IMPLEMENTATION OF ORIENTATION PROGRAMME ON STUDENTS' LEARNING IN TANZANIA SECONDARY SCHOOLS: A CASE OF MOSHI DISTRICT COUNCIL

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN CURRICULUM DESIGN AND DEVELOPMENT OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled **"Implementation of Orientation programme on students' learning in Tanzania secondary schools: A Case of Moshi District Council"** in partial fulfilment of the requirements for the award of Degree of Master of Education in Curriculum Design and Development of The Open University of Tanzania.

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Date

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DECLARATION

I, **Eliatosha Moses Mbwambo**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the degree of Master of Education in Curriculum Design and Development of The Open University of Tanzania.

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Signature

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Date

DEDICATION

I dedicate this work to my lovely wife Lilian, my firstborn Angello and second-born Alvin.

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ABSTRACT

The general objective of the present study was to assess the implementation of the Orientation Programme (OP) in enhancing students' learning in secondary schools in Moshi District Council. The specific objectives were: (1) To assess the adherence to the 2014 TIE's guide in implementing the OP, (2) To explore the contribution of the OP on students' learning, and (3) To identify the challenges in implementing the OP that affects students learning. The study deployed a qualitative approach and a case study design. Four secondary schools were involved in the study. A total of 855 informants were purposively selected; whereby 4 were heads of schools (HOS), 1 District Secondary Education Officer (DSEO), 2 Schools Quality Assurers (SQA), 36 teachers and 812 students. The three main tools administered in the data collection process were the semi-structured interview, documentary reviews and unstructured observation. To ensure the trustworthiness of the findings, triangulation was used in the data collection process. The study found that the studied schools did not conduct the OP as per the TIE's guide. Additionally, it was found that the OP enhanced students' learning if it is taught effectively. It was further found that reallocation, transfer and late reporting of Form Ones in public schools while the OP was in progress or had ended were the main challenges affecting learning. The present study recommends that the future studies with a different approach should be conducted in other areas for conclusive results. Also, SQA should equally advise teachers on the better practice of the OP. Later in addition, it is suggested that secondary schools curriculum be revised to ensure the OP is incorporated as the first topic in the syllabi.

Keywords: *Orientation Programme, students learning, Form One Students.*

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LIST OF ABBREVIATIONS

BOC   Baseline Orientation Course.

BOP   Baseline Orientation Programme

CSEE   Certificate of Secondary Education Examination

DC   District Council

DSEO   District Secondary Education Officer

EQUIPT-ELT   Educational Quality through Innovative Partnerships in Tanzania –

            English Language Teaching

GVT   Government

HOS   Heads of Secondary Schools

IL   Instructional Language

MOEVT   Ministry of Education and Vocation Training

MoI   Medium of Instruction

OP   Orientation Programme

PFOC   Pre- Form One Orientation Course

SQAO   Schools Quality Assurance officer (s)

SQA   Schools Quality Assurer (s)

TIE   Tanzania Institute of Education

UK   United Kingdom

URT   United Republic of Tanzania

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter provides an overview of the research background, statement of the problem, research objectives, research questions, significance of the research, scope of the study and limitations of the study

1.2 Background to the Problem

The orientation programme (OP) is not a new experience worldwide. In the European countries like in German, for instance, Griebel and Berwanger, (2006) disclose that the transition from primary to secondary school is a crucial milestone in educational life that need learners to be oriented to make the transition without considerable problems. Other learners find the move stressful and challenging, exhibiting their responses in many differing ways. But the support given to students by the parents and teachers determines how easily the transition is being achieved.

While in the United Kingdom, the orientation involves pupils having to negotiate and adapt to a more challenging school setting with different academic structures and expectations as well as changes in social interactions with teachers and peers (Anderson, Jacobs, Schramm & Splittgerber, 2000). Therefore, like many European countries, in United Kingdom the OP is not provided to the students to cope with language difficulties as, for them, English is the mother tongue. The OP is provided to them to cope with general schools' settings.

In Canada however, transitional OP is mentioned as the most successful programme where children who are predominantly of English language background are taught

through the French medium by well-trained multilingual teachers (Romaine, 2000). In some instances, Africa especially in Nigeria, the implementation of the OP is not a new concept, it involves a programme of activities mounted by the school for new students to introduce them to the new environment with regards to the facilities available, academic and non-academic programmes, rules and regulations as well as their superiors and peers. To them, the OP is supposed to be conducted soon after the admission has been concluded. The programme also involves introducing formal and informal activities (Egbiji, Eyo and Oko, 2011).

However, in some instances, Africa countries especially in Nigeria, the implementation of the OP is not new. It involves a programme of activities mounted by the school for new students to introduce them to the new environment concerning the facilities available, academic and non-academic programmes, rules and regulations as well as their superiors and peers. To them, the OP is supposed to be conducted soon after the admission has been concluded. The programme also involves introducing formal and informal activities (Egbiji, Eyo and Oko, 2011).

Furthermore, in South Africa, the Orientation Programme is viewed as a strategy to support learners in transition provided in form of motivation talks, extra curriculum activities, communication and psychological support. It is indicated that learners are in great need of support from their peers and teachers to raise their morale for studying (De Wit, Karioja and Rue, 2010).

Nevertheless, in Kenya, the induction and orientation programmes to new students are conducted and the OP are featured to orient new students on the school rules and regulations; to introduce new students to the school programme and routine; to guide and counsel new students on subjects and their career prospects (Sigei, 2013).

But then again, secondary schools in Tanzania conducts Orientation Programme (OP) to Form Ones to help them smoothen their transition from primary to secondary schooling. The OP was introduced between 1988 and 1994 intending to help learners cope with the secondary education subjects taught in English. To easily facilitate the OP the baseline materials developed through efforts of the education experts (teachers from private and public sectors), ministry of education in collaboration with the British council trainers and academic manager of EQUIP-T ELT (Education Quality Improvement Programme for Tanzania – English Language Teaching) (TIE, 2014). Similarly, in 2014 Tanzania Institute of Education designed the guide to directs the implementation of the orientation programme in Tanzania Mainland. However, it is not known if secondary schools abide to in implementing the programme.

It is also known that Tanzania has many language varieties belonging to different language tribes. But then again Kiswahili - a *lingua franca* is widely being used as a language of instruction in the early years of schooling and primary education while, a European language, English in secondary. The switch from Kiswahili to the English language takes place at the beginning of secondary education (Mtana and O-Saki, 2017). So, Form one OP was designed as an initiative to improve the ability of students to use the English language in learning other subjects effectively.

1.3 Statement of the Problem

The establishment of the Form one Orientation Programme (OP) in secondary schools aimed at enhancing students' learning, that the learning in Tanzania takes an abrupt language shift from primary to secondary schooling (Mtana & O-Saki, 2017). Also, the existence of the Kiswahili and English curriculum in primary schools' results in learning difficulty for students at the onset of secondary schooling (Yogi, 2017).

Experience shows that some students face difficulties in equal access to the secondary education curriculum because both primary schools' leavers from the Kiswahili curriculum and English curriculum schools join the same secondary schools in which English is the medium of instruction (MoI). The previous researches indicated that the running of the OP in the studied schools varied in terms of duration, teachers involved in teaching, and subjects involved (Murasi, 2013 & Faustin, 2014).

A few studies conducted in Tanzania, including Murasi (2013) and Faustin (2014) found that the OP helped learners to transit from primary to secondary schooling. What is not known is the views of Heads of Schools (HOS) and Schools Quality Assurers (SQA) about the contribution of the OP on students' learning, and if secondary schools adhere to the 2014 TIE's guide in implementing the OP, issues that the previous studies did not address. HOS and SQA are potentially relevant, with rich and specific information to the current study due to their experience in supervising and monitoring the OP. Therefore, the current study was established to fill the knowledge gaps and contribute to the literature.

1.4 The general objective of the Study

The general objective of the current study was to assess the implementation of the OP in enhancing students' learning in secondary schools in Moshi District Council.

