation grant for teaching and learning materials and other charges; (vi) Improvement of examination structure, type, and quality; (vii) Expansion of production of diploma and degree teachers; (viii) Sensitization and education on HIV and AIDS, gender and environment.

The quality improvement components of the plan address the provision of high quality competences, required aptitudes and right attitudes in all subjects. Particular attention will be paid to competences in the sciences, mathematics, and the languages, especially those of instruction and learning which are also medium of dialogue as well as intellectual and commercial transaction.

2.3.5 Management Reforms

The overall goal is to increase efficiency and responsiveness in the operation of secondary education. This will be achieved through devolution of authority and responsibilities to lower levels of management.

2.4 Education Management System Improvement

The overarching goal was to make sure that the Ministry becomes more efficient in executing its core functions of policy formulation, monitoring and evaluation, providing regulatory framework, coordination, and optimization of resource use. This will be achieved through: Strengthening the inspectorate and support mechanisms; improving access to and use of EMIS; Management Capacity building at all levels; Communication and Publicity of the plan; Strengthening Monitoring and Evaluation.

During the Financial Year 2007/08 the education sector undertook several measures aimed at improving the delivery of quality education. The most significant change towards improvement of service delivery was the restructuring of the Ministry of Education and Vocational Training (MOEVT). The three departments of the former Ministry of Higher Education, Science and Technology, including Higher Education, Technical Education and the UNESCO National Commission, were transferred into the MOEVT.

In addition, new divisions and units were established: Adult and Non Formal Education Division, Education by Media Unit, Cross Cutting Issues Unit, Legal

Services Unit, Information, Education and Communication Unit and the Management Information Systems Unit. Additionally, and the management of secondary schools was transferred to PMORALG.

2.5 What Should Be Done To Attain Quality Education in Tanzania Community Secondary Schools

The education sector is expected to contribute to social and cultural enhancement, national pride, community solidarity and individual fulfillment of his/her potentials. The education sector is an agent of change in social, economic, technological and culture development of the country, ESDP - Report, (2007/2008).

The education system in Tanzania has not developed substantially, particularly at the post primary levels where the provision is very low. Only 9 percent of the labour force has received education beyond primary school, and the average educational level of the labour force is below what is required to generate a sustainable upward shift in productivity. Increasingly low education levels are being seen as some of the major constraints on increased domestic and foreign investment, and consequently on future economic development. Formal sector employment in the Government and parastatal sectors has been falling over the past decade while employment in the private sector has been increasing. It is anticipated that most employment growth will happen in the informal sector and in the dynamic small and medium businesses. Evidence suggests that those with secondary education are much more likely to establish these. In addition, recent household surveys have shown that the difference in earnings between primary school leavers and those who have secondary and post-

secondary education is very high. This disparity suggests the existence of real shortages of educated labour force and that the economy could absorb higher numbers of them in productive work.

Several measures should be taken to improve the situation, these include: Expansion of the post primary education system would directly increase the chances of children from poor families attending secondary school and thereby ultimately improve their living conditions. According to Harbson (1976), a country which is unable to develop the knowledge and skills of its people and utilize the effectively in the national economy will be unable to develop anything else. Schultz (1963) argue that investing in education is expected to breast the future productivity of people and, therefore, to bust the national income. Back in 1924, the Soviet Union educationist called Strumlin argues that the labour productivity of a person with four year education exceeds that of an illiterate person by 43 per cent, and the labour of an illiterate person.

Herzberg theory (1996), two factor theory proposed that intrinsic factors are related to job satisfaction while extrinsic factors are associated with job dissatisfaction. He revealed that good feeling is generally associated with job satisfaction while bad feelings associated with job dissatisfaction. He labeled the satisfiers motivators and job dissatisfies hygiene or maintenance factors. Motivators are like recognition for accomplishment, achievements, opportunity for growth and development responsibility, Work itself and advancement. Hygiene factors include, company policy, administration and supervision working conditions, interpersonal relations,

status, salary, job security and employees benefits. Hygiene factors affect an individual's willingness to work while motivating factors affect his/her ability and efficiency to work. (Khanka, 2010). Thus for the teachers to work effectively and efficiently, they should be satisfied with both motivators and hygiene factors.

A good quality education enables all learners to realize the capabilities they require to become economically productive, to develop sustainable livelihoods, to contribute to peaceful and democratic societies, and to enhance wellbeing. The learning outcomes required vary according to context, but must include threshold levels of literacy and numeracy and life skills, including awareness and prevention of disease, Leon , at el, (2010) added that, a good quality education must be ;-Inclusive: All learners have the opportunity to achieve specified learning outcomes. Relevant: learning outcomes are meaningful for all learners, valued by their communities, and consistent with national development priorities in a changing global context. Democratic: Learning outcomes are determined through public debate and ensured through processes of accountability.

2.6 Empirical Studies on the Quality of Education Practice

The study done by Babyegeya 2012 indicated that the SEDP resulted to high increase of the school enrollment in schools; however, the students are just attending the school without effective learning and generally the learning is not there. Babyegeya (2012) holds further that the schools are having no laboratories for teaching science subjects, the teacher professional development is not well planned and executed and as a result the teachers stay many years without any new orientation in their areas of

the specialization. To add, Babyegeya indicated that the schools were having very weak plan of the school administration with many teachers holding positions of the headship but they could not manage well the school functions. Jidanva (2012) assessed the understanding and improvement in quality of education in secondary schools in Tanzania. The study established that the secondary schools in Tanzania were facing a lot of problems that lowered the quality of education schools. These included lack of school laboratories, lack of enough space in the classrooms, lack of teacher professional development and the school going for many years uninspected.

The poor practice of quality education was also investigated by Kitila (2011) where established that the low salary given to teachers limited their ability to meet the basic needs of life thus they shifted their attention in other businesses. This reduced time for teaching and impaired quality in secondary schools. This was proved through massive failure in the 2010 form four examinations. Sumra et al., (2014) in their report indicated that the weak students make teacher. This means that the teaching professional instead of attractive the best student to join the profession it allow the weak students to join the teacher training colleges and become bad teachers who cannot master many content of various disciplines, since they failed even at the lower level such as advance level.

