

**TEACHER EFFECTIVNESS ON PUPILS PERFORMANCE IN PRIMARY
SCHOOL EDUCATION IN TANGA DISTRICT**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certified that he has read and hereby recommends for acceptance by the open university of Tanzania, a dissertation titled: teachers' effectiveness on pupils performance in primary school in Tanga district: in fulfillment of the requirements for the degree of masters of Education Administration, Planning and Policy Studies.

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.....

Date

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DECLARATION

I, the undersigned, hereby declare that this dissertation is my own original work and that it has not been submitted before for any degree or examination in any university, and all sources I have used or quoted have been indicated and acknowledged by complete references.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my family, relatives and friends for their love, support and aspiration.

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ABSTRACT

The study sought to assess teachers' effectiveness on pupils performance in primary school in Tanga district. The study focused on methodological competencies of teachers and their role in improving instructional processes; teachers' motivational competencies improve students' performance; and teachers' instructional process competencies and its effect on teaching and learning. The study employed both qualitative and quantitative approaches using questionnaires, interviews and observations. The population of the study comprised all Chief school inspector, Head teachers, ward education coordinators, Teachers and District education officer who were actively involved in this study. The findings indicated that teachers were competent in using the current learner-centred teaching methodologies. They were also very motivated in teaching. The study therefore recommended in order motivate primary school teachers it is very essential to pay attention to what they are doing, listen to what they say, and acknowledge their efforts. These do not need money, but if all the educational stakeholders would appreciate and talk about the good work that the primary school teachers are doing, it would boost their morale and do even better. For further research the study recommends that similar studies should be conducted in other districts and regions of Tanzania so as to probe the same issue for better generalization.

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ABBREVIATION

DEO	-	District Educational Officer
PEDEP	-	Primary Education Development Programme
LGAS	-	Local Government Authority
NMB	-	National Micro-Finance Bank
REPOA	-	Research on Poverty Alleviation
TETP	-	Tanzania Education and Training Policy
URT	-	United Republic of Tanzania

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CHAPTER ONE

1.0 INTRODUCTION

Teachers in Tanzania and in other sub-Saharan Africa countries are considered important for student achievement (Hammond 2012). For example, students performance in classroom and pass in final examinations depend on quality teaching (Hakielimu, 2007; Wedgwood, 2007; Koda, 2007; URT, 1995). Teacher effectiveness is also evident in the school effectiveness in terms of school ethos; quality classroom management and teachers as positive role models (Vavrus, 2009).

From this importance, government of Tanzania is striving to create a pool of effective teachers in all sectors of education and it is training more teachers in order to cater for the needs of massive children enrolled in schools. According to Teacher Education Statistics in Tanzania (TEST), teacher training both pre-service and in-service have increased in number from 1745 in the year 2005 to 4367 in 2011 (MoEVT, 2011). Mostly in primary schools, a recommendable number of trained teachers has been achieved in training teachers who can cater for the needs of all children including those in rural areas.

Several scholars have tried to describe characteristics of effective teacher. Some have pointed to commitment and drive for improvement (Slavin et al.1995), zero tolerance for failure (Anderson and Pellicer, 1998) and still others describe effective teachers as those with high confidence in what they do. Ashton and Webb (1986) for example, identified effective teachers as those with self-efficacy. All in all, teacher effective can be described as those characteristics that can help students to perform and those

who strive to ensure the school goals are attained. Attainment of school goals, such as maximum output, highest students' retention, performance and completion is the dream of educational institution.

Other have described teacher effectiveness based on how teachers conceive it in terms of primary education. In the description, Coleman, et al., (1966) pointed to specific measures of student, teacher and classroom characteristics. This description however, is based on education production functional perspective, where effectiveness is measured from the pass rate of the students. For this study while pass rate is an important measure for teacher effectiveness in primary schools in Tanzania, a perspective that this study adopts will look at teacher experience, teacher education, teacher motivation, class size, and teaching and learning resources will be used to qualify the definition of teacher effectiveness.. They are appropriate in the sense that the words capture the three adopted perspectives. The perspectives are discussed together at length in chapter three and are used as frameworks for analysis towards understanding and improving the quality of teachers in primary schools in chapter five.

While acknowledging the importance of effective teachers and training them to cater for the needs of all the children in schools, there still is little agreement on the fundamental characteristics of effective teachers in primary schools. The differences in understanding have become an interesting area of research in the sub-Saharan Africa and similar countries. Studies have been conducted mainly in secondary teachers for the aims of training effective secondary school teachers (Moshia, 2000; Bedi & Sharma, 2006; Shahzad, 2007). However studies on effective teachers for

primary schools in a country like Tanzania are highly needed due to the importance discussed above and the challenges facing children in primary schools. In this study, I explore conceptions from teachers on understanding the effectiveness of teachers and pupil performance in primary school in Tanga. In conducting this study, I have been interested in a reciprocal teacher effectiveness, where the number of trained teachers is on the increase while students' achievement is deteriorating (see MoEVT, 2010; Komba and Nkumbi, 2008). A study by Uwezo (2011) found that many children after seven years of education had not attained Standard 2 level of competency. This reciprocal relationship is creating an effectiveness gap between the governmental intentions stipulated in the Primary Education Development Program (PEDP) and the realities existing in primary schools.

The gap has led to the emerging criticism that teachers in primary schools are not effective, as a number of pupils are claimed to finish primary education with low literacy competence. A study conducted by Sumra and Rajani (2006) revealed that some pupils finish primary education without the necessary skills in reading, writing and doing simple arithmetics. This is an indication that raising number of trained teachers has been raised which the teacher effectiveness is going down (Hakielimu, 2007; Makombe et al, 2010). Other studies showed that teachers in primary schools are de-motivated and are poorly paid to meet the economic challenges in the global society (Wedgwood, 2007; Komba and Nkumbi, 2008; Ngimbudzi, 2009). Furthermore, teaching profession has become unattractive as many teachers seem demotivated and they are seen as the poorest among public employees (Benell and Mukyanuzi, 2005). Moreover, school inspections are rare and teachers lack feedback

on their classroom practices. According to a National Audit report, some primary school teachers have not been inspected for several years (NAO, 2008).

From these realities, attempts to improve teacher effectiveness in primary schools in Tanzania have seemed to slow down, as some of these challenges were not prioritized in the PEDP 2004 – 2009 (Sumra and Rajani, 2006) and research to expose them is still needed in Tanzania. If the country aims at producing a competitive economy to meet global market demands, improving the teacher effectiveness in primary schools should be a priority. In this study strategy for improving teacher effectiveness are suggested as an attempt to raise the standard of teaching in primary schools in Tanzania.

1.1 Background of the Study

Teachers' effectiveness has been theorized as important to students performance (Darling Hammond, 2010), According to Darling Hammond effective teachers have improved subject matters knowledge, are capable of designing and deliver instruction, can better manage and evaluate classrooms and can better support student learning. Other scholar such as Clotfelter, Ladd and Vigdor (2007) suggested that effective teacher use new teaching strategies pay more attention to student learning and use assessment to change their practice. These scholars insist in order teacher to be effective on students performance is supposed to use modern teaching and learning methods like in Tanzania system of education now days insist the use of competent base curriculum which is being implement in primary schools which emphasis the development of certain specific key competences relate with pupils learning environment and to make sure teaching in the class widening and deepening

mental horizon of the student, in addition to that assessment is done to know the student's progress in academic matters.

Teacher's effectiveness is related to knowledge base which include knowledge about content, about broad principles and strategies of classroom management and organization. It also relates to knowledge about curriculum materials and program, knowledge about pupils, knowledge about education context (Kyriacous, 2001:3), other scholars such as (Goble and Poter, 1977, Gerbardt 1982), related teacher effectiveness with the knowledge of the subject matter that the teacher teaches. This observation supported by Newnham and Nease (1965) who suggested that effective teacher must know well the subject that is teaching. This implies that at each grade or level, it is important that the teacher knows his subject thoroughly. Experience and observation show that this knowledge is acquired through critical training and enhances a leader to transform it in to pedagogical context knowledge.

Aubrey (1995) suggested that teacher's effectiveness should be linked with the nature of students and classroom environment and result at academic performance. This implies that the teacher effectiveness should be judged according to how effective he or she can create conducive learning environment where every student is able to participate fully in the learning process. Others consider teacher effectiveness and student performance as two things that have no relationship. This is because some student can perform well whether the teacher is effective or not. These scholars, (see for example Kyriacou, (2009) suggested that the only way teacher effectiveness can be linked to students' performance is when a teacher reflects upon an explicit agenda of the major process and issues that involve student learning. He added that pupil's

performance in school can be fostered in two ways, these are teacher exposition and academic work. Teacher exposition involve listen to teacher exposition, which may include asking or being asked questions, watching demonstration and genuine teacher pupil discussion.