1.4.1 Research Specific Objectives

The present study considered the following three specific objectives:

i. To assess the adherence to the 2014 TIE's guide for implementing the OP in secondary schools in Moshi DC.

ii. To explore the contribution of the OP in enhancing students' learning in secondary schools in Moshi DC.

iii. To identify the challenges for implementing the OP that affects students' learning in secondary schools in Moshi DC.

1.4.2 Research Specific Questions

The current study sought to respond to the following three specific questions:

i. How do secondary schools adhere to the 2014 TIE's guide in the implementation of the OP in Moshi DC?

ii. In what way does the OP enhance students' learning in secondary schools in Moshi DC?

iii. What are the perceived challenges in implementing the OP that consecutively affected students learning in secondary schools in Moshi DC?

1.5 Scope of the Study

The present study was to assess the implementation of the OP in enhancing students' learning in secondary schools in Moshi DC. This involved views of heads of secondary schools, teachers, and Form One students in Moshi DC, Schools Quality Assurers at Moshi Rural as well as the DSEO. The study was conducted at the beginning of January and February during the running of the six weeks of the OP, that four schools were deeply studied based on that fixed time.

1.6 Limitations of the Study

Marshall and Rossman (1999) suggest that no research activity exists without limitations. Also, Patton (1990) propose that there are no perfect research designs. According to these scholars, there are no perfectly studies. In undertaking this study, the researcher faced the following setbacks:

(a) Reluctancy and hesitations of some informants to participate in the study, but this was later interceded by ensuring the privacy of the information provided, and clarification of the purpose of the study.

(b) Research design limitation, as a qualitative study, the study involved few informants. Its results may therefore not be generalised to other schools. Alternatively, Marshall and Rossman (1999), stated that qualitative studies are not generalizable in the statistical sense, but their results may be transferable. After all the study aimed to gain a deep understanding of the topic under investigation and not to acquire statistical power for generalization. So, the sample was reasonable. Alternatively, similar studies may be conducted using quantitative designs to increase the possibilities for generalization.

1.7 Research Significance

Upon the completion of this study, the findings will be useful to the following; First; to the teachers and the HOS to realize the role of OP on students learning. Second; to inform the supervisors at wards, district, and regional levels for making follow-ups of OP. Third; to the School's Quality Assurers for serious monitoring and advice to ensure quality delivery of the OP. Forth; to inform the Ministry of education through the Tanzania Institute of Education (TIE) and policy marker about the need to make necessary reviews and improvements for the proper running of the OP in future. Finally; the current findings will add knowledge to the existing literature, build the basis for other studies and open new intellectual discussions about the topic studied.

1.8 Definitions of Operational Terms

The following are the definitions of terms according to this study.

i. ''Guide'' for the implementation of the Baseline Orientation Programme; refers to the document prepared by the TIE, that heads of schools in Tanzania mainland have to adhere in the implementation, monitoring and evaluation of OP (TIE, 2014).

ii. Orientation Programme; refers to the Form One baseline programme provided to help better transition from primary to secondary education in Tanzania by developing English language proficiency. The OP will interchangeably mean Form One orientation course or baseline orientation programme in this study. The OP is defined as any effort to help new students to make the transition from their previous environment to the new school environment-secondary education (Upcraft & Farnsworth 1984). Alternatively, OP is an intervention and initiative to provide support to the new students in secondary schools to cope with the language of instruction (IL) - English, and new schooling environment (Researcher, 2021).

vii. Students Learning; refers to the attainment of the subjects learning indicators due to the acquisition of the English language competency and other personal skills resulting from conducting the Orientation Programme (OP) (Researcher, 2021).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses and reviews literature related to the study by considering the guideline for implementing OP, the contribution of the OP on students learning, challenges of the OP, theoretical framework, summary and knowledge gap.

2.2 The guide for implementing orientation programme.

Orientation Programme is also the ''baseline Orientation programme'', an initiative to improve the ability of Form One students to use the English language in learning other subjects effectively. This is because learners from different backgrounds face inequalities in the process of accessing secondary education curriculum (TIE 2014).

For uniformity in the implementation of the OP, the Tanzania Institute of Education in 2014, designed a Guide for the implementation of the Baseline programme for secondary schools in Tanzania mainland. The Guide is meant to help teachers implement the programme effectively and to direct how other stakeholders should supervise, monitor and evaluate the programme. It sets standards for the implementation of the OP for a better learning outcome (TIE, 2014).

According to the guide, eight (8) subjects should be taught namely Mathematics, Civics, History, Geography, Biology, Physics, Chemistry and English. Both subjects contain ten (10) topics. The baseline materials are organized into four areas; *Basic Mathematics, science*, *social science* and *language* as shown in table 1.1 below.

The OP topics are built from what students learnt in primary school, standard VI and VII and introduce English language concepts for learning Form One subjects (*ibid*). Table 2.1 below shows the distribution of the topics in each taught subject during OP.

Table 2. 1 The Orientation course taught contents and topic as per the guide.

SN	LEARNING AREAS	SUBJECTS	TOPIC COVERED
1.	Mathematics	Basic Mathematics	1. Numbers 2. Shapes and measurements
2.	Science	Biology Chemistry & Physics	1. Living and non-living things 2. Science in our life
3.	Social science	Civics, History History & Geography	1. Life skills 2. Our nation 3. World of work 4. Solar system 5. Tourism
4.	Language	English Language	1. Me and my Life

Source: TIE, 2014.

The OP is in a six-week course, expected to Form One student to learn basic language skills fundamental in mastering learning of all subjects taught in the English language (TIE, 2014). Secondary schools should adhere to the Guide in implementing the OP in Tanzania. Findings showed that schools varied in time for the implementation and practice of OP (Murasi, 2013& Faustin 2014). But it is not known whether secondary schools in Moshi DC adhere to the Guide.

Studies showed that secondary schools differ in the implementation of the BOC. Some public schools conduct OP in the first six weeks after Form One students had reported in January. In these schools, the timing of BOC in the studied schools was not stable due to multiple selections of Form One students. Some selected late and began BOC

as late while others have already started since January and end in February. The course was taught by English teachers only, due to the belief that the BOC aimed to help learners develop English proficiency. Hence, English teachers were responsible to orient students (Murasi, 2013).

According to Murasi (2013), the assessment of the success of the BOC was summative, the test was conducted at the end of the course. The assessment items used were teacher-made and were administered at the end of the BOC. The English subject teachers, composed questions and submitted them to the BOC coordinator. The coordinator compiled the questions to get a single test. The test was then administered at the end of the BOC. Then, the tests were marked feedback to students is given.

The OP in private secondary schools in Tanzania the findings revealed the existence of short term and long-term PFOC among catholic schools. In one of the short-term schools, PFOC differed from others in that, English was the only subject taught focusing around four language skills which are writing, speaking, listening, reading and English structure. Only English subject teachers were assigned to teach PFOC. Another Catholic school implemented the course differently. They used the baseline materials designed by the MoEC to teaching PFOC for six weeks (Faustin, 2014).

To some schools, different subjects' teachers were assigned to teach PFOC depending on their area of specialization. While other schools used the baseline, material designed by the MEC to teach all subjects, other schools used the same baseline material and other relevant materials but focusing on the four language skills only (Faustin, 2014). Exploring the duration of the FBOP, the study found differences as in one of the schools the programme was implemented for six weeks from December to January while in the other school it took four weeks from November to December (*ibid,* 2014).

The findings further revealed that the assessment was done before and after the PFOC had ended in the school. The aim of administering the test before and after the course was to test students' English knowledge before the course to see how students had improved after the implementation of the PFOC.