To address the challenges of the poor quality teaching in the secondary schools, Jidanva (2012) puts forward some mechanisms, The first is the training teachers in the through seminars, workshop and panel discussion. Second is to ensure that the schools have the school laboratories for facilitating teaching of science subjects. This

would provide opportunity for learning real practical instead of hypothetical or alternative practical.

2.7 Research Gap

It can be learnt from the above literature review that the quality of education in many secondary schools are not promising. Using the indicator of the academic achievement we have noted that many students are in schools but learning. The evidence of the massive failure in 2010 signaled what is happening in the schools, in particular, the community secondary schools. However, it cannot be good just to conclude the factors and the issued that were established by those reports would be purely applicable in understanding the quality of education practice in Arusha, thus the need for this study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology which was used by the researcher for gathering data in the field. It describes the study area, research design, the sample and sampling techniques as well as tools to be used in collecting information and analysis. At the end the study presents the ethics of the research followed.

3.2 Area of the Study

The study was carried out in Arusha District Council which is located in the Northern part of Tanzania. The wards involved in the study were Bangata, Sekon two, Mringa, and Mateves. The place is having a good communication system so it will be easy to get the needed information from the required respondents. The population involved teachers, heads of school and education officers in community secondary schools. The District is also selected due to her proximity to the researcher.

3.3 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). In this study, the researchers used survey design, because it is comprehensive and few cases within organizations could be explored. Therefore the case study facilitated the task at easy and more accurate way compared to another design.

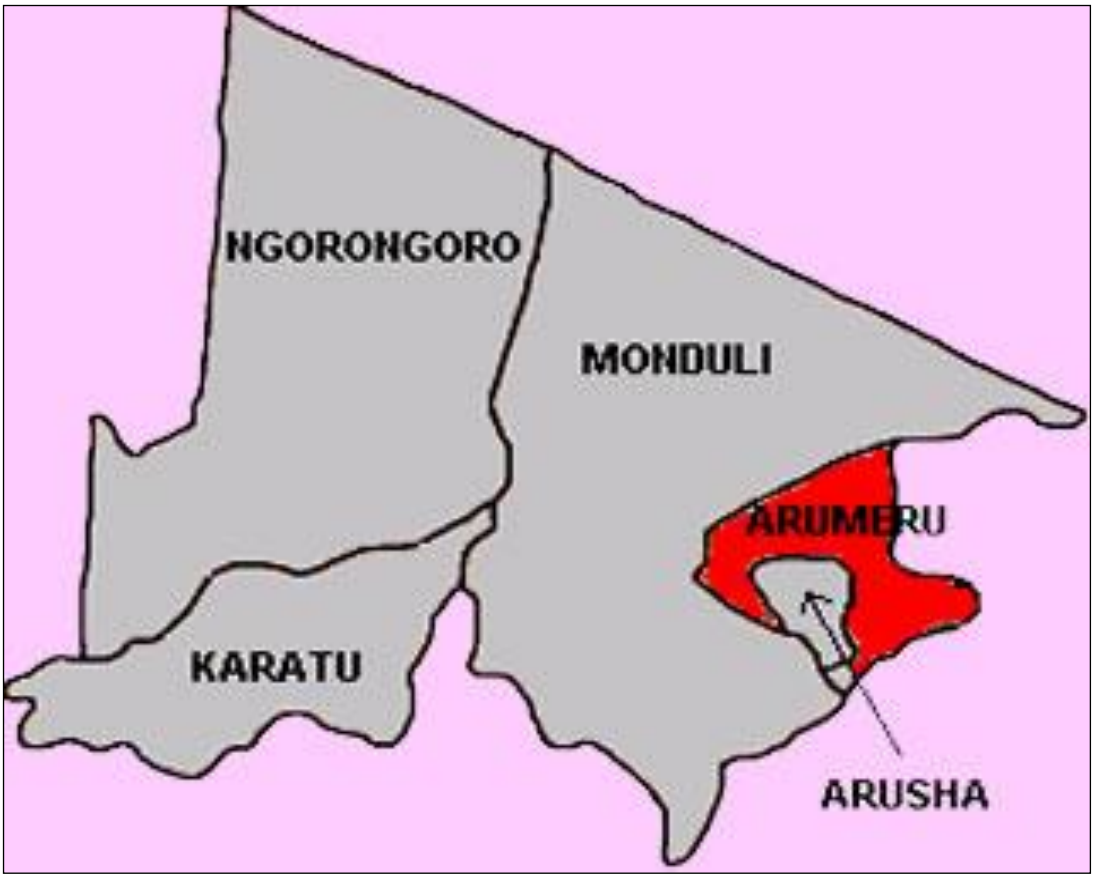

Figure 3.1 Map of Arusha Region Showing Arusha District Council

Source: Google map (2015) Key: Arusha District Council

The study also employed a qualitative approach to gather information that related with the intangible part of the research objective as (Saratankos, 1998) argues that "qualitative research is diverse not only in form but also in its theoretical framework, which provides the guidelines for the actual research process. In its entirety, qualitative methodology relates to a vast number of theoretical bases, which makes it rich, pluralistic and diverse". In this way the qualitative approach provides a space for learning from teachers, head of schools and educational officers on their experiences about the factors that affect the practice of quality education and how the same can be improved in Arusha secondary schools.

3.4 Population

According to Nachmias, (1981) a population may be a group of people, organizations, houses, records, legislators, and so on. The specific nature of the population depends on the purpose of investigation." Finn et al., (2000) .The target population for this study included three categories of respondents namely; heads of schools, teachers, secondary school education officers and students.

This study was conducted in Arusha District Council and focused on 10 community secondary schools. The study was limited to teachers who have been working in the community secondary schools for at least 2 years. The study also involved head of schools, and secondary educational officers in Arusha District Council.

Table 3.1: Population of the Study by Size/Number in the Target Population

S/N	Categories of Population	Population size	Target size
1	Teachers in the community schools	250	180
2	Secondary education officer	1	1
3	Head of schools	10	10
	TOTAL	301	100

Source: Field Data, 2015

3.5 Sample and Sampling Procedures

3.5.1 Sample Size

The sample size of this study included teachers from community schools, Head of schools, and Secondary District Officer. Table 3.4.2 gives the target population and respective sample sizes in each category of the population.