According to Kyriacou, teacher exposition can best related pupils learning by looking at three main uses, making clear the structure and purpose of the learning experience, informing, describing and explaining and using question and discussion to facilitate and explore pupils learning. While academic work involves being instructed to undertake or engage in academic tasks and activities, either on one's own or together with other pupils. There are six main categories of academic work employed by teachers to complement exposition. These are structure reading and writing task, investigational work, individualized programmes of work, small group work, and experiential learning.

In (2004) primary education development programme Tanzania reviewed to examine classroom teaching effective, in this review it was identified that teaching quality was poor (URT.2004B:34) The review showed that most primary school classroom observed was teacher centered rather than using the child focused approach advocated in PEDP (Hakielimu 2005). The review found that very few of the teachers observed used textbooks during the lesson and the pupils were passive recipients of transmitted information from the teacher (URT 2005 B:37). This situation contradict with qualities of effective teacher advocated by primary education programme (PEDP) which insist existence of effective and quality teacher at primary school and

proposed to enable teachers to acquire and develop appropriate pedagogical skills that are academic sound and pupils' friendly.

In (2000:7) URT under education in global era, challenges to equity, opportunity for diversity, identified that, decline of pupils performance is associated with, input process and outputs. Input is associate with poor training preparation of teacher, poor physical environment, poor teaching and learning materials, poor supervision and assessment these are not effective to the extent that promote pupils performance. Process relates to bad relation between community and school, poor school management, poor classroom instruction, curriculum and planning are not effective to the extent that promote performance of pupils. In terms of outputs it is believed that over 80% of pupils entering primary school leaving examination score less than 50%. (URT 2000:7) such situation revile that teacher effectiveness to pupils performance is not promising. It is the work of this study to examine teacher effectiveness in order to come up with finding which will help to betterment teacher effectiveness toward pupils' performance.

Tanzania Education and training policy (TETP 1995: VIII) stated that all changes in Education between 1961 to date were aimed at improving the quality of Education and strengthening the link between Education providers at all levels, social and economic development of Tanzania. Together with recommendation given by presidential commission on education 1981, the primary education programme be included and given more emphasis in primary education development programme two, the status of primary school education is not promising. Barozi, S. (2012) stated that seven out of ten standard three pupils in Tanzania cannot read a simple standard

two Swahili story. Based on this the researcher intend to assess teacher effectiveness in pupil performance in primary school education in order to come up with recommendation for betterment.

1.2 Statement of the Problem

An ineffective teacher is a disgrace to the teaching profession. Such inefficiency may be, not necessarily caused by individual teacher characteristics such intellectual capacity, inadequate training, and resistance to modern pedagogical methods, or poor attitude about the teaching profession and a lack of dedication to professional duties (Hakielimu, 2008) but also from the students' characteristics such as family background, students' predisposition to learn. Further, teacher ineffectiveness may be caused by classroom environment such as lack of necessary teaching and learning materials and the number of pupils in one classroom. The widely expressed view in Tanzania that all that is required to be an effective teacher is the general qualification earned from a university also needs to be investigated. Maybe that is the reason why unqualified teachers are still employed in Tanzanian schools. To this end, this investigation also attempts to ascertain whether higher academic qualification improves a teacher's job effectiveness in Tanga primary schools.

1.3 Purpose of the Study

This study was intended to:

Assess teachers' effectiveness on pupils' performance in primary school in Tanga district.

1.4 Specific objective of the study.

This study aimed to:

- i. Explore the methodological competencies of teachers and their role in improving instructional processes;
- ii. Determine teachers' instructional process competencies and its effect on teaching and learning.
- iii. Assess teachers' motivational competencies improve students' performance;

1.5 Research Questions.

- i. What type of methodological competencies do teachers use to improve instructional processes?
- ii. What type of instructional processes do teachers use to improve their effectiveness?
- iii. How do teachers' motivational competencies improve their job effectiveness?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in Tanga District which is one of 9 districts that comprises Tanga region. The district is located in the North East of Tanzania. It has square km 474 and population of 273,332 (Census, 2012). Tanga district borders by Muheza district on the North East, Mkinga district in the North East, Pangani district in south and Indian Ocean in the East. Tanga district has four Administrative Division namely; Chumbageni, North Ngamiani, South Ngamiani, South Ngamiani and Pongwe, and about 22 Administrative Wards.

1.6.2 Theoretical Scope

This study involved Functionalism theory of education to explain teacher effectiveness in primary schools in Tanga district.

1.6.3 Content Scope

The study concentrated on three variables: Teacher characteristics; students' characteristics and classroom characteristics. The first independent variable, teacher effectiveness was measured by the following factors: experience, level of education, and motivation. The second independent variable, student characteristic was measured by the following factors: family background, student motivation to learn and peer group. The third independent variable, classroom characteristics was measured by quality of classroom in terms of lighting, sitting arrangement, and availability of teaching and learning resources.

1.6.4 Time Scope

The study traced the teacher effectiveness in Tanga district from 2004 to 2014 academic years, and was conducted in 6 months within which three months would be spent in the field work and three months for data analysis, presentation and report writing.

1.7 Significance of the Study

The study would be beneficial to other researcher as the source of reference. The study also assisted school teachers in defining problems hinder effectiveness of teacher on pupils' performance in Tanzania and may be help them in identifying strategies to overcome those problems. Omari (2011:32), stated that significance of

the study is when the researcher point out the solution to the problem or answer to the question that could or would influence education theory or practice. This is very important since it explained why is worthy time, effort and expenses required to carry out the proposed research.

1.8 Limitation of the Study

Limitation means lack of abilities or strength that control what person or researcher can table to do. In this study, the researcher may encounter the constrains emanated from research methods, research design, samples and sampling strategies, uncontrolled variables faulty instruments and other compromises to internal and external validity (Omari, 2011). Other limitation the researcher faced were like financial constraint, this was because the researcher was privately self sponsored with limited researches and opportunities for fund raising which would make to get enough money for the study, for this case researcher overcome this by asking financial loan from financial institution like national Micro financial Bank (NMB) or Postal Bank because researcher was public servant, therefore possible to get a guarantee from stated financial organization.

1.9 Delimitations

The research took place only in Tanga city (Tanga District), in Tanga region in the sample of 56 target population.

1.10 Definition of the Term:**1.10.1 Primary Education**

According to Tanzania education training policy (1995:13) is a seven years education circle. It is compulsory in enrollment and attendance. At the end of this cycle, pupils can go on with secondary education, vocational training or enter the world of work.

1.10.2 Effectiveness

According to the Oxford Advanced Learner Dictionary (2006:469). The term effectiveness refers to produce the result that is wanted or intended, producing successful result

1.10.3 Teacher Effectiveness

According to Weimer (2013:4) teacher effectiveness refers to the process of cultivating skills, stimulate interest in the subject, motivate student to learn, present material well, make subject interesting, helpful and knowledgeable, intellectual challenging, setting high standard and encourage self initiated learning.

1.10.4 Student performance

According to Pendleton (2005), refers to the mastery of knowledge, skill and attitude which student is supposed to know as a result of instruction.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical frame work and relates literature reviewed for this study. The conceptual framework of this study is grounded in the functionalist conception of education, while the empirical studies reviewed revolve around the three objectives developed in chapter 1. These include: Teacher methodological competencies and their role in improving instructional processes; teachers' motivational competencies and students' performance; and teachers' instructional process competencies and its effect on teaching and learning.

2.2 Theoretical Framework

Functionalism: Education for the Good of the Society

Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual 'organism' and 'society'. According to Murphy (n.d), underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce. Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones.

Functionalist analyses examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole. Whawo (1993), cited Hearn and von Bartalanffy (1959), saw society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past. Heylighen and Joslyn (1992) saw functionalism as the 'Trans-disciplinary' study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them. Schools are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden draft will cause the flame to flicker, but with the ceasing of the draft, the flame regains its normal characteristics (Whawo, 1993).

Within this perspective, schooling is viewed as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society

to remain a viable system all components must function together and thus require a system to instill similar beliefs and values to each member of that society. Those who excel in society are those who have worked the hardest for their position, a social phenomenon called meritocracy. According to Hurn “this is a society where ability and effort count for more than privilege and inherited status”.

Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. Hurn also theorized that society functions much better economically when there is more education for the individual or for society at large. An individual’s acquisition of additional skills provides benefits to the society in which he lives. Hurn further stated that the more education there is the less likely there will be much inequality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education.