In the long-term PFOC, things were different depending on the schools' mission. The study was found in one of the Catholic schools a year divided into two terms. In the first six months, English and Mathematics, Latin and religion subjects were emphasized. Subjects like Geography, History, Biology, Chemistry, Physics, Kiswahili and Civics are given minimal chances to be taught. English and Mathematics take 8 periods per week while religion and Latin have 2 periods per week and other secondary subjects have 1 period per week. In other Catholic schools, a year is divided into two equal terms. The course run from January to June where students are taught BFOC, and revision of difficult standard VII topics, taught in English (Faustin, 2014). There were two examinations to assess the success of the BFOC. One in the first term is known as terminal examination and another in the second term is known as annual examination (Faustin, 2014). Murasi revealed that in some private schools the assessment was conducted through both pre-test and post-test. A pre-test was administered before the students began OP, while the post-test was administered at the end of the course. The ''English Language Proficiency Test'', prepared by the English Language Teaching Support Project (ELTSP), was used. The pretest-posttest technique is used by teachers to assess learners' language ability before and after BOC. The pre-test was used to diagnose learners' language needs before pursuing the BOC. The post-test helped teachers and students to determine the progress after pursuing the OP (Murasi, 2013).

The practice of pre-test and post-test is a good practice to determine students learning. The pre-test assessment diagnoses the learners to determine their language ability while the post-test assessment help to determine the changes or improvement attained due to OP. Therefore, it is advised for schools to administer pre-tests and post-tests. The scores for the tests should be used as part of students' continuous assessment.

The fact that there are differences in the implementation of the OP in secondary schools should be addressed. Given the guideline for the implementation of OP heads secondary schools and teachers in Tanzania should be informed of the guidelines and ensure no stone unturned in the practice. This is because, findings reveal that each school implemented the OP differently from the other, the situation which is not heath to our education.

2.3 The role of the Orientation Program in enhancing student's learning

According to Mackenzie, McMaugh & O'Sullivan, (2012) the orientation period involves learners having to negotiate and adapt to new educational settings and changes in social interactions with teachers and peers. From this view, it is important to note that, OP is an unavoidable experience to Tanzania secondary schooling.

The well-conducted, planned, monitored, and supervised OP help students acquire language skills like to listen and respond to information on a variety of subjects, speak fluently and effectively express their opinions, read and comprehend a variety of text. Additionally, it is expected for students to express themselves effectively in written and spoken, convey information, instruction, ideas, feelings appropriately and effectively in a range of different social and cultural contexts. Similarly, to develop the ability to use a range of language experiences for developing knowledge of a

subject area, use the vocabulary, forming expressions of each area of study and use English for different audiences and purposes relevant to the subject areas (TIE, 2014).

Findings indicated that the teaching of all secondary school subjects during PFOC enhanced learning of school subjects because students were introduced to the vocabulary used in those subjects during PFOP. Teachers and students in the Dodoma region had a positive attitude towards PFOC and argued that PFOC is useful in enhancing students' learning (Faustin, 2014 & Murasi 2013). However, there was little attention to address the views of heads of schools and schools' quality assurance officers on the contribution of the OP in enhancing student learning in both public and private secondary schools, particularly in Moshi DC.

The running of OP in secondary schools should be reviewed to make some improvements. Teachers who are the main implementers of the programme should be involved in the improvements process so that, they have a great chance to advise how the course could be run successfully. The reason why teachers should be involved is that they have experience of implementing the baseline course and thus they understand the challenges facing students learning resulting from English language incompetency apart from the existence of OP.

Frankly speaking, students should not lack subjects' technical vocabulary to be learned at the very beginning of the OP. However, lack of continuity, poor monitoring and creativity in teaching the BOP students can end up with little competency when the OP duration ends. Teachers, HOS and SQAO need to jointly supervise and monitor the OP as stipulated in the Guide for better implementation.

2.4 The challenges facing the implementation of the orientation programme.

Studies reveal various setbacks in implementing the OP in secondary schools. It was reported that schools vary in implementing the OP in terms of timing and duration. For example, some schools in Dodoma would conduct the OP for three weeks, whereas others would conduct the same for four weeks, six weeks and six months for different reasons. Likewise, secondary schools experienced inadequacy of materials, overcrowded classes, teachers' skills to teach OP, and multiple students' selections caused difficulties to manage the OP (Murasi, 2013).

Lyimo & Mapunda (2016), stress the above assertion that lack of teacher guide books to help them facilitate the lesson is another problem. The teacher needs books for guidance, to help them facilitate the OP with confidence especially the novice teachers. Likewise, learners and teachers' language backgrounds and lack of training to teachers on how to run the OP caused difficulties in implementing the OP in secondary schools. The teaching of English as a second language is a challenge to many teachers.

Lack of English competence to teachers in teaching the OP reflects the application of poor teaching strategies like code-switching and code-mixing (Johanes, 2017). According to Johannes, code-switching and code-mixing lead to failure to learn the English language, lower students' confidence in speaking, limit students practice in speaking the English language, retard the ability of students to master the English language. Generally speaking, the time allocated for running the OP is short enough for students to develop the expected language proficiency, which consecutively enhances them learn other subjects.

The study by Graham & Hill (2003), indicated that children of minority ethnic backgrounds as compared to the white children suffered more difficulties and limitations in their adjustment to secondary schooling. Primary school teachers' predictions about how well students would manage the social and environmental aspects of the transition corresponded well with the real experiences that were reported afterwards. Generally, no programme exists without setbacks, but through those challenges, strategies for improvement are established to intervene in the situations.

2.5 Chapter summary

From the different reviewed literature, it is clear that the OP is conducted in many countries in the world. It is conducted in countries such as the United Kingdom, Germany, Canada, South Africa, Nigeria and Tanzania. A few studies on the OP have been conducted in Tanzania. For example, Murasi (2013) studied the role of BOC in enhancing learners' transition from primary to secondary education; both studies were conducted in Dodoma. Faustin (2014) explored the impact of PFOC in enhancing students' learning, focusing on faith-based secondary schools. Their studies revealed variations in the implementation. He found that the duration of the OP varied among schools (Faustin, 2014). Some schools taught the OP using English subject teachers, while other schools used all teachers to teach the OP (Murasi, 2013). The previous studies showed variations in running the OP in the same area.

2.6 Knowledge gap

A few studies in Tanzania conducted by Murasi (2013) & Faustin (2014) did not elicit the views of heads of secondary schools and school's quality assurance officers about the contribution of the Orientation Programme (OP) on students' learning. Furthermore, they did not find out how secondary schools adhered to the guide for implementing the Orientation Programme. Thus, it is this shortcoming that the present study set out to address in Moshi District Council.

2.7 Theoretical Framework

A theory is an abstract general explanation of observations or a subject under study relied upon to guide practice. It attempts to predict behaviour or reach a reasonable and general set of explanations for an underlying issue. This study is underpinned by the social cognitive theory.

Social Cognitive Theory as developed by Albert Bandura (1925–present) emphasizes the importance of learning from others and not relying solely on the individual's practices (Woolfolk, 2001). Through observing the behaviour, attitudes and reactions of others the individual learners can improve their learning. The main assumption of the social cognitive theory is that learning takes place in social contexts as suggested by Bandura, (1977 and 1986), through modelling, imitation, observation and manipulation of objects.

 Bandura is interested in the relationship between the environment, the learner's behaviour and cognitive processes and the impact of each of these on the other in terms of knowledge (Cunningham, Gannon, Kavanagh, Greene and Reddy, 2007). According to the social cognitive theory, it is clear that students learn in various ways including, imitation, modelling, observation, manipulation of objects and connection between previously learnt concepts and social interaction with peers and knowledgeable others. This is also true to Form One's learning whereby they may learn through observing, imitating and modelling what teachers, and colleagues (peers) are doing.

Learners may learn new concepts by connecting them to the previous known concepts. They may learn through social interaction with peers and more knowledgeable others around them, like teachers and non-teaching staff who offer the learning support. The implication of this theory to this study is that heads of secondary schools should ensure a social and conducive environment for all learners from varied backgrounds to have a better transition to secondary schooling through an effective Form One orientation programme to facilitate learning to all subjects in secondary education curriculum.