Table 3.2: Sample Distribution from Target Population

S/N	Categories of Population	Target Population size	Sample Size %	Sample size
1	Teachers in the community schools	180	40%	72
2	secondary education officer	1	100%	1
3	Heads of schools	10	100%	10
	TOTAL	100		83

Source: Field Data, 2015

3.5.2 Sampling Procedures

Sampling is the process of selection a number of individuals or object from population such that the selected group contains element representative of the characteristic found in the entire group. Probability sampling is the main sampling method in which the researcher applied. Probability sampling is also known as random sampling, which has no complicity; the researcher used this method because it allowed the study to have yield research data that can be recognized to large population. In addition, it permits the application of inferential statistic to data and provides equal opportunity of section for each element of population.

3.6 Data Collection Methods

Interview, observation and documentary review are research methods which were used to collect data. Instruments used included questionnaires, observation and documentary review. The reasons for using these methods and techniques are that, they help the researcher to get the correct information that related to what is happening. It was easy for researcher to draw a conclusion basing on the reality.

3.7 Questionnaire

Questionnaire helped to meet the objectives of the study. Questionnaires were used to collect basic descriptive information from a broad sample. Both closed and open-ended questions were used to solicit answers from the respondents with the intention of meeting the objectives set in this study. Open-ended questions expected to give the respondents more freedom to express their views or opinions and also make suggestions.

Closed ended questions guided respondents to give the specific responses required by the researcher. The questions in the questionnaire were constructed to elicit opinion the respondents have over the quality indicators, the practice of the quality education at the schools and the strategies the community could employ to improve the quality of education in Arusha secondary schools.

3.8 Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interview. The interviews were conducted to three categories heads of schools, teachers and students. This method is being more economical, providing accurate and reliable information requiring relatively on the skills on the part of the interviewer. The method was chosen because it was though it could assist the researcher to get deep data on the quality issues at the schools than relying on the questionnaire alone. This serves as triangulation of methods as recommended by Merriam (1988).

3.9 Observation

The observation method is the most commonly method especially in relating research to the objective of the study Researcher visited the area under investigation to observe the working condition of employees, Challenges which are facing both sides to the employees as well as employer in normal public institutions aiming at discovering the relationship between performance and motivation.

3.10 Documentary Review

This is the method of data collection whereby the researcher engages in collection of data through department documents including official's files, texted books and annual report payment. Documentary review helped the researcher to obtain cruel information relevant to the study. The documents reviewed were staff development records, the scheme of work and lesson plans. All of these were in line to the need of the study objectives.

3.11 Data Processing, Analysis and Presentation

Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and far determining the patterns of the relationships among the variables relating to it (Krishna, 2003). According to Kothari (2004), the data, after being collected must be processed and analyzed in accordance with the outlines laid down at the time of developing the research plan.

It is essential to have in place all relevant data for making contemplated comparisons and analysis. However, the analysis based on the research questions/objective, in this

study, both qualitative and quantitative tools were used to analyze and present the data from all the different population categories.

Quantitative data: Descriptive and statistical analysis was used based on data and information that was collected from primary and secondary sources. That is, data was edited, and debagged, entered in the compute and analyzed using statistical package for social sciences (SPSS) software-version 20, to compute frequency distribution percentages, tabulations and cross tabulation of responses as well other descriptive output such as mode, mean and standard deviations.

The data further was analyzed in a general way to have a summary of findings in terms of frequency distribution tables, and percentages. This enabled the researcher to draw out information about the problem being investigated and could form part of the discussion to address the researcher problem.

Qualitative data: Narrative and content analysis techniques were used for describing the data. Thus, responses to specific questions were classified into categories before the analysis, and then analyzed for themes and meanings expressed through words for their contribution to their research objectives. These were linked to the research objectives to generate meaning and interpretation of the study topic. In brief, this research is not a statistical study and its main aim is to get a broad understanding of the phenomenon relating to the research problem. Hence simple descriptive statistics of frequency tables was used in data analysis and presentation.

3.12 Ethical Considerations

Ethics are important to all parties directly or indirectly associated with researcher as they affect the merits of individuals and ultimately the quality of data obtained (Emory & Cooper, 1995). Furthermore, the quality of research results may be threatened if the question of ethics and ethical behaviours are not addressed (Davis & Cosenza, 1985). Thus, the application of ethical procedures to research activities should be primarily designed to protect the rights and interests of all participants from harmful or adverse consequences (Patton, 1995; Miles & Huberman, 1994). This research used the following to address ethical concerns.

First, the researcher requested permission from relevant authorities and the sponsoring University before the commencement of the study. Thus as noted by Ryten (1983), these should not compromise a commitment to morality and to the law and to the maintenance of standards commensurate with professional integrity.

Second, the researcher informed the respondents and interviewees well in advance that the research is for academic purposed and will assure them that their confidentiality would be maintained. Thus, during the data collection, the researcher ensured ethical consideration by being responsible, respecting the disunity; privacy and welfare of all participants.

Third, in order to ensure participants that confidentiality maintained, the explained entire research process prior handing over questionnaire to be completed or conducting the interview. Such measures are deemed necessary in order to allow

participants to discuss information which would not otherwise be made known unless secure environment and thus encourage participants offer critical and rich insights into the research topic. Where interviews are tape-recorded, permission to do so would be obtained prior to conducting the interview.

In addition, the tools of data collection are designed to avoid any personal or organization identity of the respondents. The researcher also behaved objectively during data collection and analysis. The data from the research were represented as a group result rather than individual analysis.

Furthermore, the collected data were represented as a group aggregates rather than individuals analysis. Furthermore, the researcher ensured as much as possible that there is voluntary participation of the respondents/ interviewees and respect to the right of the individual to withdraw from questionnaire or interview process at any time. In brief, the importance of sound ethical practices is addressed in this research in order not only to protect the interest of the participants but also to allow disclosure of information to be less constrained than it might be possibly in less secure environment. Thus, by adhering to these ethical concerns, the researcher was able to obtain round and quality data for the study.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The aim of this research was to examining the quality of education practices in community secondary schools, a case of Arusha District. The study was guided by the following objectives which form the basis for findings presented for discussion: to examine the indicators of quality education in Arusha District Council community secondary schools, to examine how schools have been working to attain quality of education among community secondary schools in Arusha District Council and to find out what should be done by the schools to attain quality education in Arusha District Council community secondary schools.