Durkheim (1956, p. 71) felt that schools are there to teach morals to children. These morals are the ones that society has set up so that everyone is the same and need to be taught at school rather than in the home because there is too much bending of the rules at home whereas school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. Durkheim concluded that these were the most important things that school could give to its children, a sense of belonging

to a larger society. In Talcott Parson's opinion, a school's main function is to socialize children by using the idea of commitments. There are two types of commitments, commitment to the implementation of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959).

Presenting the functions of education from the sociological aspect, Carr and Kemmis (1986) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly, to stratify individuals in accordance with the complex network of roles that sustains the existing social order. The critical idea here is that school does not operate in isolation and its function in society is imperative to the development of the society. While D'Aeth (1975, p. 32) observed that the central objective of education was to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run a modern nation.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is therefore regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be 'functional' in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr & Kemmis, 1986, pp. 58–59). Carr and Kemmis further argued that the functionalist sociology of education

provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained.

The researcher takes as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts. The entire staff in the school system is viewed as a whole and they are supposed to be experts in their field. Thus, a clear picture of this 'classic' view of teacher effectiveness is the first step toward understanding the contemporary meaning of professionalism for today's education and practical issues. Therefore, I conclude that functionalism as a school of thought focuses on what makes society function determines its use and purpose. However, given that different situations may influence instructional processes of students and the society at large, Eraut (1994, p. 1) argued that most accounts of the ideology of professionalism follow the functionalist models developed by Goode (1969), Merton (1960) and Parsons (1968), which accord primacy of place to the professional knowledge base. The problem, to which the concept of a profession is said to provide an answer, is that of the social control of expertise. Experts are needed to provide services which the recipients are not adequately knowledgeable to evaluate.

Also, the purpose of this choice is not to test or refute functionalist theory, but to use it to select variables of interest and to organize my research. An examination of the concepts used in this work fits into this framework because a picture of the typical outlook of professionalism is the first step towards accepting the contemporary meaning of professionalism for today's teaching and practice issues. In essence, the goal is to test how teacher effectiveness in terms of methodological competencies

motivational competencies and instructional process competencies affect their teaching and learning. The researcher's preference of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought. The functionalists were criticized on their view of the causes of educational failure which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it was hard to achieve common social goals. They also criticized the functionalist's failure to see that social stability might be a result of a 'manipulated' and 'illusive' consensus. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need.

2.3 Methodological Competencies of Teacher and their Role in Improving Instructional Process

Olube (2004) defined methodological competencies as the procedures of doing something and having enough skill and knowledge to carry out a function. Thungu et al (2008) did a study on the method used to increase pupils performance. They found that teachers used a combination of storytelling, play activities, dramatization, Roles play, Demonstration, Discovery, Discussion, singing lecture method, education visit method, question and answer method and debate method. Olube (2006) suggested that, it is through these methods of teaching that teacher can acquire the competencies needed to carry out instruction process effectively and efficiently

Since 2005, the curriculum in use at all level of education in Tanzania is based on competent based curriculum (URT: 2010). Competent based curriculums encourage

the use of multiple teaching and learning methods which are participatory. Cos Con (1990) classified method of teaching in to two categories, these are participatory and non participatory methods. Non participatory methods are those methods which pupils are not fullest engage in teaching and learning activities, while participatory methods are those methods where by pupils are fullest engaged in teaching and learning activities. Silver (1996) suggested that, participatory methods create learning where by pupils are not passive member of teaching and learning process.

The study done by Sumra (2005:8) on PEDP implementation, they revealed that 35% of the teacher of primary schools use lecture methods in teaching. Sumra further found that teachers were not conversant with concept of competent base curriculum which together with other things focused on learner centered approach. Sumrakielimu opined that the methodology that the majority of teachers use were against the requirement of competent base curriculum which emphasis on multiple teaching and learning methods. They suggested that there is a need, as a matter of urgency, to devise a mechanism through which teachers could be given proper orientation on the concept, philosophy and requirements of a competent based curriculum, and to give the teacher continuous professional development opportunity which should be provided on regular basis.

Kayombo (2014) did a study on factors affecting the use of participatory techniques in primary school in Chunya. He found that over 83% of teachers, used non-participatory methods. He further found the factors which influenced teacher to use these methods include; inadequate time, shortage of materials, students poor response to question asked by the teacher, and lack of competency among the

teachers. Kayombo suggested that government should improve school learning environment by employing enough teachers, buying enough teaching and learning materials, furniture and building enough classes, provide teachers with frequent training to boost their knowledge in teaching professional and pupils should try their best participate fully in the learning process both at school and group discussions

Kayombo's study supported by Kafumu (2010), who conducted a research on the challenges of participatory techniques in Tanzania. Kafumu found that up those challenges include in sufficient number of teachers, lack of competence among the teachers and in adequate and insufficient teaching and learning resources such as text book. Kafumu suggested retrain teachers and school inspectors to understand better the concept and principals of participatory techniques and be able to implement the system, to review the assessment criteria and procedures of the National Examination to ensure that the final written examination carry less weight and practical and participatory assessment to carry more weight, oral and practical examination in particular must take large share of the marking scheme.

Haji (2014) quoted Mosha (1996) in his study on Influence of teacher attributes on students' academic performance in secondary education. He found most teachers are lacking innovative pedagogical skills, what they do in teaching and learning process is to inform, explain, asking question and writing on the blackboard while the typical pupils pattern was listening, taking notes and answering question both chorus and individual. This observation have been supported by MOEVT (1998) which pointed out number of profession weakness and gaps among teachers at all level in the education system that associated with in adequate training, lack of teaching skill

among teachers and college tutor, inadequate teaching strategies among primary school teachers and in ability to prepare as well as make use of instruction.

Caferrela (2002) did a study on teaching approaches, He found three levels of learner involvement that are; low participant involvement, medium participant involvement and high participant involvement. Whereby in Low participant involvement methods are lecture, panel discussion, Demonstration, computer based drill, computer based tutorial, and tutorial, medium participant involvement include group discussion, behavior modeling, observation and reflective practice, while high participant involvement include Role play, Debate, case study, storytelling, Problem based learning, project learning, collaborative leaning and inquiry leaning. He suggested that a good instructional method is the one which is interactive to both teachers and learners during learning processes

Thungu et-al (2008:86) did a study on teaching process. He found the factors to be considered in the choice of the methods; these are subject content, the age and developmental level of the learner's, what the learner's already know and their entry behavior, learning activities involved, the objectives of the lesson, space and material resources available, the physical setting and class management and control routines and the teachers own competence in the use of a particular methods. He suggested that when a teacher is choosing the method to use, he or she should consider the learners background, knowledge, and environment and learning goals.

Haji (2014) conducted a study on influence of teacher attributes on students' academic performance in secondary education. Haji found that teachers attribute

highly influence of student performance. The identified attributes are professional qualifications, pedagogical skills and behaviors of the teachers. A researcher suggested that teachers need to be trained to improve their professional qualifications and pedagogical skills, the government should provide adequate fringe benefits such as hardship allowance and teaching allowance for the teacher. Parents to take active role in educational activities. Based on the above explanation the researcher intends to examine types of methodological competencies teachers used in order to come up with findings for betterment of effectiveness of primary school education.

2.4 Teachers Instructional Process Competencies and Its Effect on Teaching and Learning

Instructional process refers to instructional activities that provide the means through which pupils will achieve the stated objectives of a course or learning programme (<http://www.pstcc.edu/instructional-process.htm>). www.pstcc.edu/instructional-

Keese (2011) did a research on teaching and learning resources, found five instructional strategies namely the direct instruction strategies, indirect instructional, interactive instructional, experiential instructional and independent instruction.

He noted that direct instruction is highly teacher directed and is among the most common used. It includes teaching methods such as lecture, didactic questioning, practice and drill and demonstration. It is effective for providing information. Indirect instruction it uses inquiry, inclusion, problems solving and discovering, problem solving, guided inquiry concept attainment and concept formation. Interactive instruction relies heavily on discussion and sharing among participants it includes methods like class discussion, small group discussion, project, student pair or trial working.

Experience instruction is learner centered and activity oriented, students are usually more motivated when they actively participate and teach one another by describing what they are doing. While independent instruction is methods which are purposeful provide to foster the development of individual student initiative, self reliance and self improvement

Keesee also found that in a classroom environment, there are many variables that influence and contribute to learning. He suggested that creating and implementing a learning environment is imperative, that the teachers not only create a setting but promotes learning but also take the time to understand each child.

Under these objectives the research intends to conduct this study in order to examine teacher's instructional process competences and its effects on teaching and learning.