The heads of secondary schools should insist on the culture of social interaction and communicative learning as the best techniques for English language competency resulting from the success of the Orientation Programme. The role of the school's quality assurance officers is to monitor and supervise heads of schools by ensuring the implementation of the OP to provide the expected learning support. Form One students as novice learners to secondary schooling learn from experienced learners; the Form two, three and four as well as Form five and six learners if any.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section explains how the research study was conducted. Research methodology is a science of studying how research is being conducted (Kothari, 2004). This chapter presents study design, study approach, the location, target population, sampling procedure, instruments for data collection, ethics and trustworthiness of the study.

3.2 Research approach

This study follows a qualitative research approach. The reason is that the approach is the best to get a detailed understanding of the perceptions and experiences of the heads of secondary schools about the topic studied from their natural settings. The findings of this study will not be generalized unless the situation bears the same characteristics. Qualitative studies explore in detail the studied issue (Denzin and Lincoln, 1998). Additionally, qualitative methods allow further exploration of the practice and description to get a richer explanation of complex problems (Ritchie, 2003).

3.3 Research design

This study employed a case study design. The case study is a method used in the qualitative studies that involves a careful and complete observation of a social unit, a person, a family, an institution, a cultural group or even the entire community. It helps in an in-depth investigation of the specific problem under consideration, in this case, the OP (Kothari, 2004). The researcher prefers case study design because the study needs in-depth information in understanding the phenomenon from the informant's perspectives and allows to employ a variety of data gathering tools (Creswell, 2009).

3.4 Research area

The study conducted in Moshi District Council is found in the Kilimanjaro Region. The study was conducted in four secondary schools in Moshi DC, SQA district headquarters, and Moshi DC's headquarters. Moshi DC was selected as a study area because no study about the implementation of the OP on students' learning was conducted. The selection of Moshi DC was due to the fact that, it was the best in the performance of the FTNA 2019 among the six district councils (NECTA, 2020 & Moshi, DC 2020). The researcher assumption was that the effective implementation of the OP had a positive contribution to learning that reflected on the performance.

Figure 3.1 Showing Kilimanjaro region with Moshi district council.
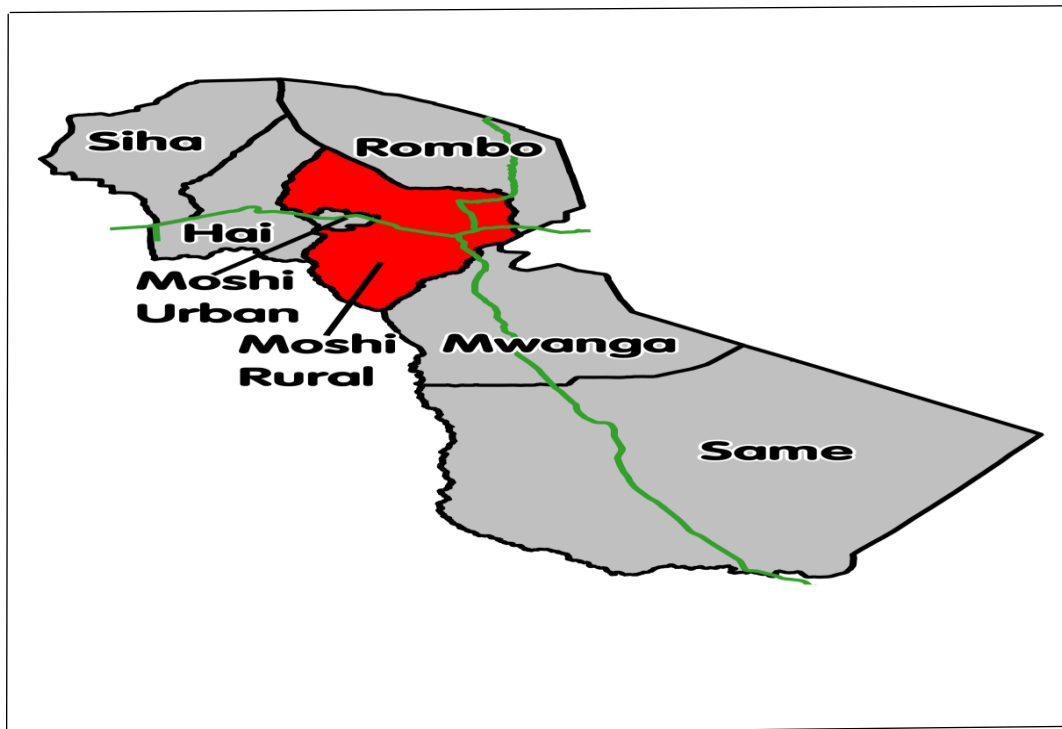
Source: Google Map, 2021.

3.5 Target population of the study

Best and Khan (2006) defined a population as any group of persons who have one or more characteristics in common that is of interest to the researcher. Sekaran (2005) and Punch (2000) adds that population is the entire group of people the researcher wishes to study. The target population in this study comprised of heads of schools, teachers, students, Schools Quality Assurers, and District Education Officer.

3.6 Sample and sampling procedures
3.6.1 Sample size

The sample is a smaller group of subjects drawn from the population in which a researcher is interested to study and drawing conclusions (Frankel, Wallen, & Hyun, 2000). The study involved 855 informants. Four were HOS, 1 DSEO, 2 SQA, 36 teachers and 812 students. The size selection followed Miles' & Huberman's guidelines. They suggested that: (a) choosing a sample with relevant data to ensure trustworthiness and integrity; (b) choosing a sample that permits transferability of results (c) to consider the likelihood for the sample and managing data in gathering process, analysis, costs, and managing time to mention a few (Miles &Huberman, 1994).

The researcher decided to choose such a small size because the qualitative study aims at obtaining rich information to get a depth understanding of the topic under study. A small sample was manageable specifically to analyse semi-structured interview data due to the limited time. Small size in a qualitative study is enough as even a single informant generate findings (Patton 1990). Also, in qualitative studies, the sample size is likely to be small due to time, and resources (Cohen, Manion, & Morrison, 2000).

3.6.2 Sampling technique

This study used the purposive sampling technique to get informants. Cohen, Manion, & Morrison, (2000) define purposive sampling as sampling for a specific purpose (picking a group of participants who fit a profile). Patton (1990) mention that purposive sampling increases an in-depth understanding by getting specific information from specific informants. Kombo and Tromp (2006) insisted that the purposive sampling technique is used when choosing the potential individuals that give rich information about an issue.

Purposive sampling was used to sample secondary schools where the extreme technique was used to choose the special cases with outstanding successes or distinguished failures. The criteria used was the 2019 performance in the FTNA results whereby the two top-performing and the two least performing schools were selected. This is because the researcher thought that performance was a result of better learning due to the English proficiency due to well implemented and supervised Form One OP.

Also, study purposive sampling was used to obtain the informants because each school had only one HOS who become informants. The SQA specializing in English language and DSEO were purposively selected because the study required relevant information for the study. After all, they were specifically responsible for the supervision and monitoring of OP. Lastly, teachers who taught Form One, as well as all Form One students from four selected schools were purposively selected.

3.7 Data collection methods

The data collection methods refer to the research instruments means of gathering information for the study (Kumar, 2011). These instruments may be used by the investigator to gather the required information that answers the research questions. This study gathered first hand Qualitative Data using a semi-structured interview, observation and documentary review methods as described in detail below.

3.7.1 Semi-structured interview

The semi-structured interview is a one-to-one dialogue where the interviewer asks a list of written both closed and open-ended questions to collects in-depth information from the interviewee (Kombo and Trompo, 2006). It involves the researcher's physical meeting and freely conversations with the interviewee (Mack et al, 2005).

The researcher's role was not to influence or direct interviewees' reactions to the questions but rather to probe the interviewees to make the question clear and seek more information related to the research objectives. The use of a semi-structured interview method assumes that a dialogue may emerge between the researcher and the interviewee (Bailey, 2007).

The semi-structured interview was used in this study because it is flexible and is easy to gather rich information using informal conversations, whereby the investigator is spontaneous and loosely structured (Kothari, 2004). Additionally, semi-structured interviews allow the examiner to dig dip into the experiences and knowledge of the participants to gain maximum data from the interviews (Turner 2010). Only HOS were interviewed. Each interview took 45 minutes. (See Appendix 1, 2 and 3).