4.2 Background Information of Respondents

4.2.1 Categories of Respondents

The study involved three categories of respondents namely; Educational Offer, Head of schools and Teachers in Arusha District Council. The researcher aimed at 83 respondents and distributed a total of 83 questionnaire and 74 were returned complete and usable. This represents 88.0% response rate which is above the recommended rate (Mugenda and Mugenda, 1999)

Table 4.1 Categories of Respondents

Categories	Targeted size	Actual size	Percent
Educational Officer	1	1	100.0
Head Teachers	10	10	100.0
Teachers	72	63	85.1
Total	83	74	89.1

Source: Field Data (2015)

4.2.2 Gender of the Respondents

As shown in the table 4.2 male respondents' account for 52.7% while female account for 47.3%. This is expected in developing countries like Tanzania where males are more employed than females.

Table 4.2 Gender of the Respondents

Gender	Frequency	Percent	Cumulative Percent
Male	39	52.7	52.7
Female	35	47.3	100.0
Total	74	100.0	

Source: Field Data (2015)

4.2.3 Respondents Teaching Experience

Table 4.3 shows that most of the secondary community teachers in Arusha District Council have been working for more than 5 years. This is normal in many government institutions, because most public servants rarely leave their jobs for employment elsewhere and hence low employee turnover.

Table 4.3 Respondents Teaching Experience

Experience	Frequency	Percent	Cumulative Percent
0 - I years	26	35.1	35.1
1 - 2 years	6	8.1	43.2
2 - 5 years	14	18.9	62.1
Over 5 years	28	37.8	100.0
Total	74	100.0	

Source: Field Data (2015)

4.2.4 Education level of the Respondents

Table below shows that most (55.5%) of the teachers have degree qualification,

while few (8%) of the teachers have Masters Qualification. This is normal in Tanzania because recently teachers have been upgrading themselves.

Table 4.4 Education level of the Respondents

Level	Frequency	Percent	Cumulative Percent
Diploma	27	36.5	36.5
Degree	41	55.5	92.0
Masters	6	8.0	100.0
Total	74	100.0	

Source: Field Data (2015)

4.2.5 Area of specialization

Table 4.5 indicates that most (51.4%) of teachers in the community secondary schools in Arusha District council are specialized in art subjects, following by science subjects (25.7%), business subjects (20.3%), and who are teaching other specialization are 2.7%. This is normal in Tanzania because most the teachers are studying arts subjects since secondary schools and few study science.

Table 4.5 Area of specialization

Level	Frequency	Percent	Cumulative Percent
Science subjects	19	25.7	25.7
Arts subjects	38	51.4	77.1
Business	15	20.3	97.4
Others	2	2.7	100.0
Total	74	100.0	

Source: Field Data (2015)

4.3 Research Objectives

This research examined three (3) research objectives and the results of each research objective are discussed next.

4.3.1 Research objective 1: Indicators of Quality Education in Arusha District Council Community Secondary Schools

(a) The levels of availability of text books

Table below indicates that the level of availability of text books in Arusha District Council community secondary schools is satisfactory; this is shown by 62.2% of the respondents. On the other hand 13.5% indicates that the levels of availability of text books are unsatisfactory. This is normal is public school.

Table 4.6: The Levels of Availability of Text Books

Level of satisfactory	Frequency	Percent	Cumulative Percent
Very satisfactory	0	0.0	0.0
Satisfactory	46	62.2	62.2
Unsatisfactory	18	24.3	86.5
Very unsatisfactory	10	13.5	100.0
Total	74	100.0	

Source: Field Data (2015)

(b) Availability of Enough Laboratories for Science Subjects

Table 4.7 below indicates that the availability of enough laboratories for science in Arusha District Council community secondary schools is unsatisfactory; this is shown by 75.7% of the respondents. In addition 24.3% of the respondents added that the availability of laboratories for science is very unsatisfactory. This is Normal in most of the public schools in Tanzania.

Table 4.7: Availability of Enough Laboratories for Science Subjects

Level of satisfactory	Frequency	Percent	Cumulative Percent
Very satisfactory	0	0.0	0.0
Satisfactory	0	0.0	0.0
Unsatisfactory	56	75.7	75.7
Very unsatisfactory	18	24.3	100.0
Total	74	100.0	

Source: Field Data (2015)

(c) Availabilities of teaching instruments

Table 4.8 below show that the availability of teaching instruments in most of the Arusha District community secondary schools is satisfactory, this is represented by 51.4% of the respondents.

Table 4.8: Availabilities of Teaching Instruments

Level of satisfactory	Frequency	Percent	Cumulative Percent
Very satisfactory	0	0.0	0.0
Satisfactory	38	51.4	51.4
Unsatisfactory	20	27.0	78.4
Very unsatisfactory	16	21.6	100.0
Total	74	100.0	

Source: Field Data (2015)

(d) Availabilities of teaching Aids

Table 4.9 below show that the availability of teaching aid in most of the Arusha District community secondary schools is satisfactory, this is represented by 58.1% of the respondents. It is true that teachers in most of the secondary schools prepare teaching aid. On the other hand there is presence of 41.9% of respondents who said that the teaching aids are unsatisfactory.

Table: 4.9 Availabilities of Teaching Aids

Level of satisfactory	Frequency	Percent	Cumulative Percent
Very satisfactory	0	0.0	0.0
Satisfactory	43	58.1	58.1
Unsatisfactory	31	41.9	100.0
Very unsatisfactory	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(e) Scheme of work and lesson plan prepared

Table 4.10 below show that most (74.3%) of the teachers in Arusha District community secondary schools prepare scheme of work and lesson plans. On the other hand there is presence of 10.8% of respondents who indicated that the preparation of scheme of work and lesson plan is unsatisfactory.

Table 4.10: Scheme of Work Prepared

Level of satisfactory	Frequency	Percent	Cumulative Percent
Very satisfactory	11	14.9	14.9
Satisfactory	55	74.3	89.2
Unsatisfactory	8	10.8	100.0
Very unsatisfactory	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(f) Student teachers ratio

In the table below most (82.0%) of the respondents indicated that the students' teachers ratio is above 40. This is normal is community secondary school because they have many students, few class and also few teachers.