2.5 Teacher's Motivational Competencies in Improving Student's, Performance

Thungu et al (2008:195) stated that motivation refers to the internal condition or state that serves to activate or energize behavior and to give it direction. They identified two types of motivation, those are: primary motivation which referred to as physiological needs because there are accompanied by some imbalance in the body of animal, this are unlearned and aimed at satisfying the basic survival needs of animal. They include hunger, thirst, sex, rest and warmth. Secondary motivation are learnt or acquired. There not directly necessary for survival and are not usually accompanied by underlying physiological change. They stated that factors that influence motivation include:- The physiological needs of the individual, emotions which can act

as drives and can reinforce the motives in progress hence increase the desire, habit-are those instigate and regulate action in dynamic sense act motivator, and the individual's maturation readiness to learn- learning is most effective when the individual is ready to learn, incentives which include privileges and praise from the teacher, mental assets which include values and attitude of the learner, and environmental factors which is being created by the teacher- this include interesting visual aids such as posters, booklets or teaching material.

Mkumbo (2011), conducted a research to answer the question: are our teachers qualified and motivated to teach? the study raveled five factors which are responsible for poor performance of pupils namely: poor working environment which hindering them from performing the duties effectively and efficiently, poor salaries, lack of teaching and learning materials, poor school leadership and administration, lack of housing facilities, many bureaucratic procedures that are involved in the promotion process and other incentives. Caprara et- al (2006) stated that when teachers are motivated and love the teaching profession pupils are motivated to learn and they learn the content taught by the teacher more effectively.

Kirondo (2014) did a research on strategies employed by the teacher to motivate students in kinondoni Municipality. Kirondo found that several factors that affected motivation including: mastery of subject matter; large number of students constrained the classroom discussion and lack of constructive feedback due to the large number

of student. Kirondo suggested that if goals of teaching in schools are to be accomplished teachers need to motivate pupils, motivation make pupils active in leaning, eliminate fear of participating in learning process, pupils become active and it maximize teacher pupils relationship,

Haji (2014) did a research on influence of teacher attributes on pupil's academic performance in secondary education and noted that professional qualification, pedagogical skills and behavior of teachers play significant role in pupil's performance. This observation show that if teachers have enough qualification and good pedagogical skills and good behavior motivate also pupils to participate effectively and efficiently in teaching and learning process.

Sabutoke (2014) cited Akitoye (2000), in her study on assessment of teacher motivational on students' academic performance in science subject noted that money remains the most significant motivational strategy. He asserted that as far back as 1911, Fredrick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive system, wages system as a means of stimulating workers to work in a high performance commitment and eventually satisfaction. The study further commented that there is relationship between teacher motivational and pupil's academic performance and teachers work effectively if they are well motivation.

Aacha (2010) carried a study on motivation and the performance of primary school teachers' in Uganda: A case study of Kimanya-Kyabakuza division, Masaka district aimed to investigate the effect of motivation on performance of primary school teachers in Kimanya-Kyabakuza division, Masaka district. Aacha used both qualitative and quantitative approach and descriptive survey research design. Data was collected by used structure questionnaires instrument to teachers, key informant interview guides for head teachers and MEO, focus group discussion for SMC and documentary review from sample of 135 respondents includes 113 primary school teachers, 12 head teachers, 9 School Management Committee members (SMC) and 1 the Masaka Municipal Education officer (MEO). Aacha revealed that, the performance of teachers was good despite the fact that their motivation was inadequate; also majority of the teachers performed their activities with high morale as evidence from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and schools. In order to improve teacher motivation and performance at work in Masaka district Aacha suggested that, Uganda government should increase primary teacher's salary that match with cost of living, Provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance among others. While Aacha's study relate with this study, it differs in terms of design. The current study used correlation and comparative design and the focus is on primary school teachers in both public and private schools. Furthermore, this study used questionnaire, interview and focus group discussion as instruments for collecting information.

Adeyemi (2010) did a study on Principals' Leadership Styles and Teachers Job Performance in Senior Secondary Schools in Ondo state Nigeria to identify level of

job performance among teachers in Senior Secondary Schools in Ondo state. He used descriptive research design and data was collected through two instruments namely: Principals' Leadership Style Questionnaire (PLSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ) for a total sample of 2040 principals and teachers, whereby 240 principals and 1800 teachers of senior secondary schools in Ondo state. Adeyemi found that not only teachers' job performance was moderate, but also teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership style. In this he suggested that, school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers, and use of laissez-faire leadership style should be discouraged among school principals as it could not bring a better job performance among teachers. The current study will differ from Adeyemi study because, the current study focused on determining the differences in job performance in public and private teachers in primary schools in Kilosa district, correlation and comparative design were used, and data collected by questionnaire, interview and focus group discussion also respondents were primary teachers in both public and private schools in primary school.

Sumra et. al (2005:16) did a study to review three years of PEDP implementation, a key finding from government review to detect teacher involvement in curriculum development and examination setting. They were in a view that when teacher are adequately involved in the development of the curriculum, they are motivated and tend to implement curriculum effectives and efficient, but under this, teachers reported that, they seldom involves in the curriculum development process,

complained that the curriculum they implement was prepared in top down approach and in many cases it is not relevant to their context and they don't feel part of it.

Based on these observations from deferent scholars the research intends to determine how teacher's motivational competences help in improving pupil's performance under the suggestion and comments given by these scholars in order to ensure teachers effectiveness to pupils performance.

2.6 Gap in Literature Review

Several studies had been conducted on teaching and learning environment. These studies were too general as far teaching and learning concerned. In Tanzania the student that observed teachers effectiveness on primary pupils performance were few and too general and sometime not for specific primary school education. There were few studies which had been done to examine teacher's effectiveness on primary pupils' performance. For example Mkumbo et.al (2011) conducted a research to answer the question were our teachers qualified and motivated to teach. The study revealed five factors which were responsible: namely poor working environment which hindering them from performing their duties effectively and efficiently, poor salaries, lack of teaching and learning material, poor school leadership, and administration, lack of housing facilities, and many bureaucratic procedures that are involved in the promotion process.

Kirondo, Y.A (2014) did a research on strategies employed by teacher to motivate pupils in Kinondoni Municipal and noted that if goals of teaching in schools are to be accomplished teachers pupils need to motivated pupils and added that motivation

make pupils active in learning, eliminate fear of past parting in learning process, pupils become active and maximize teacher pupils relationship.

Haji (2014) did a research on influence of teacher attitude on pupils academic performance in secondary school and reveal that professional qualification pedagogical skills and behavior of teachers play significant role on pupils performance.

Sumra et. al (2005), did a review on three years of primary education development programme and reveal that 35% of the teacher of primary school use lecture method and teacher are not conversant with concept of competent base curriculum.

Kayombo (2014) did a study on factors affecting the use of participatory techniques in primary schools in Chunya and identify that over 83% of teacher, use non-participatory and factors which influence teacher to use these methods include, it saves times, shortage of material absence of seminar, shortage of teacher, shortage of desk and classroom.

Kafumu (2010) did research on application of participatory techniques in Tanzania and come up with challenges facing teachers in the use of participatory methods, namely in sufficient number of teachers, teaches are not conversant with participatory methods, and inadequate and in sufficient teaching and learning resources such as text book.

Mosha (1996) noted that most teachers are lacking innovative pedagogical skills, what they do in teaching and learning process is to inform, explain, asking question and writing on the black board.