3.7.2 Un-structured observation

Observation is a process where the observer sees, hear, taste and smell things (Enon, 1998). The observer used an unstructured observations schedule. This is because, a researcher gathers detailed first-hand information by observing OP practice from the informants natural setting (Creswell, 2005 & Best &Kahn, 2006).

Unstructured observational is a technique where the observer considers all aspects of the events, situations, subjects or phenomena and record data relevant to the topic under investigation without any predetermined specifications. It does not follow the approach of strictly checking a list of predetermined behaviours as it would occur in structured observation. An observer usually enters the field with no predetermined notions as to the discrete behaviours that they might observe (Baah & Ofor, 2018). Here the observer does not much rely on the schedule to observe, understand and interpret behaviours in the physical and social contexts (See Appendix 4).

The unstructured observation was used to observe how secondary schools' teachers were running the OP from their natural settings and observing if students were attending the OP as required. The observations provided evidence to support the findings gathered by interviews and documentary review.

3.7.3 Documentary review

The documentary review instrument was used to investigate the presence and usage of official OP documents such as guidelines for implementing OP, assessment items and previous OP reports, OP Time table, and presence of appointed coordinator with the stipulation of responsibilities. Four schools intensively studied to understand the practice of the OP for at least the past three (3) years (See Appendix 5).

3.8 Trustworthiness of the study

The trustworthiness of the study in qualitative research is regarded as a fit between what the researcher records as data and what occurs in natural settings. Lincoln and Guba (1985), posit that the trustworthiness of a study is important to evaluate its worth. Trustworthiness involves establishing: credibility (the truth of the results), transferability (applicability of findings in other contexts), dependability (consistency of the findings and that could be repeated) and confirmability (a degree of neutrality or the extent to which the findings are shaped by the respondents and not researcher bias, motivation, or interest).

Bogdan & Bilken (1992) argue that qualitative study is not to strive for uniformity but accuracy and comprehensiveness, noting that two researchers who are studying a single setting may come up with different findings but both sets of findings being reliable. With this regard, Winter (2000) suggests that reliability in a qualitative study is being replaced with terms like trustworthiness, credibility, neutrality, and transferability.

Therefore, trustworthiness is established in this study through (i) Justification of the choice of research methods were discussed in detail in the early stages of preparing the research proposal as suggested by (Saunders, Lewis, Thornhill & Bristow, 2000), (ii) triangulation, as recommended by Lincoln and Guba (1985) the researcher used three instruments in the data collection process to maximize the validity and reliability in this case trustworthiness of the study. Such instruments include the semi-structured interview, documentary review and unstructured observation and; (iii) Data collection instruments and findings were carefully proofread by the supervisor and editor.

3.9 Data analysis procedures

Data analysis implies editing, coding, classifying and tabulation of collected data (Kothari, 2004). Miles and Huberman (1994) regard data analysis as an ongoing process that consists of data reduction, data displaying and drawing a conclusion from verified data. The data were qualitatively analysed. However, the study borrowed some quantitative procedures such as numbers and percentages for making inferences.

The collected data were initially, coded, classified, categorized, ordered, edited and interpreted. During the analysis and report writing, contents of the same category were categorized in the same category. The findings were organized based on research objectives. Finally, the contents were interpreted, systematically summarized and presented in narrations form and quotations with voices from informants.

3.10 Ethical issues in research

Research ethics refers to what is and what is not legitimate to do in the study (Johnson & Christensen, 2014). Ethics refers to the moral procedure the study involves (Neuman, 2006). Considering the importance of being ethical in this study, the researcher adhered to the following ethics;

Initially, before the field visit, the researcher secured from the University the research clearance letter explaining the purpose of the study. Then, the researcher sought a research permit from the District Executive Director, Moshi DC. In the schools, the researcher sought consent from the heads of secondary schools. Moreover, the zonal Schools Quality Assurance Office consulted to get a permit to interview the Schools Quality Assurers at the District level. The district Schools Quality Assurers' consent was sought before conducting research.

However, the informants' consent sought to freely involve themselves after the purpose of the study are made clear to them before the data collection process. But then again, to ensure confidentiality and privacy, neither the real names of the informants nor of the institutions included in the report, instead, pseudonyms used to observe anonymity in the entire process of writing this report. Finally, the researcher informed the informants of their freedom and rights to withdraw from the study once they wished.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The current study investigated the implementation of the Orientation Programme (OP) on students learning in Tanzania secondary schools. These findings were obtained from 4 Heads of Schools, 36 OP teachers, 812 students, 1 District Secondary Educational Officer, 2 Schools Quality Assurers and, 1 District making a total of 855 informants. The four schools labelled School **X,** School **Y,** School **A** and School **B.** Data collected through the semi-structured interview, classroom unstructured observation and documentary review.

The general objective of the current study was to assess the implementation of the OP in enhancing students' learning in secondary schools in Moshi DC. The findings of this study are based on the three specific objectives of the study presented in Chapter 1, which were (1) To assess the adherence to the 2014 guide in implementing the OP in secondary schools in Moshi DC. (2) To explore the contribution of the OP on students' learning in secondary schools and (3) To identify the challenges in implementing the OP that affects students learning in secondary schools in Moshi DC.

Chapter four, therefore, presents the study findings based on the four study objectives mentioned above. The data presented are organized into three (3) categories and (21) sub-categories. Three categories, based on the three study specific objectives. After the presentation of findings, is a discussion, interpretation and conclusion.

4.2 Adherence to the 2014 guide in implementing the OP in Secondary Schools

The first study specific objective sought to assess if secondary schools adhered to the 2014 guide in the implementation of the OP. Heads of schools are responsible to ensure the supervision and monitoring of OP as per the TIE's guide. Data were collected through interviewing the HOS, DSEO and SQAO. The researcher also collected other data through documentary review and classroom observation which could not be collected through interviews. The study revealed that in the studied schools some heads of schools did not know if there was a guideline for the implementation of the OP and they did not have the main guiding document. Most of them considered baseline books as guidelines. Also, OP coordination, time of running and medium of instruction was not as per the Guide. The sub-categories below describe;

4.2.1 Presence of the TIE implementation Guide.

The study revealed that three heads of schools out of four were not aware of the guideline for the implementation of the OP. In this regard, only one head of school was found with the OP guiding document. Asked the question in an interview, *what guide that your school adhere to in the implementation of the OP? If any.* HOS X said:

> *''...we use the baseline books and a guideline of the Apostles of Jesus as our main guideline for orienting our students since this is a church school... '' (Head of private school X, November 2020).*

This showed that school X above used a guideline provided by the Missionary Institute of the Apostles of Jesus to orient their learners to secondary education and developing their priesthood call, but did not use the TIE's guideline in supervising and monitoring the implementation of OP.

The HOS Y had this to say in response to the same asked interview question:

> *''... we use baseline book and the Holy Bible as our guide*
> *in the OP practice...'' (Head of private school Y, November 2020).*

This shows that both private schools did not use the official Guideline provided by TIE. They referred to the Holy Bible, baseline books, religious guidelines as their main guides. In public-school B, the study found that the head of school was neither aware nor using a guide for the implementation of the OP. Asked an interview question, *what official guide that your school adhere to in the implementation of the OP? If any.* Said:

> *''... we use the baseline books as the guide that help teachers*
> *to teach OP...'' (Head of public-school B, January 2021).*

The findings above are supported by findings collected through documents review as presented in table 4.1 below. The availability of the guideline itself did not reflect its adherence in implementing the OP. Odhiambo & Shinali (2015), suggested that there is a need for strict curriculum supervision for schools to abide by directives for monitoring of teachers in training and delivery to provide better learning outcomes.

Table 4. 1 Showing availability of the TIE implementation Guide in schools A, B X and Y.