Table 4.11: Student Teachers Ratio

Level of satisfactory	Frequency	Percent	Cumulative Percent
Less than 20	0	0.0	0.0
30 exactly	0	0.0	0.0
More 30	6	8.1	8.1
Above 40	68	82.0	100.0
Total	74	100.0	

Source: Field Data (2015)

4.3.2 Research Objective 2: How Schools Have Been Working To Attain Quality of Education among Community Secondary Schools in Arusha Council

(a) In our school there are in-service teachers training for the teachers

The table below indicates that most of the teachers in Arusha District receive in - service teachers training, this is presented by 47.3 % of the respondents. On the hand 31.1% disagree, this implies that there are other teachers who do not receive the training.

Table 4.12: In-Service Teachers Training

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	0	0.0	0.0
Disagree	23	31.1	31.1
Neutral	16	21.6	52.7
Agree	35	47.3	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(b) In our school we offer nutrition to students and staff

Table 4.13 indicates that 91.0% of the community secondary schools in Arusha District are offering food to students and staff. On the other hand few (10.8%) of the respondents disagree.

Table 4.13: Nutrition to Students and Staff

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	2	2.7	2.7
Disagree	4	5.4	8.1
Neutral	0	0.0	100.0
Agree	68	91.0	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(c) In our school there are workshop programs on effective teaching

Table 4.14 shows that majority of community secondary schools in Arusha District do not have workshop program on effective teaching. This represented by 86.5% of the respondents. On the other hand 13.5% agree that there is such program. This is normal in community secondary school whereby such programs are offered rarely.

Table 4.14: Workshop Programs on Effective Teaching

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	39	52.7	52.7
Disagree	25	33.8	86.5
Neutral	0	0.0	100.0
Agree	10	13.5	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(d) The parental participation in school matters is encouraged

Table 4.15 indicates that most of the teachers agree that the parental participation in school maters is encouraged; this is represented by 63.5% of the respondents. On the other hand few (4.1%) disagree that there is parental participation in school matters.

Table 4.15: The Parental Participation in School Matters Is Encouraged

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	0	0.0	0.0
Disagree	3	4.1	4.1
Neutral	8	10.8	14.9
Agree	47	63.5	78.4
Strongly agree	16	21.6	100.0
Total	74	100.0	

Source: Field Data (2015)

(e) In our school there is a planned school inspection

Table 4.16 show that majority (89.1%) of the respondents disagreed that in their schools there is a planned school inspection. This is true in most of the community secondary schools.

Table 4.16: Planned School Inspection

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	38	51.3	51.3
Disagree	28	37.8	89.1
Neutral	0	0.0	100.0
Agree	8	10.8	100.0
Strongly agree	0	0.0	100.0
Total	74		

Source: Field Data (2015)

4.3.3 Research Objective 3: Effort to Be Done By the Schools to Attain Quality Education in Arusha District Council Community Secondary Schools

(a) Fund raising programs have been prepared to finance schools projects

As shown in table 4.17 that most (93.1%) of the respondents disagreed/ strongly disagreed that fund raising programs have been prepared to finance schools projects. On the other hand very few respondents 6.8% agree with the statement fund raising programs have been prepares to finance school projects.

Table 4.17: Fund Raising Programs Have Been Prepared to Finance Schools Projects

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	58	78.4	78.4
Disagree	11	14.7	93.1
Neutral	0	0.0	0.0
Agree	5	6.8	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(b) Partnership between school stakeholders and the general community have been in place

As indicated in the table 4.18 that 37.8% of the respondents agreed that there is partnership between school stakeholders and the general community, on the other hand majority (50 .0%) disagreed/strongly disagreed about the statement, while 16.2% were neutral.

Table 4.18: Partnership between School Stakeholders and the General Community

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	16	21.6	21.6
Disagree	21	28.4	50.0
Neutral	12	16.2	66.2
Agree	28	37.8	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(c) Community partnership in school building/constructions have been encouraged

The findings of this research revealed that majority (95.9%) of the respondents agreed that community partnership in school building/constructions have been encouraged. Although 4.1% of the respondents were neutral.

Table 4.19 Community Partnership in School Building/Constructions

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	0	0.0	0.0
Disagree	0	0.0	0.0
Neutral	3	4.1	4.1
Agree	71	95.9	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

(d) Teachers professional development is encouraged

The table below indicates that most (77.0%) of the respondents agreed that teachers professional development is encouraged in Arusha District community secondary schools. On the other hand there are few (19.0%) respondents disagreed/strongly disagreed with the statement.

Table 4.20: Teachers Professional Development Is Encouraged

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	0	0.0	
Disagree	11	14.9	14.9
Neutral	3	4.1	19.0
Agree	57	77.0	96.0
Strongly agree	3	4.1	100.0
Total		100.0	

Source: Field Data (2015)

(e)TRCs reviewing

As indicated in the table below that majority of the respondents was natural about TRCs reviewing programs in their schools. This is represented by 68.9% of the respondents, while 28.4% disagreed and very few 2.7% agreed.

Table 4.21: TRCs Reviewing

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	0	0.0	0.0
Disagree	21	28.4	28.4
Neutral	51	68.9	97.3
Agree	2	2.7	100.0
Strongly agree	0	0	100.0
Total	74	100.0	

Source: Field Data (2015)

(f) In our school there is incentive policy to teachers

Table 4.22 shows that 82.4% of the respondents strongly disagreed that in their schools there is a presence of incentive policy to teachers. On the other hand 8.1% were neutral, whereby there were no respondent who agreed with the statement.

Table 4.22: Incentive Policy to Teachers

Level of agreement	Frequency	Percent	Cumulative Percent
Strongly disagree	61	82.4	82.4
Disagree	7	9.1	91.5
Neutral	6	8.1	100.0
Agree	0	0.0	100.0
Strongly agree	0	0.0	100.0
Total	74	100.0	

Source: Field Data (2015)

4.3.4 Qualitative Data Presentation

Objective one: Indicator of quality education at the school: The researcher intended to know what the indicators quality educations in Arusha secondary schools were. The interviews indicated that many of the respondents had been aware of the indicators of the quality education and they said that the school that has some good up to date text books for student learning and the school that has the good teachers to teach are the quality schools. One of the respondents indicated that at the school which he teaches has enough textbooks for arts subjects so the student do not have problem with the resources. However the textbook were not well stocked for science students.