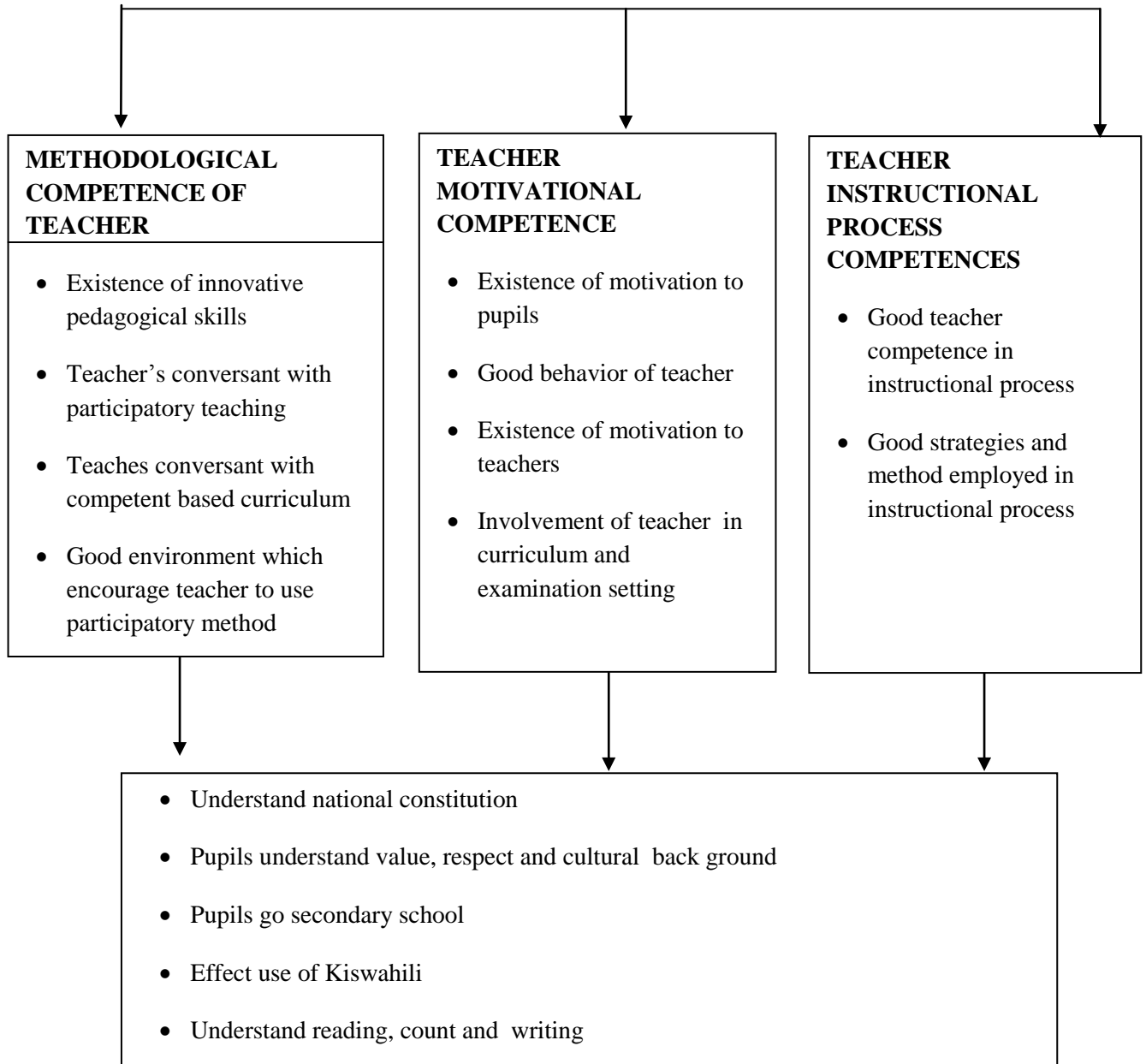
In this regard, most of studies had been done in order places in Tanzania and not in Tanga city (district) therefore, this study expect to fill the gap left by conducting the research to observe the teachers effectiveness on pupils performance in Tanga city.

2.7 Conceptual Framework

Conceptual framework is creations of the researcher which contain contextual variable, predictor variable, mediating variable and outcome variable. It helps the researcher in delimiting the study to the most interesting and plausible explanations but without causing harm to the validity of the study, cueing research to the literature relevant to the study as one concentrates in these lines of thought in corporate in the theoretical frame work, the hypothesis, research questions and data collection instruments are directly derived from the conceptual frame work, competing explanation or hypothesis are anticipated in the conceptual frame work (Oman 2011:45)

TEACHER EFFECTIVENESS ON PUPILS PERFORMANCE IN PRYMARY SCHOOL

Figure 2.1: Conceptual Frame Work



- adopted: from stuffle bean 1982

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CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the systematic theoretical analysis of the methods applied to a field of study or the theoretical analysis of the body methods and principles associated with a branch of knowledge. <http://en.wikipedia.org/wiki>. This chapter presents the study paradigms, study design, population of the study, sample selection and sample size, instrument for data capture, procedures for data collection in the field, ethical issues to be considered, data analysis plan, references/bibliography and appendixes.

3.2 Research Paradigm

Research paradigm is the mental and philosophical dispositions a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as a respondents in any social reality under microscope and can only be qualitative or quantitative (Omari 2011:2). The research paradigm chosen was qualitative because the researcher intends to give description on effectiveness of pre-primary education in Tanzania, especially in Tanga district, Tanga region and to some extent the researcher triangulated with quantitative paradigm because researcher used tables, figure and frequencies in presenting information.

3.3 Research Design

Research design is a distinct plan on how a research problem will be attacked (Omari, 2011). The appropriate research design applied in this research problem or phenomenon was case study.

Case study involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community (Kothari 2004).

The case study, on the other hand, enabled the researcher to obtain in-depth and rich data informants. This was because a case study involved analysis of characteristics of an individual unit so as to probe deeply and analyze intensively the multi-farious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the population to which that unit belongs.

3.4 Population of the Study

A population is the totality of any group of units which have one or more characteristics in common that are of interest to the research. (Omari 2011:71).

The target populations in this study were district educational officer, school inspector, ward educational coordinator, Head teacher, and teachers.

3.5 Sample Selection Technique and Sample Size

3.5.1 Sample Selection Techniques

The selection of the respondents based on the probability sampling and non-probability sampling. In probability sampling, the researcher selected respondents by using random sampling; where by researcher used lottery method in selecting respondents in selected schools. Each member was assigned by a unique number. The

numbers were placed in a bowl and thoroughly mixed. Then, a blind-folded researcher selects “ N ” letters represented the whole population that was to say every individual has equal chance to be selected.

While in non probability sampling, the researcher used purposively sampling. For instance, researcher used DEO, School inspectors, were purposively selected because had enough information on Teachers Effectiveness on Pupils performance in Primary school education. One of advantage of Purposive sampling was that, it could be very useful for situations where there was a need to reach a targeted sample quickly and sampling for proportionality.

3.5.2 Sample Size

The sample size of this study was 56 respondents. The sample size composition indicated in the table below. The issues of gender are highly regarded.

Table 2.1: Indicate sampling composition

	MALE	FEMALE	TOTAL
DEO	1	1	2
SCHOOL INSPECTOR	03	03	06
WARD ED. COORDINATOR	04	04	08
HEAD TEACHER	04	04	08
TEACHERS	16	16	32
TOTAL	26	26	52

3.6 Instrument for Data Collection

According to Enon (1995), an instrument or tool is the technique of data collection. In this research the recommended instruments were questionnaires, observation and interview.

3.6.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

In questionnaire the researcher prepared open and closed questionnaire that encouraged head teachers, ward education coordinator and teachers to give information needed to the study. The reason to use questionnaire was that, it could be used in distant respondents and a well planned and could always modified and adapted.

3.6.2 Interview

Kothari (2005) interview method of collecting data involves presentation of oral - verbal stimuli and reply in terms of oral – verbal responses. Therefore researcher used structured and unstructured interview used for DEO and school inspectors in order to get detailed information concerned with the study. According to Kothari interviewer may catch the informant off – guard and thus may secure the most spontaneous reactions than would be the case if mailed questionnaire is used. Also researcher collected supplementary information about the respondent's personal characteristics and environment which was often of great value in interpreting results.

3.6.3 Direct Observations:

Observations allow the investigator to learn about things participants may be unaware of or may be unwilling or unable to discuss in a questionnaire or in an interview (Oka and Shaw, 2000). The study used this instrument to observe the teacher effectiveness in classroom teaching. The observation method of data collection was used practically to assess the extent of teacher effectiveness. The classroom observations focused on the following areas: (a) what teachers and students do at the start, during and at the end of a lesson; (b) the extent to which the teacher involve the students in constructing knowledge; and (c) whether students individually or in a group are given the freedom to express their opinions and to interact with each other and with the materials in an effective way. To observe these, the researcher sat in class when the session is on and used an observation sheet to record what was seen, heard, and experienced kept into consideration the students' observable characteristics and classroom environment in terms of student-ratio, instructional processes, motivational competences, methodological competencies and teaching instruments.

3.7 Quality Control

3.7.1 Validity of Instrument

According to (1990) validation of the instruments refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study the researcher developed pre-test interviews to primary school teachers in Tanga district who were obtained by chance, in order to check the effectiveness of each instruments. Also researcher sat with classmate to see if the instruments were valid. At the end the researcher seek recommendation from supervisor before producing the final instruments.

3.7. 2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions Bell (1997). That was, if we repeatedly assess the teacher effectiveness to pupils performance, a person got the same answer each time? (Assuming the person attitudes do not change). According to Bell there are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertain by pre- testing the instruments before going to the field. The researcher gave questionnaire guides to the same groups of the respondents and re- testing them.