Category	Frequency	Percentage
Present and use of guideline	1	25
Absent	3	75
TOTAL	**4**	**100**

Source: Field Data, February 2021

From table 4.1 above data showed that only 1 school (25 per cent) out of 4 had the OP Guide provided by the TIE. While 3 out of 4 studied schools (75 per cent) did not have the guideline for implementing the OP.

4.2.2 The OP Supervision and monitoring

The study revealed that there was no uniformity in the supervision and monitoring of

the OP. For example, in school Y, OP is monitored by the dean of studies, school X,

OP is coordinated by the second mistress and discipline offices. Responding to the

interview question head of private school Y said:

> *''... OP is coordinated, supervised and monitored by the*
> *Second Mistress in collaboration with discipline offices...''*
> *(Head of private school Y, November 2020).*

Therefore, private school Y and X OP is monitored by the dean of studies and

discipline offices respectively. On the other hand, in both public schools A and B, OP

is coordinated by academic offices. Academic officers were in charge of the

coordination, supervision and monitoring of activities related to OP. Explaining the

supervision of OP in response to the interview question asked, *how do you monitor OP*

in your school the way you do? The HOS A Said:

> *''... the academic office is responsible for coordination and*
> *Monitoring of the OP activities with the help of*
> *the head of the English department... (HOS A, January 2021).*

The interview findings show that some schools used academic offices to monitor OP.

In public-school B, the academic office supervised OP while the Guide describes that

HOS should appoint a teacher from the English department to coordinate and monitor

the OP in collaboration with the academic office under the supervision of the HOS at

the school level. The OP should be monitored and supervised by schools' inspectors

at the national level and HOS at the school level as the guideline indicate (TIE, 2014).

Table 4.2 below show a summary of how the studied secondary schools performed in

monitoring and supervision of the OP. The following findings were collected through

documents review.

Table 4.2 Showing monitoring and supervision of OP as per the Guide

Category	Frequency	Percentage
High	0	0
Moderate	4	100
Low	0	0
TOTAL	**4**	**100**

Source: Field Data, February 2021

As Table 4.2 shows, no school scored high in adhering to the guideline in monitoring

and supervision of OP. All 4 schools performed moderately in this aspect.

4.2.3 Duration for implementing OP

The study found that the duration for running the OP varied among schools. Some

schools would normally conduct the OP for two weeks, whereas other secondary

schools would conduct the same for six weeks. Through observation, the researcher

found that the OP in public schools A, B and private school Y were in progress to the

end of the second week of February 2021. They conducted the OP for six weeks. In

contrast, the OP had ended in private school X. Asked the head of school X, *how long*

is the OP implemented in your school? Why? The reply of the HOS X was:

> *''... two weeks is enough to conduct the orientation programme*
> *to all Form One students, after that, we begin teaching the syllabus contents...''*
> *(Head of private school X, November 2020).*

It was clear that the private school X conducted the OP differently from the private

school Y. This is because the latter conducted the course for six weeks. In the

interview, head of school A said:

> *''...we conduct the OP for six weeks by teaching the baseline...*
> *because, A guideline for implementing the Baseline program for*
> *secondary schools direct to teach Form One orientation course for*
> *six weeks...''* (Head of Public-school A, January 2021).

Asked the same question, the head of public secondary school B had this to say:

> *''... the OP is conducted for six weeks in line with the government directives through the baseline materials arrangements...''* (Head of Public-school B, January 2021).

Not only the baseline material was arranged in a way that directs the OP to be conducted for six weeks. Nonetheless, the quality assurance officer expression supported the above findings. Responding to the interview question, *how long should the OP be conducted?* The SQA 1, in reply, said:

> *''all Form One should train for six weeks in full. This is before they begin the syllabus...''* (SQA 1, October 2020).

These differences showed that schools did not abide by the guide for implementing the OP. Table 4.3 shows the rate of abidance to the OP guide by schools A, B, X and Y.

Table 4.3 The abidance to the OP guideline in schools A, B, X and Y.

Category	Frequency	Percentage
High	3	75
Moderate	0	0
Low	1	25
TOTAL	**4**	**100**

Source: Field data, February 2021

Table 4.3 shows that 3 schools out of 4 (75 per cent) adhered to the guide by implementing the OP for six weeks. The remaining schools (25 per cent) did not abide by the guideline because they did not conduct the OP as per the guide.

Irrespective of the findings, the OP guideline for implementing OP instruct all schools to conduct the OP for six weeks. However, heads of some schools opined that the six weeks dedicated for the OP were not enough since many students reported to school late, hence did not attend the OP fully. They held that the duration for conducting the

programme needed a discussion among stakeholders. The above findings are supported by Murasi (2013) and Fustin (2014), who revealed that schools differed in the duration for implementing BOC in Dodoma. They reported that some schools conducted the OP for six weeks or up to one year, whereas other schools conducted the same for four weeks and others conducted the OP for one year (Fustin, 2014). Hence, the schools' quality assurer had this to say when asked an interview question, *for how long OP is to be conducted?* This was the reply:

> *''... OP is to be conducted for six weeks since day one*
> *of the first school term...'' (SQA 2, November 2020).*

Also, the above comment was supported by one SQA that OP was to be conducted for six full weeks without missing a day for any reason. He further stated that some of the secondary schools start the OP late. Explaining this situation, SQA 2 said:

> *''... some schools especially public secondary schools that we*
> *visited conducted the OP for a short time because of*
> *late reporting or other reasons...'' (SQA 2, November 2020).*

From the above findings, secondary schools must start teaching the baseline orientation programme without delay for any reason. This is because late teaching of the course will either lead the teacher to rush or to overlook some baseline experiences as a result of failure to attain the desired OP learning outcomes. In the very end students learning retards due to a lack of competence in the English language.

4.2.4 Medium of instruction during the OP

Through classroom observation, the study revealed that teachers were using both Kiswahili and English languages in the teaching of the baseline. Code-switching and code-mixing were normal teaching techniques used to present the baseline content.

The study revealed through classroom observation that, teachers were translating text from English to Kiswahili language also, some communications between teachers to students were made in Kiswahili. During announcements in the morning assembly, some teachers tended to switch from English to Kiswahili. The researcher observed the teacher from public school B when giving announcements. He said:

> ''… *let me announce in Kiswahili to make myself clear*
> *to the Form Ones...*'' (Teachers school-public B January 2021).

This showed that teachers believed, Form Ones could not understand if the teacher had to announce in the English language (Field Data, February 2021). Table 4.4 below shows the extent to which the English language is used in and outside classes.

Table 4.4 The use of the English language as the medium of instruction in schools A, B, X and Y.

Category	Frequency	Percentage
High	0	0
Moderate	4	100
Low	0	0
TOTAL	**4**	**100**

Source: Field data, February 2021.

As Table 4.4 shows, it was observed that all 4 studied secondary schools (100 per cent) used English only moderately in conducting the OP.

They would code switch to help students understand the lesson. Nonetheless, code-Switching and code-mixing are associated with student's failure to learn English and the retardation of their ability to master the English language (Johanes, 2017). Mtesigwa (2001), reported that the language policy is not realized outside and inside the classroom since Kiswahili dominates and the English terms are mixed. The SQA's should make sure that schools adhere to the OP's guidelines. The researcher asked

SQA during the interview, "*how do you ensure schools adhere to the guideline in the course of the OP?* The SQA said:

> *''...during our school visit, we observe and evaluate each*
> *aspect especially the implementation of OP*
> *if it is done as required...''* (SQA 1, October 2020).

The finding above was only visiting that helped to evaluate if the OP is conducted as per the guide. Therefore, there were no other ways that SQA could use to get feedback on the OP's practices. The SQA should focus on assessing the OP during their visits to schools because the effectiveness of the OP determines students' learning, awareness, and mastery of the school setting.