Another teacher indicated that the school to be of quality there must be laboratories for the students to learn science subjects. The respondents said that the government

has been asking contribution from the community to do this but the process is not complete as a result the students are not learning the real practical.

One of the teachers involved in the interview said that:

I consider a quality school if the students are taking enough time to learn in school and they have nutrition which makes them follow well the lessons, for this reason, at the school we have asked every parent to contribute some maize and beans during harvest time so m that the students can get food at school.

Another head of the school said that the school can be of quality if it has the good and qualified teachers to teach. He continued by saying *that:*

No matter the building the school has, it will not be a good and quality school if it does not produce the good product and the good product of students comes from the qualified teachers.

Objective two: Efforts done by the Arusha secondary schools to attain quality education: The District education officer in Arusha explained that the school management in Arusha has been considering the issues of quality as important and they have been organizing trainings for the teachers to get the training which build capacity for the teachers to teach. He said: for example the English teachers in 2015 have been given the baseline training to enable then to teach form one English subject and they are using the skill from the seminar.

The head of school in Arusha secondary school indicated that the school leadership called the meeting to allow the parents to plan for the science lab construction, the

response was low and it seem that the parents are not interested in the fundraising due to lack confidence that the money will do the intended job. This has resulted the schools to have no completed science lab.

The school I head is doing well, we have some few problems that the ministry and the local government need to help us to improve the quality of education, we need the school inspectors to come to the school and evaluate us on how we are faring in the school development, but it seems that the shortage of funds is al limiting factor to those school inspectors. We need to do something to ensure the zonal inspectors came as many times to regulate and control the actions of the educational actors at the school, this way we can attain the needed quality at this school.

Objective three: Attaining quality education in Arusha secondary schools: The interview showed that the teachers were working but they could work more committed if they are given good salaries and the teaching allowance which would boost their home pay as other workers like TRA. The teachers who were involved in the interview wondered how the TRCs have been left without attention and the teachers are not given training from those centers to build their capacity in teaching. The teachers appealed that, if the center could be improve it would help much teachers in term of sharpening their teaching skills and then help to improve the students' performance in schools.

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

5.1 Introduction

The chapter presents the findings of the study. It presents the themes of the :indicator of the quality education at the Arusha schools, the efforts done by the schools to bring quality education in Arusha schools and the strategies to realize quality education in schools in Arusha.

5.2 Indicators of Quality Education in Arusha Secondary Schools

5.1.1 The Availability of Text Books

According to the research findings 62.2% of the responds agreed that availability of the books is satisfactory. On the other hand 13.5% indicate availability of books is not satisfactory. Interviews finding showed that availability for arts subject's books is satisfactory rather than science text books. Impact of text book availability, in previous education production function studies has found that the educational returns to textbooks are large. (Van der Berg & Louw, 2006) & (Gustafson, 2007). The learner reading regressions show that learners who have their own reading textbook, or share with not more than one learner, perform better than those share their textbooks with more than one learner. For the quality education the level of availability of textbooks should be insisted until the ratio of one to one to all subjects. As (Jadamva, 2012) argues Teachers clamming that the student book ratio in some subjects cannot be defined as books are not sufficient to enable students to access and read, many of secondary schools have no library but also schools have

very few books which can be distributed to students in class which lead teachers to give students notes as the only source of information as they cannot get books to read. In secondary schools instructional materials is also a problem leading to poor teaching and then affect the quality of education in secondary schools. It leads teachers to give students notes as the only source of information because they cannot get book to read.

5.1.2 Availability of Enough Laboratories For Science Subjects

For the research findings, 75.7% of the respondents agreed that availability of laboratories for science subjects in the community schools is unsatisfactory and 24.3% of the respondents strongly disagree about the availability of laboratories. The results showed that laboratories and sciences apparatus is a serious issue in community secondary schools as (Jadamva, 2012) reported "In this school there are neither laboratories nor equipment for students to do experiments, instead they teach science using the alternative to practical mode. This is too theoretical as teachers cannot give students the result of the experiment. In order to provide quality education, government should ensure each school has science laboratory for secondary schools (Sumra, 2006). No quality education without enough laboratory rooms and laboratory equipment.

5.1.3 Availability of Teaching Instrument

According to the researcher findings, 51.4% of the respondents agreed to the statement of teaching instruments in the community secondary schools is satisfactory but 27.0% of the respondents disagreed with the statement of availability of teaching

instruments. For the quality education teaching and learning materials should be improved as (Emanuel, 2002) argues, Quality improvement focuses on improved teaching approaches and methods in classrooms. It ensures the availability of quality teaching and learning materials and necessary support for maintaining education standards. Many of respondents claimed that poor quality of education to be caused by lack teaching and learning materials.

The government should support teaching instruments to community secondary school as explained by (URT, 2008).The MOEV and PMORALG should improve provision of the teaching and learning materials and classrooms equipment's text books and other materials such as desks ,so the Ministry of Education should plan different ways for supporting communities teaching and learning instruments.

5.1.4 Availability of Teaching Aids

Research finding showed that 58.1% of respondents agreed that availability of teaching aids in community secondary schools is satisfactory and on the other hand 41.9% of the respondents disagreed with the statement that is not satisfactory. Interviews findings showed that many of teachers do not like to prepare their own aids as taught at colleges and universities, so they depends on school to buy teaching aids for them which lead to shortage of teaching aids in different community secondary schools. For students participation in teaching and learning processes teaching aids should be used as (Sumra, 2006) argues, Teaching materials and the instructional materials used to support students and teachers in the whole process of teaching and learning.

5.1.5 Scheme of Work and Lesson Plan Prepared

According to the research findings 74.3% of respondents give the response of satisfactory for the statement of scheme of work and lesson plan preparation. For many years the teachers' commitment is seen on how he or she plans to explore the major topics from the broad syllabus and then translates them into the plan of the classroom activities. Indeed, the commitment of doing this is done by the most senor teachers whom have committed themselves with the teaching other than young teachers who seem to miss this panning quality. This therefore could explain that the Arusha schools may have the committed teachers and probably they are senior teachers. Generally, if the teachers are panning the lessons it means they have some level of commitment and they know what they are going to do only the skills cannot be assured as the teachers have different orientations.