3.8 Data Analysis

Data analysis refers to the examining what has been collected in survey or experience and making deduction (Komba et-al 2006). In analyzing qualitative data, content analysis was employed in order to extract relevant information. Content analysis is a

technique in which the researcher organizes information collected into categories and revises until a final perspective emerge. It is the examining what has been collected in survey or experiment and making deduction and inference (Komba et al, 2006). With this regards qualitative data allowed a researcher to make description of the data collected from the field basing on the research objectives and made decision what to take and what to leave basing into its usefulness in the study. Therefore, the researcher wrote narratives in each objective including quotes from the interviews and questionnaire. Finally, the researcher interpreted narratives to generate meaning.

Also quantitative data was categorized and presented in tabular form and frequencies such that percentages were calculated.

3.9 Ethical issues to be considered

Wells (1994), defined ethics in terms of code of behavior appropriate to academic and conduct of research. The ethical consideration observed in getting informed consent from adult participants and from teachers and parents when pre-primary pupils were involved. The researcher consulted supervisor on ethical issues in the university, the researcher abided with confidentiality from the people who provided information; there were no exposing or leaking of information without consent of the person who provided information. The researcher humbled to cultural and belief of respondents. There were no biased, exposing, leaking, hyperbolizing and understatement of the information from the respondents.

CHAPTER FOUR

4.0. DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.1. Introduction

This chapter presents the data for teachers' effectiveness in primary schools in Tanzania. These data are arranged according to the research objective developed in chapter one. Explore the methodological competences of teachers: Assess teachers' motivational competences: and determine teachers' instructional process competences. The first parts of the demographic characteristics of the research participants, the second part presents the data while the last part present the chapter summary.

4.2. Demographic characteristics of the research participants.

This part provides general information of respondents. The researcher provided respondents background information such as gender and responsibilities as shown in the table below.

Table 4.1. Demographic characteristics on research respondents.

	Male	Female	Total	
			No	%
DEO	1	1	2	
Chief school inspector	1	1	2	
Ward educational coordinator	4	4	8	
Head teacher	4	4	8	
Teachers	16	16	32	
Total	26	26	52	

This study had 52 respondents who were comprised of the head teachers (15.4 %?); Ward education coordinators (15.4 %?), school inspectors (1.92 %?) and DEO (1.92 %?) and teachers (61.54%). It also comprised gender balance

4.3 Data presentation

This part provide presentation of the finding of the study as per objectives stated in chapter one.

4.3.1 Methodological competence of teachers.

The first objective was set to solicit information on the methodological competency of teachers. Teaching methodology was seen as important in assisting teacher effectiveness in improving instructional process. Data were collected by using questionnaire, interview ad direct observation. This objective the researcher intended

to answer the question, what type of methodology do teachers use to improve instructional process.

The questionnaires were distributed to forty eight (48) respondents including teachers, head teachers and educational coordinators found in eight (8) wards in sixteen (16) primary schools found in Tanga district. Their responses are summarized in the table below.

Table 4.2: Response of the teachers, head teachers and ward educational coordinators on question, what type of methodological competencies do teachers use to improve their instruction.

Response	Frequency			
	Agreed	%	Disagreed	%
Question & Answer	25	52.1	23	47.92
Lecture	12	25	36	75
Brainstorming	5	10.42	43	89.6
Group Discussion	3	6.25	45	93.8
Demonstration	4	8.3	44	91.7

Source: Field data, (2015).

From the table, it was revealed that 25 respondents out of 48 equals to 52.1% said they use question and answer to improve their instructional process, 12 respondents out of 48 equals to 25% said they use lecture method to improve their instructional process, 5 respondents out of 48 equals to 10.42% said they use brainstorming, 3

respondents out of 48 equals to 6.25% said they use group discussion while 4 respondents out of 48 equals to 8.3% said they use demonstration to improve their instructional process.

The data were triangulated through interview. In the interview with the teacher the question was: What type of methodology do you use to improve teaching? Some of the responses were as follows:

Teacher 1: *Actually, I use lecture mostly to teach. I know this is not the best*

Method of teaching but given the number of pupils in a class, lecture seems to be the best to capture pupils' attention.

Teacher 2: *Sometimes, I use questions and answers but many pupils do not respond to question or ask questions. Many times, I resort in lecture method and brainstorming when I begin the lesson to test if the previous lesson was understood by the pupils.*

Teacher 3: *Frankly speaking, I do use brainstorming and question and answers because of shortage of time, shortage of teaching and learning materials, and overcrowd of pupils inside the class sometimes I triangulate them with demonstration.*

This observation indicated that most of the school surveyed by the researcher used questions and answers, lecture method and brainstorming followed by demonstration. Method such like group discussion was used very rarely. Through this observation it was revealed that most teachers used these methods. These results can be revealed in the study conducted by Kayombo (2004) was found factors hinder teachers to use participatory method such like shortage of materials, and inadequate time.

When the same question was passed to the head teachers, the responses were as follows:

Head teacher 1: *Teachers always in school use questions and answers and brainstorming because they enable teachers to ensure important points in the topic are being understood by the pupils and to know pupils difficulties in the topic taught.*

Head teacher 2: *Teachers prefer to use lecture method and questions and answers because there are overcrowd of pupils in classroom, these methods suit to teach large classrooms and cover wide range of content within limited time.*

Head teacher3: *Sometimes, teachers use brainstorming at the beginning of the lesson to test if the previous lesson was well understood there after group discussion is used for new topic.*

The responses from the ward education coordinators were not different from those of the head teachers. This is because, like the head teachers, this cadre of people is very close to teachers and they see what happens in the classrooms.

The interview conducted to chief school inspector of schools in Tanga district to answer the question on what type of methodological competencies do teachers use to improve instructional process, she had this to say:

“80% of the teachers teaching primary in Tanga district use lecture method and questions in teaching and learning process”

The researcher during interview with chief inspector in Tanga district asked her question on what are the reasons leading teachers to use questions and answers and lecture methods while government insist uses of competent based curriculum (new paradigm shift of teaching) which insist using of multiple methods of teaching? She had this to say:

“The reasons leading most of the primary school teachers to use lecture method, questions and answers method are due to overcrowd of pupils in the class, shortage of classrooms, desks, shortage of teaching and learning aids, shortage of teachers and lack of regular seminars to teachers to update their skills and knowledge inadequate time”.

According to the heads of schools, ward education coordinators and the school inspector, the teachers in Tanga district use lecture method, questions and answers methods. This observation is in line with Mosha (1998), Kayombo (2014) and Kafumu (2010) identified that teachers are lacking innovative pedagogical skills what they do in teaching and learning process is to inform, explain, asking questions and writing on the black board.

In order to get detailed information concerned with this question, what type of methodological competence do teachers use to improve instructional process, the researcher asked the district educational officer on, are the teachers teaching primary schools in your district know other methods of teaching apart from the lecture methods, questions and answers, and brainstorming as competent based curriculum

encourage the use of multiple teaching and learning methods which are participatory?

He had this to say:

“In my district we insist teachers to use participatory method of teaching pupils”

These findings are in line with Keese (2011) who was noted that teachers mostly use direct instruction to teach, which is highly teacher directed. He mentioned like methods lecture didactic questioning and dull demonstration.

4.3.3. Teachers Instructional Process Competencies and its effect on teaching and learning

The second objective was set to determine teachers’ instructional process competencies and its effect on teaching and learning. To attain this objective, the researcher used and interviews and classroom observation in sixteen (16) primary schools in eight (8) wards found in Tanga district

4.2.3 Teachers Instructional Process Competencies

Teachers’ instructional competences were deduced through classroom observation. Observation was effective technique to understand the extent to which teachers were competent in interacting with students during classroom teaching. In the observation, the researcher had a number of checklists, which he ticked when observing the classroom teaching.

Classroom Observation Checklist

The researcher observed that, many teachers were applying LCA in science teaching. This revealed by the data obtained from four primary schools which were Azimio, Mabawa, Ukombozi and Kange primary schools.

Table 4.3 Classroom observation checklist

		Teachers N=4			
S/N	Classroom activity	1	2	3	4
1	Created friendly classroom climate for all learners		✓		
2	Encourages participation to all students	✓			
3	Employs co-operative group learning	✓			
4	Employs Peer Tutoring				✓
5	Employs reciprocal teaching			✓	

Source: Field data, (February, 2015).

Key: 1=Very often, 2=Often, 3=Occasionally, 4=Rarely/Never

The findings in table above indicated that in three out of five areas observed, teachers were ranked as very often in employing co-operative group learning and encouraging participation to all the students. Teachers were also ranked often on creating friendly classroom climate for all learners. Where the teachers did not do well and ranked occasionally was on reciprocal teaching and rarely was on peer tutoring. These low ranked items may be attributed to the fact that there were few teachers in all the observed schools.