4.2.5 Teachers involved in the OP

The study revealed that the OP would be implemented similarly to a great extent in both public and private schools. Teachers who were allocated to teach different subjects in Form One class were responsible for teaching the OP. However, in some of the schools, the discipline teacher in charge, second master, academic officer, environment master and head of other school departments were responsible for orienting new students in their departments. There was a small difference regarding who participates in the OP in the private secondary schools. In this interview question, *who teach/facilitates the OP in your school?* HOS X replied:

> *''...except Kiswahili teacher, all are responsible for facilitating the OP...*
> *second master and discipline master orient students on the school*
> *regulations, history, culture and routine... academic officer orient*
> *students on academic issues...''* (Head of private school X, November 2020).

In private schools, subject teachers and heads of different departments would orient students in their areas of leadership. In public schools, subject teachers and teachers

on duty would orient Form One about the school routine and culture. When asked in the interview, *who teaches the OP in your school?* Head of public -school A replied:

> *''all subjects teachers allocated lessons in Form One participates in facilitating OP... while teachers on duty during the OP re responsible to orient students on safety measures...''* (Head of public-school A, November 2020).

The OP should be taught by all teachers allocated to teach the curriculum subjects in Form One. In his study conducted in Dodoma, Murasi (2013) discovered that only teachers who teach English taught the BOC in one of the schools. In this case the studied schools adhered to the 2014 TIE's guideline for the implementation of the OP.

4.2.6 Subjects involved in the OP

Subjects involved in the OP differed from one school to another. Some schools involved only a few subjects in the OP, whereas other schools involved more subjects. The observation revealed that the number of subjects' involvement depended on the school preferences and ownership. Religious schools would, for instance, involve religious subjects in the OP compared to public schools. HOS X was asked in the interview, *what subjects are taught in your school during the OP?* His reply was:

> *''... in our school, we teach, civics, history, geography, English language, physics, chemistry, biology, basic mathematics, bookkeeping, commerce and bible knowledge''* (Head of school X, November 2020).

The private school Y included ten subjects in the OP, some of which the religious studies. Asked a question, *what subjects are taught in your school during the OP?* in the interview, head of school Y replied:

> *''we conduct orientation on civics, history, geography, English language, physics, chemistry, biology, basic mathematics, Bible knowledge and Latin''* (Head of private school Y, November 2020).

Below is table 4.5 showing a summary of the observed academic subjects taught during

OP in private schools X and Y. The number of periods per week is also indicated.

Table 4.5 Showing subjects taught during OP in Private school X and Y

SCHOOL **X** SUBJECTS	PERIODS	SCHOOL **Y** SUBJECTS	PERIODS
Civics	2	Civics	2
History	3	History	3
Geography	4	Geography	4
English	6	English	6
Physics	3	Physics	3
Chemistry	3	Chemistry	3
Biology	4	Biology	4
Basic Mathematics	6	Basic Mathematics	6
Book-keeping	2	Bible knowledge	2
Commerce	2	Latin	2
Bible knowledge	2		

 Source: Field data, February 2021

Table 4.5 shows that Book-keeping, commerce and Bible knowledge are involved in

the OP in school X. In school Y, Bible knowledge and are Latin involved in the OP.

Thus, the two schools orient on subjects that are not even included in the baselines.

HOS A was asked *what subjects are taught during the OP?* for which he said:

> *''in this school, nine subjects out of ten are involved in the OP. The subjects are civics, history, geography, English language, physics, chemistry, biology, basic mathematics and agriculture''* (Head of public-school A, January 2021).

Replying to the same interview question, the head of public-school B said:

> *''we involve eight subjects out of nine subjects we teach. Subjects involved are civics, history, geography, English language, physics, chemistry, biology and basic mathematics, as instructed by the baseline...''* (Head of public-school B, January 2021).

Table 4.6 below shows a summary of observed academic subjects studied and periods

assigned to them per week in the public school and B.

Table 4.6 Subjects taught during the OP in Public school A and B

SCHOOL **A** SUBJECTS	PERIODS	SCHOOL **B** SUBJECTS	PERIODS
Civics	2	Civics	2
History	3	History	3
Geography	4	Geography	4
English	6	English	6
Physics	3	Physics	3
Chemistry	3	Chemistry	3
Biology	4	Biology	4
Basic Mathematics	6	Basic Mathematics	6
Agriculture	2		

Source: Field data, February 2021.

The table above shows subjects in public schools A and B taught in the English language. The public-school A taught Agriculture subject which is not featured in the baseline. This was found as an initiative to help students learn all subjects smoothly. The implications of the findings above are that there should be slight modifications to include other subjects in the OP, considering transitional problems to help new secondary students adjust to their new schooling settings, and giving attention to support students have a smooth transition (Graham & Hill, 2003).

4.2.7 The OP teaching-learning materials

The study found that the presence and use of the teaching teaching-learning materials depended on the school ownership and mission. In public schools A and B, the baseline material was the main teaching resource. In contrast, private school Y used the baseline, the Holy Bible, the missionary Institute of Apostles of Jesus guide due to their mission for the priesthood. In private school X, the baseline materials and the

Holy Bible were used as guides for implementing the OP. Asked an interview question,

what materials are used for implementing the OP in your school? HOS Y said:

> *''...we use the baseline books, ... the Holy Bible and the Missionary Apostles of Jesus guide... since our students are prepared to be future God's servants...''* (HOS school Y, November 2020).

The public schools did not use materials other than the baseline book in the OP. In an interview, the head of public-school A had this to say:
> *''... we use baseline materials brought by the government for teaching BOP...''* (HOS A, January 2021).

Therefore, the school determined which materials were the focus of their teachings. For religious based-schools, the Bible was an important resource in shaping learners, not the public secondary schools. The above findings are supported by a study by Faustin (2014) who found that teachers taught PFOC using the baseline and other supplementary materials. It was noticed that the public schools did not use any other supplementary materials to teach OP. Only private schools used extra references in the OP. Teachers must not rely only upon the baseline materials in teaching the OP. This study is of the view that teachers should utilize different materials to guide their students. They should also encourage learners to read cards, class readers, and other simple storybooks to acquire proficiency in the English language (Researcher, 2021).

4.2.8 Assessment of students' learning during the OP

The study revealed that the assessment of students would be done in both private and public schools to determine learners' achievements in the OP. The study revealed that each school had its unique way of assessing the achievement of the orientation programme. Assessment methods involved oral tests, written tests, summative tests at the end of the OP and formative tests (weekly continuous tests). The test items would be composed by teachers themselves. Explaining in the interview, HOS X said:

> *''...we assess students' learning by providing them with a test at the end of the course. Similarly, we assess them through the in-class oral tests, written tests, quizzes and exercises to determine their achievements in the OP. Items are constructed by the individual teachers''* (Head of private school X, November 2020).

This shows that private school X conducted a formative and summative assessment to assess learners progress and the achievement of the orientation programme. Assessment in the private school Y was different. In the interview, the HOS said:

> *''... we provide exercises, weekly and monthly tests to assess students' progress... the assessment items are constructed by each subject teacher''* (Head of private school Y, November 2020).

This showed that private school Y only conducted a formative assessment to assess learners progress and to determine the achievements of the OP. Explaining about the assessment of the OP in a public-school A, the head of school said in the interview:

> *''... we normally administer a test at the end of the OP. Test items are constructed by subject teachers...''* (HOS A, January 2021).

Assessment of students in public-school B differed from that of school A. In a sense, that subject teachers in school B would construct test items and submit them to the academic office for compiling to get a single examination to be administered. A team of teachers marks the examination as the test comprises all taught subjects. Explaining how the assessment is conducted in school B, in the interview, the head of school said:

> *''... we construct and administer a single examination at the end of the OP ... which teachers mark as a team. Each subject teacher constructs items and submits them to the academic master to compile into a single examination comprising all subjects...''* (Head of the public-school B, January 2021).

Consequently, observation found that each school had its style of assessment. No school administered a test before the OP to identify students' level of language proficiency at the entrance, except that private schools conducted an entrance

interview to select students with the highest pass marks, a criterion to join their schools. This was not experienced in public schools. Expressing how assessment during the OP should be conducted, the school's quality assurance officer said:

> *''...there should be two assessments... one before students start the OP to determine their needs and strengths. Another at the end of the OP to assess the learning progress...''* (SQA 2, November 2020).