5.2 Efforts Done by the School to Bring Quality Education at the Arusha Secondary Schools

5.2.1 In-Service Training For Teachers

According to the questionnaires, 47.3% of the respondents agreed that there is in service teachers training on the other hand 31.1% disagree. This means there are some of teachers who do not get in service training among community secondary schools. Wedgwood (2006, Komba and Nkumbi 2008; Haki Elimu, 2007).However initiatives to improve initial teachers preparation is prioritized although the effectiveness then retaining them, most of new teachers are not qualified. Teachers argued that, in service teachers training is a good way of improve the quality of existing staff. This should be done through and subject panel, seminars and different

workshops. One respondent argued, in service training is important issues for acquiring new knowledge in teaching but also it can help teachers to corporate then to change different ideas concerning their teaching. In-services programs can improve teachers' quality within short time, also can be administered easily to schools for those schools with shortage of finance.

5.2.2 Nutritious for Students and Staff

From the result, 91.0 of community secondary schools are offering food and on the other hand 10.8% of the respondent disagreed. Moreover interviews supported that most secondary schools get food but most of schools other time offer un balanced food because students are eating only maize , rice and beans, so they do not get other nutrients for example vegetables and fruits. School feeding for improving the physical and psychological health of disadvantaged students Kristjansson et al (…...).

5.2.3 Parental Participation In School Matters

From the result 63.5% agreed that parents participate in community secondary schools mattes , this means parents like to participate in school matters if should be involved by the leadership. Further interviews revealed that staff parental meeting should help equality education but also good performance for the students because parents should support teachers to insist students to put effort in their studies according to (Robert L. Crowson, 2001) what to do to get folks together around school house issues, to how to advice parents on matters of their children's education (including) meals play time, homework and even table matters to just what are the teachers rights and responsibilities to parents and the community. So parents should

corporate with schools leadership to control schools matter and other issues concern their students.

5.2.4 Planned School Inspection

According to study finding 89.1% of the respondent disagree that in their schools there is a planned of schools inspection. The intervened had showed that there are very few inspectors in different zonal, so inspectors supervise only few schools, but also shortage of finance in that in that inspection panel. In order to improve quality of education the government should improve inspection in schools according to (Kochhar, 1981) states " it is an opportunity for seeking good work done in school buy pupils teachers and improve material hers and parent. The education officers can help in the dispersal of the good practice and the intellectual tone of the school (Pandya, 2001) added of old concept of inspection is to some contents authoritarian and rigid with element of professional guidance to teachers not significantly presented.

5.3 Efforts to be Done to Attain Quality Education in Arusha Secondary Schools

This section discuss the effort done to attain quality education it attempts to address the following themes.

5.3.1 Fund Rising Programmes

The section discusses the important of fund rising in attaining quality Education. According to questioners finding 93.1% of the respondent disagreed that fund rising

cannot help to attain and 6.8% respondent agree the statement. This means that people do not have the knowledge about fund rising programmes, that is why others including teachers, Head of schools and District officers do not support it. According to Payton (1987) suggests that “a lot of people do not want to be bothered with fund rising, don’t like it find distasteful and don’t want to be involved with it at all.

5.3.2 Partnership between Stakeholders and General Community Have Been in Place

From the results 50.0% disagreed with the statement and 37.8% agree. Moreover, Interviews, argued that for the quality of education stakeholder and general community should involve in different programmes at schools. This means for increasing the number of classrooms, training teachers, attracting and retaining staff in rural areas partnership between stakeholders and general community should be supported. The societies should understand that education is an investment than any investments (Galabawa, 2005), argues that there is enough evidence to show that individuals and society consider schooling and education in general as investment above all, education contributes to increase productivity. For this idea partnership is very important to bring quality education hence high productivity. The education sector is expected to contribute to social and actual enhancement natural pride, community solidarity and individual fulfillment of his or her potential.

5.3.3 Community Partnership In Building and Construction

In order to provide quality education government should ensure each school has library and science laboratory especially for secondary schools (Sumra, 2006)

For the research finding 95.9% of the respondent s agreed statement and 4.1 % were neutral, this result shows that education stakeholders agreed that community partnership in building and construction should support the quality of education.

According to (Jidamva, 2012) access to secondary education has increased. The increase has led to an imbalance with resources available (Makombe at al 1991). Large or overcrowded classes are among the balances caused by the increase in enrolment. According to the ministry of Education and Vocation Training, a normal class size in secondary schools comprises a maximum of 40 students. However, researches have shown that in most of community secondary school classes are exceeding 40 students because of lack of classrooms and teachers. Also newly constructed schools are having too few classrooms to accommodate the increasing number of students selected to join community secondary schools. Teachers reported lack of enough classrooms cause overcrowding in school (Jidamva, 2012).

5.3.4 Teacher Professional Development

For the quality education teachers professional it is important in order to improve teachers teaching, and profession development should help teacher to adopt different changes which could occur.in education. Training and recruiting teachers is very important as the quality education requires more body of knowledge (URT, 2008).

The community which do not insist profession development to teachers lead to low quality of education. The idea supported by (Oxfam, 2007) argues, failure to invest in teachers, the provision of education services will be of low quality as there will be

no adequate qualified teachers. According to the finding 77.0 % of respondent agrees that teachers professional development should do encouraged for the quality of education then 19.0% disagree with the statement of respondents supported statement of encouraging teachers professional development (UNESCO, 2010) argues it requires teacher to establish a correct outlook on education quality and personal training and enhance the consciousness of the implementation of quality education.

5.3.5 Teachers Resource Centre (TRCs) Reviewing

From the result 28.4% of the respondent agreed the statement concerning TRCs reviewing while 2.7% agreed, the statement representing 68.9% of the respondents It seems many of the respondents lack knowledge of Teachers Resource Centre (TRC) So it will be better for stakeholders to be involved for (TRC). Teachers Resource Centre should develop teachers' professions. According to (Komba,2008), Resource Centre's are places where teacher meet access reading and teaching and learning material and discuss issues related to their profession.