The major problem observed in many classes was that, teachers hardly knew the names of half of their students. This created some moments of embarrassment. In several classrooms for example, teachers would be focusing on a certain student that they thought they knew the name, only to realize the one they are looking at was not the one. This happened several times. This situation can be attributed to large number of students in a classroom. But another explanation can be that, teachers are not keen to know the names of the students that they teach, a situation that can demotivate students.

As the head teachers, ward education coordinators and the school inspectors had pointed, it was true, many teachers used questions and answers, and in most cases, 90% of the classroom observed, teachers tried to use engagement method by putting the students in groups to solve a certain problem and to share with the whole class. In some classes students were asked to demonstrate the answers from the group on the black board as the picture below shows.

Figure 4.2: Indicating pupil responding the question on the blackboard



The above picture was taken as a student was asked to demonstrate understanding in mathematics teaching.

From the observation, a very different picture was found from that which was painted by the heads of schools, ward education coordinators and school inspectors. This mismatch of information about how the teachers are teaching is interesting because normally faults are found through observation, and not through what people say. This may be because the teachers were not interviewed, or may be due to Hawthorn effect, that the teachers changed the ways they taught after learning that there was a researcher observing them. It can be concluded that teachers had competency in teaching methodologies.

4.3.2. Teachers motivational competencies in improving pupils' performance

The third objective was set to determine the relationship between teacher motivation and students' competences. To achieve this objective, it was necessary to solicit information on the relationship between motivation and teacher performance. Teacher performance may lead to students' performance. Questionnaire was used to solicit information from the heads of schools, ward coordinators, school inspectors and DEOs. This research question produced answers as follows:

Table 4.4: Teachers motivational competencies in improving pupils' performance

Response	Frequency			
	Agreed	%	Disagreed	%
Punctuality	25	52.1	23	47.92
Class preparation	12	25	36	75
Regular testing and examination to students,	5	10.42	43	89.6
Timely marking	3	6.25	45	93.8
Involvement in extracurricular activities	4	8.3	44	91.7
Effective helping remedial classes				

Source: Field data, (2015).

Punctuality got the majority consensus (51%) followed by class preparation (25%) and regular testing the students (10.42). These findings were in line with those of Aacha (2010) in Uganda who investigated the effect of motivation on performance of primary school teachers in Kimanya-Kyabakuza division, Masaka district and found punctuality, class preparation and regular testing as holding high responses.

In triangulating this information, observation was used to determine the extent to which 12 primary schools were punctual, prepared for classes and had regular testing of their students.

Text Review: Lesson Plan

The researcher had a chance to review teachers' lesson notes with a view to see how teachers were prepared to teach and whether they had planned for classroom activities. Lesson plans are important documents that can make teachers focused on what was planned and make changes as the lesson unfolds.

Out of 16 lesson plans reviewed, only two had scant information on how the lesson was going to be taught. All the lesson plans show what was going to be taught. From reading their lesson plans, the teachers knew the content to be covered, but did not note down how it was going to be covered, including the activities that the students were supposed to be doing. Initially the researcher attributed this situation with lack of teacher reflection of what they were going to do in the classroom, but later, he found that teachers actually were fine as they competently delivered the materials focusing on students.

Table 4.5: Teacher Motivational Elements observation checklist

		Teachers N=4			
S/N	Teacher Motivational Competency	1	2	3	4
1	Punctuality	✓			
2	Preparedness for classes	✓			
3	Regular Testing		✓		

Source: Field data, (2015).

Key: 1=Very often, 2=Often, 3=occasionally, 4=Rarely/Never

The findings in table above indicated that in over all, in the 12 schools that the researcher observed, most of the teachers were punctual and were prepared to teach with their lesson plans, lesson notes and teaching aids.. However, very few teachers (only in standard seven and four) were testing their students regularly. From this observation, it can be concluded that teachers had motivational competency to raise the students' performance.

The informal discussions with the teachers and the students suggest that most schools were very interested in motivating their students to study hard and there were presents for those who excelled. All those students who performed well were announced and their names written on the school notice board, as can be seen in the picture below.

Figure 4.3: Motivational classification of reward at Tanga district.

IDARA YA ELIMU MSINGI – TANGA JIJI

SHULE 3 BORA – 2013

NAFASI	SHULE	KUNDI	ZAWADI
1	Bombo	Mjini – Serikali	Kikombe, Mipira 2 @ shule na cheti
2	Majani Mapana		
3	Mzingani		
1	Saruji	Vijiji – Serikali	Kikombe, Mipira 2 @ shule na cheti
2	Mwakidila		
3	Ziwani		
1	Ebenezer Eng. Med	Mjini na Vijiji Binafui	Kikombe, Mipira 2 @ shule na cheti
2	Sir John Eng. Med		
3	Indian Ocean Eng. Med		

WALIMU: Shule ya kwanza Tshs. 200,000/=
Shule ya Pili Tshs. 150,000/=
Shule ya Tatu Tshs. 100,000/=

KATA 3 BORA

NAFASI	KATA	KIASI
1	Central	100,000/=
2	Chumbageni	75,000/=
3	Usagara	50,000/=
1	Maweni	100,000/=
2	Pongwe	75,000/=
3	Tungasini	50,000/=

ZAWADI ZA WANAFUNZI

KUNDILA 1: WANAFUNZI WATANO BORA

(a) **MJINI SHULE ZA SERIKALI – WAVULANA**

NA	JINA LA MWANAFUNZI	SHULE ATOKAYO	ALAMA	AINA YA ZAWADI
1	Captain Bakari Shaban	Bombo	211	Dictionary
2	Rita Ukweli Sudi	Makorora	205	Mathematical
3	Ahmadu Selemani Kaonka	Majani Mapana	199	Set, Daftari na
4	Michael Daniel Peruel	Bombo	196	Cheti
5	Abdullahi Fadlali Chekane	Nguvumali	194	

4.4. Chapter summary.

The chapter presented the data obtained from the field which were attained by exploring the methodological competencies of teachers and their role in improving instructional processes; determine teachers' instructional process competencies and its effect on teaching and learning; and assess teachers' motivational competencies improve students' performance. It was interesting to find that, contrary to what the literatures say about primary school teachers' competencies, the observed primary school teachers were methodologically, instructional and motivated competent.

5.0 SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.

This chapter presents the last part of the research report. It covers summary, conclusion and recommendations for action and for further research.

5.2 Summary.

This study intended to investigate teacher's effectiveness on pupil's performance in primary school education in Tanga district. The study had three specific objectives, namely; to explore the methodological competencies of teachers and their role in improving instructional processes; to determine teacher's instructional process competencies and its effect on teaching and learning; and to assess how teacher's motivational competencies improve students' performance. The samples were selected from 8 wards, namely; Duga, Chumbageni, Central, Mabawa, Nguvumali, Makorora, Usagara and Maweni. The participants selected were expected to provide information about the research problem.

Discussion

If the goals of teaching in primary schools are to be accomplished, teachers need to be competent methodologically, instructionally and motivated. Given the current status of teaching and learning in primary schools in Tanzania, there is a need to transform primary school classrooms from teacher-centered to learner-centered. Primary school teachers need to be concerned with how to make a change in teachers' traditional approach to teaching. To that end, we need to understand the methodological competencies of teachers their instructional competencies and their motivational competencies in improving students' performance. When we come to know more about how teachers are competent in these, we will be in a better position

to efficiently and effectively deal with the problems of teaching in primary schools. The present study attempted to address this need by investigating explore the methodological competencies of teachers and their role in improving instructional processes; to determine teacher's instructional process competencies and its effect on teaching and learning; and to assess how teacher's motivational competencies improve students' performance. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

Based on the findings of this study, teachers in the selected primary schools were competent in teaching and were motivated. This is contrary to what it is written in the literature that teaching in primary schools is characterised by teacher-centered instructional practices, as a result of teacher demotivated and incompetent in teaching.

Conclusion

Due to those findings, all three objectives developed by the researcher were in line with the findings of this study whereby the first assumptions were, primary school teachers were incompetent in teaching, they were demotivated and they had not competencies in the current student-centred teaching methodologies.

Contrary to what one can find in the literature, in many primary schools in Tanga, teachers are motivated and competent in teaching using the current teaching methodologies.

5:5 Significance of findings

These research findings have implications for policy, and further research. As for policy, these research findings tend to suggest that in order to motivate primary school teachers it is very essential to pay attention to what they are doing, listen to what they say, and acknowledge their efforts. These do not need money, but if all the educational stakeholders would appreciate and talk about the good work that the primary school teachers are doing, it would boost their morale and do even better.