Moreover, for improving teachers profession Resource Centre's are so important as (Komba, 2008) argues, In teacher Resource Centre's or Clusters, Professional developments are offered in the form of seminars, workshops and subject panel where specialists from teacher training colleges or universities are invited to offer training'. For study findings through interviews, many of respondents seems to lack knowledge about Teachers Resource Centre's which means teachers do not having area for reviewing their professions.

5.3.6 Incentive to Teachers

The interviews indicated that the respondents were of the opinion that if the teachers could be given good salary and teaching allowance they could raise their commitment to teaching and thus improve the quality of teaching. Kitila (2011) indicated that the graduates are paid very low about 500,000 per month. This funds are also subjected to other deductions like NHIF, so the finally the take home is low to enable the teachers to meet the basic needs.

CHAPTER SIX

6.0 SUMMARY, CONCLUSSION AND RECOMMENDATIONS

6.1 Summary

The study on the quality of education practices in Tanzania was conducted in Arusha District council. The study was guided by the following objectives namely.

i). To examine the indicators of quality education in Arusha District council community secondary schools.

ii). To examine how schools have been working to attain quality of education among community secondary schools in Arusha District councils.

iii). To find out what should be done by the schools to attain quality education in Arusha district council community secondary schools.

The study employed mainly survey design complemented by qualitative approach. The methods for data collection were questionnaire and interviews. The research questions guided this study were as follows: what are the indicators frameworks of quality education in Arusha District Council community secondary schools?, how schools have been working in attaining quality practices of education among community secondary schools in Arusha District Council and what strategies should be done by the schools to attain quality education in Arusha District Council community secondary schools?

6.2 Summary of Findings

The first research question inquired on indicators of quality education in Arusha District Council community secondary schools. The results showed that many

schools in Arusha have in mind what is comprised as a quality education, the school seem to have enough textbook in arts subject, the teachers were preparing scheme of work thus reflecting effective teaching, the school were proving food to students this is also a good quality of the school. However, the school failed to give evidence of the available infrastructure like laboratories for teaching science subjects; this so would impair the quality education in the districts.

The second research question investigated on what is done to attain quality practices of education among community secondary schools in Arusha District Council? The result showed that the school administration at the school and at the distinct level were doing much to attain quality this include teacher profession development (though in-service training), provision of nutrition to students, encouraging parental school relationship and planned school inspection. However, it should be noted that the school inspection was not done effectively. This could adversely allow many weak teaching and learning go unnoticed in the school.

The third research question inquired on the strategies to attain quality education in Arusha District Council community secondary schools? The result showed that use of fundraising, improve teacher incentive scheme, community participation and teacher professional development to be the strategies that could improve the quality of education in secondary schools in Arusha.

6.3 Conclusion

The community and the teachers in Arusha have shown that they are aware of the indicator of quality education such as **textbooks and nutrition** and **infrastructure**

(science laboratories) so they are likely to plan together with the school to improve those imputs to realize quality education in schools.

The question of the schools to struggle to attain quality education was impaired by some problems like lack of the **science laboratory** and **science textbooks.** This requires more efforts from both the government and the community if the schools have to attain quality in science teaching.

The government needs to put more effort into reviving TRCs as the centers function to improve the teaching abilities of the teacher trough teacher professional development. For quality education to be attained the teachers motivation should be conceded and it should be reward through monetary incentives.

The school leadership should not underrate the school parent relationship as they have positive defect on the school development (contribution).

6.4 Recommendation

The study observed that there are serious shortage of the textbooks for teaching science subject, it is hereby recommended that the government through the local government should set aside the emergence funds for buying those textbooks, this can be extended to the parents whom can be asked to contribute some amount for this purpose.

The study discovered that the qualities of the schools are not attained as teachers go untrained for many years. This calls for deliberate plan to increase their training through local community authorities.

The parents were also observed to be reluctant in cooperating with the schools in issues of school development. This signaled poor parent school relationship. The need to recapitulate the relationships using the meetings and welfare school organized events is recommended.

6.5 Area for Further Research

i). The study discovered the TRCs are the important for improving the quality of teachers in Arusha secondary school a new study is recommend in exploring challenges facing the development and sustainability of the TRCs in Tanzania towards improving the teachers' quality.

ii). The study focused on the small sample with survey design. A new study is recommended with mixed methods and at the wider sample.

iii). The new study is recommended on the effectS of the shortage of the science textbooks and other teaching and learning materials to the students at O level.

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APPENDICES

APPENDIX I: Questionnaire for the Respondents

Dear District Educational Officer, my name is Catherine Mollel, a student at OUT researching on quality of education practices in Tanzania as partial fulfillment I ought to meet my Masters' degree. I kindly request you to respond to this interview according to your own experience and understanding. I would really appreciate your participation in this study. All information will be treated confidential.

Thank you in advance

PART A: Personnel Data

Instruction: Please TICK in the appropriate box

1. Gender

[ ] Male

[ ] Female

2. How long have you been working/teaching in this school

[ ] 1 - 2 years

[ ] 2 - 5 years

[ ] Over 5 years

3. Education level of the respondents

[ ] Diploma

[ ] Degre

[ ] Masters

4. Which subjects are you teaching

[ ] Science subjects

[ ] Arts subjects

[ ] Business

[ ] Others, please specify.....

PART B: The Influence of School Teaching and Learning Materials on the Provision of Quality Education

Instruction: Please TICK in the appropriate box

1. Indicate the level of availabilities of books in your school.

[ ] Very satisfactory

[ ] Satisfactory

[ ] Unsatisfactory

[ ] Very Unsatisfactory

2. Does the school have enough laboratories for both arts and science subjects?

[ ] Yes

[ ] No

3. Indicate the level of availabilities of instruments in your school laboratories.

[ ] Very satisfactory

[ ] Satisfactory

[ ] Unsatisfactory

[ ] Very Unsatisfactory

4. Indicate the level of availabilities of teaching Aids in your school.

[ ] Very satisfactory

[ ] Satisfactory

[ ] Unsatisfactory

[ ] Very Unsatisfactory

5. Do the teachers in your school have scheme of work prepared?

[ ] Yes

[ ] No

If No why?

.....

.....

PART C:

Q 6 What effort done to attain quality education In Tanzania community secondary schools

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PART D:

Q7 What should be done to attain quality education in Tanzania Community secondary schools?

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