Recommendations for Further Research

Based on the conclusions of this study, the researcher recommends the following for further investigation:

The current study has covered only a few primary schools in Tanga. Similar studies should be conducted in other districts and regions of Tanzania so as to probe the same issue for better generalization.

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APPENDIXES

PRE-TEST: QUESTIONNAIRE

HEAD TEACHERS AND TEACHERS

Dear Respondent,

The Researcher is a student of the Open University of Tanzania pursuing a master's degree in education administration, planning and policy analysis (MED APPS). The researcher is conducting a study on "Teachers Effectiveness on pupil's performance in primary school Education.

You have been selected to participate in the study you are therefore, kindly requested to answer the questions below reflecting at most genuine response. The study is purely for academic purpose and all information provided will be treated confidentially. Your prompt responses will be highly appreciated.

1. How long have you been teaching in this school?_____

2. Have you attended any seminar/course/ work shop for the past five years?

3. Which subject are you competent to teach?

4. What are the factors do you think affect your teaching?

5. How do you overcome those factors?

6. What is the teacher to pupil's ratio in your classes?

7. How do you motivate your pupils to participate effectively and efficiently in teaching and learning process?

8. What type of methods you use in teaching your pupils?

APENDIX A

INTERVIEW FOR DISTRICT EDUCATIONAL OFICER

1. How many primary schools do you have in your District?

2. How many pre-primary classes do you have in our District?

3. What measures do you take, to make sure that teachers are update their skills and knowledge in teaching perform

4. How many teachers attended seminars, workshop and training for the year 2012/2013 and 2013/2014

5. Have you conduct any seminar to update skills and knowledge of your teacher for past five years ago?

APPENDIX B

INTERVIEW FOR SCHOOL INSPECTOR

1. Teaching and learning materials are supporting factors in teaching and learning process. What is real situation in primary school and pre-primary classes in your District?

2. Professional and qualified teachers are very important in teaching and learning process. What is real situation in primary school in Tanga District?

3. It is stated that enough teachers in schools are important in promoting pupils performance. What is status of prevalence of teachers in your district?

4. Which percentage of primary teachers, having scheme of work, lesson plan?

5. Are the teachers both primary education have knowledge base in education context, classroom management, content, pupils, and curriculum materials and qualify to teach?

6. Are the schools in your district having enough teaching and learning materials?

7. It believes that infective teaching depend on availability of infrastructures. What the status of the following infrastructures in Tanga?

(i) Desks available _____ Deficit _____

(ii) Classroom available _____ Deficit _____

(iii) Teachers house available _____ Deficit _____

(iv) Pit latrines available _____ Deficit _____

(v) Teachers office available _____ Deficit _____

8. It is believed that teachers relations and good relationship between teachers and community members strength teaching and learning process. What is your view up on this in your district?

9. What types of methodological competencies do teacher use to improve instructional _____ process?

10. How do teachers motivational competencies improve teaching and learning process? _____

11. What types of instructional process do teachers use to improve their effectiveness?

APPENDIX C: QUESTIONNAIRE

WARD EDUCATION COORDINATOR

Dear Respondent,

The Researcher is a student of the Open University of Tanzania pursuing a master's degree in education administration, planning and policy analysis (MED APPS). The researcher is conducting a study on "Teachers Effectiveness on pupil's performance in primary school Education.

You have been selected to participate in the study you are therefore, kindly requested to answer the questions below reflecting at most genuine response. The study is purely for academic purpose and all information provided will be treated confidentially. Your prompt responses will be highly appreciated.

1. What is real situation in your ward about primary school in :

- (i) Teaching and learning material _____
- (ii) Classrooms available _____ Deficit _____
- (iii) Desks available _____ Deficit _____
- (iv) Pit latrines available _____ Deficit _____
- (v) Teachers house available _____ Deficit _____
- (vi) Teachers available _____ Deficit _____
- (vii) Primary class available _____ Deficit _____
- (viii) Play ground available _____ Deficit _____

2. Are the teachers teaching primary educations qualify to teach?

3. What are the factors affect teachers to teach effectively and efficiently e in your world?

4. How many teachers found in your ward get seminar, workshop or training to update their skills, knowledge and attitude aimed at increasing their effectiveness in teaching for the year 2012/2013 and 2013/2014

5. What is teacher to pupil's ratio in your ward?

6. Are the pupils complete primary schools in your ward know the following:

(i) Read _____

(ii) Write _____

(iii) Count _____

7. Good relation between teachers and teachers and community strength teaching and learning process. What is our view up on this?

8. Are teachers in your wards having knowledge based in education context classroom management, content, pupils and curriculum materials?

9. What type methods do teacher use to improve in fractional process?

10. How do teachers motivate pupils to participate effectively and efficiently in teaching and learning process?

11. What type of instructional process do teacher use to improve their effectiveness?

APPENDIX D: QUESTIONNAIRE FOR HEAD TEACHERS

Dear Respondent,

The Researcher is a student of the Open University of Tanzania pursuing a master's degree in education administration, planning and policy analysis (MED APPS). The researcher is conducting a study on "Teachers Effectiveness on pupil's performance in primary school Education.

You have been selected to participate in the study you are therefore, kindly requested to answer the questions below reflecting at most genuine response. The study is purely for academic purpose and all information provided will be treated confidentially. Your prompt responses will be highly appreciated.

1. How many pupils do you have in your school? _____
2. How many primary pupils do you have in your school _____
3. How many teachers, teaching primary school pupils in your school
_____ Deficit _____
4. Is the teacher, teaching primary class qualify to teach? _____
5. What is the situation of teaching and learning materials in your school? Tick.
 - (i) Full enough ()
 - (ii) Shortage ()
 - (iii) Non material ()
6. What is real situation in your school in the following:-
 - (i) Classrooms available _____ Deficit _____
 - (ii) Desks available _____ Deficit _____
 - (iii) Pit latrines available _____ Deficit _____
 - (iv) Teachers house available _____ Deficit _____
 - (v) Play ground available _____ Deficit _____
7. What is preoperational of teaching and learning materials in your school?

8. How many teachers undergo seminar/ work shop/ course/ training for the year
2012/2013 and 2013/2014

9. Good relationship between teachers and teachers and community promote
teaching and learning process. What is real situation concerned with this in your
school?

10. What are the qualification of teachers please fill in this table

NAME OF SCHOOL	NUMBER OF TEACHERS	SEX		CERTIFICATE	DIPLOMA	DEGREE	QUALIFICATION
		MALE	FEMALE				

11. How many STD VII leavers selected form one in the following years

YEAR	MALE	FEMALE	TOTAL
2009			
2010			
2011			
2012			

2013			
------	--	--	--

12. What are the factors affect your teacher to teach effectively and efficiently?

13. How do you overcome them?

14. What type of methods do you use to improve instructional process?

15. How do you motivate your pupils to participate full in teaching and learning?

16. What types of instructional process do you use to improve your effectiveness?

APPENDIX E: QUESTIONNAIRE

FOR TEACHERS

Dear Respondent,

The Researcher is a student of the Open University of Tanzania pursuing a master's degree in education administration, planning and policy analysis (MED APPS). The researcher is conducting a study on "Teachers Effectiveness on pupil's performance in primary school Education.

You have been selected to participate in the study you are therefore, kindly requested to answer the questions below reflecting at most genuine response. The study is purely for academic purpose and all information provided will be treated confidentially. Your prompt responses will be highly appreciated.

1. What is your academic qualification in teaching profession _____ tick certificate

() Diploma () No qualification ()

2. In your daily teaching activity, where do you get relevant teaching materials to enable you to teach effective and efficiently? _____

3. Have you attend seminar/course/work shop in the past five years to update your skills, knowledge and altitude? _____

4. How many pupils do you teach in each class? _____

5. What are the factors affect you to teach effectively and efficient?

6. How do you overcome them?

7. What type of methods do you use to teach your pupils?

8. How do you motivate your pupils to participate fully in teaching and learning process?

APPENDIX C: OBSERVATION SCALE

The researcher will use observation Scale for evaluating teacher effectiveness in four selected primary school classrooms in Tanga district.

The criteria for awarding marks on the usage of observed teaching and learning activities will be:

Scores

S/N	Classroom activity	Specific Measurements	1	2	3	4
1	Methodological competencies	Employs reciprocal teaching				
		Encourages participation to all students				
		Employs various teaching strategies (mention)				
2	Motivational competencies	Provides appropriate teaching and learning materials				
		Created friendly classroom climate for all learners				
		Use technology in teaching				
3	Instructional processes	Employs formative assessment				
		Ask questions to assess understanding				
		Employs summative assessment				