This implies that teachers have to construct a single test to be tested on the students before they begin OP. The same test will have to be retaken at the end of the OP to compare results to see if there are changes that the learning process has influenced. Studies suggest that the assessment tools used in secondary schools go along with Communicative lessons teaching approach practices (Lyimo & Mapunda, 2016). Therefore, the assessments techniques prepared by teachers to assess student learning should focus on developing the effective English language learning. In this way the OP will add value and improve learning (Researcher interpretation, 2021).

4.2.9 Records-keeping of the orientation programme records

The data was gathered through the documentary review. The researcher reviewed the presence of TIE's guide for implementing OP in secondary schools, the use of relevant baseline materials, reports of the implementation records, records of assessment items and results, the presence of the OP timetable, and records of students attending the OP. The study found only an attendance of students records in 2021 in private school X, in which 140 admitted students had attended the OP. However, the school did not have a guideline for implementing the baseline programme. The relevant baseline materials were present and were used in classroom teaching. Although the OP timetable was used, written implementation reports for the past three years, records of test items and

results were not found, except for the year 2021. The study, thus, established that private school X, would conduct the OP but did not keep a good record.

In private school Y, the study found the attendance of students records of 2021, whereby 90 students admitted into Form One had attended the OP. The attendance for 2020 showed that 98 students were admitted and attended the OP. In 2019, only 64 students were admitted and attended the OP. Likewise, the school did not have a guideline for implementing the OP in secondary schools. The relevant baseline materials were used in-class teaching. The timetable for the OP was used. The implementation reports of the past years, test items and results were found. The study revealed that in private school Y, the OP was effectively conducted and documented.

In public school A, the study found the attendance of students for 2021, whereby 286 students were selected, 166 registered, but only 155 students had attended the OP. In 2020, 288 students were selected, but only 185 were reported and registered. Nonetheless, no records were showing how many of these students attended the OP. In 2019, 275 students were selected to join Form One, out of which 140 were reported and registered. Nonetheless, no records were showing how many of those students attended the OP. Contrarily, the school had the guidelines for implementing the OP in secondary schools from TIE. The relevant baseline materials were used in classroom teaching. The timetable for the OP was used. The reports of the past years were not found, records of test items and results were not found except for the year 2021. The study revealed that public school A conducted the OP despite lack of records-keeping. Findings revealed that in public school B, students' attendance records in 2021 were as follows; 296 students were selected, 162 registered, but 142 only attended the OP.

In 2020, 290 students were selected, 193 only registered, but no records of students attended the OP. In 2019 a good number of 282 students were selected and 162 registered, while records of students who attended the OP was not recorded. The school did not have a TIE's guideline for implementing the OP.

The study revealed that the relevant baseline in school B was used in teaching. The timetable for implementing the OP was used. The reports of the past years were not found. The records of test items and results were not found except in 2021. The study observed that public-school B, conducted the OP even though its record-keeping was bad. Expressing how records of the OP implementation should be kept, SQA 1 said:

> ''... schools heads need to write the OP implementation report at the end of the OP and documents the OP test items and results. The results are also used in the students' continuous assessment...''
> (SQA 1, November 2020).

The current study found that none of the schools had a culture of recording the implementation of the OP comprehensively. This is not a good way to run the OP.

4.3 The contribution of the OP to students' learning

The second specific objective of this study thought to explore how the OP enhance students' learning in secondary schools. The data were collected via the interview, documentary review and observation. The findings revealed that OP was worthwhile for students' orientation to the new school milieu, acquisition of the IL, development of personal awareness, as well as planning of the activities that enhancing learning. The findings about the input of the OP are detailed in the subsequent sub-categories.

4.3.1 Facilitating the acquisition of English proficiency

The study found that learners had different backgrounds in terms of the language of instruction before joining secondary education. Therefore, the OP helps learners to acquire the vocabulary of the instructional language, which is English. Head of school A had this to say in the interview:

> *"... the OP helps students to gain proficiency in the instructional language that eventually leads to easy learning of secondary school subjects. Many of our students come from Swahili medium of instruction... hence, the OP is vital to enable them to transit better..."* (Head of school A, January 2021).

Similarly, head of school B said in the interview:

> *"...We conduct the OP because it is the government's directive... the OP is vital for an easy transition to a secondary curriculum whose medium is the English language..."* (HOS B, January 2021).

Likewise, the study found that in school Y, teachers conducted the OP to introduce students to vocabularies they would encounter when learning subjects prescribed in the Form One syllabus. Head of school Y said:

> *"...OP aims at enabling Form One students to learn key vocabularies they will encounter when the teaching"* (HOS Y, November 2020).

During the Orientation programme, teachers strive to enable Form One to understand the language of instruction-English. This helps them to learn smoothly and with confidence. The above finding is supported by the DEO, who said:

> *"...during the OP every teacher should introduce a learner to the specific subject vocabulary... this will help their understanding in the learning of the syllabus"* (DEO, November 2020)

Therefore, the OP helps students to cope with the English language through socialization with teachers and fellow students in and out of the classroom settings.

This, in turn, influences learning because students develop English language competence. Lyimo's and Mapunda's (2016), study commends that training, workshops and seminars be provided to teachers to help them acquire methods required for teaching English appropriately. To them, teachers should use the communicative approach to teach English because students learn the language through social interaction between teachers and students as well as students to students.

4.3.2 Orienting students to the new school environment

Creating a friendly environment for learners is very important. The school environment should not cause fear and nervousness to new students. Language incompetence leads to fear and acts as a barrier to learning. The study found out that the OP helped learners cope and familiarize themselves with the new environment that differed from their previous learning environment. Asked the question, *is Form One OP conducted in your school? Why?* The HOS X responded:

> *''Yes! We conduct the OP to help learners to cope with the new environment..., we orient them about how different school departments work, teachers' roles and positions, non-teaching workers, school culture, history...''* (HOS X, November 2020).

When the same question was asked to head of school A, he said:

> *''...we orient Form One so that they can experience new schooling environments...''* (Head of school A).

The study further found that the OP in faith-based schools prepared students to accept their call for the priesthood. In an interview, head of school Y said:

> *''...apart from language, we orient our students to be obedient and accept their call for the priesthood and starts a new life in the new environment...''* (Head of school Y, November 2020).

To stress the importance of OP, the researcher had an interview with the district school quality assurer. During the interview, the school's quality assurer said:

> *''... the OP makes a Form One student ready to learn as it makes them aware of their new school environment, new school regulations and protocols... it introduces them to the use of the school infrastructure...''* (Schools' quality assurer, October 2020).

Asked the question in the interview, *does Form One orientation programme contribute to students' learning? Why?* The schools' quality assurer said:

> *''... it is clear that all Form One students get exposure to secondary school for the first time, so, the OP enhances their confidence and helps them to cope up with the new school environment...''* (Schools' quality assurer, October 2020).

Observation showed that schools practiced different activities that would help learners cope with studies in their new environments. For example, in day one, schools-oriented students to the school compounds, introducing students to teachers and their positions, the MoI, and school rules and regulations. According to Mackenzie, McMaugh & O'Sullivan (2012), the orientation period helps learners to negotiate and adapt to new schooling settings and changes in social interactions with teachers and peers. Therefore, it is apparent that orienting Form One instil readiness to learn freely. Without the OP, it could take a long time for all Form Ones to socialize and get the required exposure, affecting their coping abilities and learning pace. The above findings are supported by Joyce-Gibbons, Galloway, Mollel, Mgoma, Pima and Deogratias (2018) who stated that learners in Tanzanian secondary schools had serious problems in coping up with the new school setting. Moreover, Murasi (2013) conceived student who attended the OP significantly upgraded their performance in the post-test than the pre-test. This shows that the OP enhances students' learning. Schools must run the OP very dedicatedly to help learners transit smoothly.

4.3.3 Development of student's self-awareness

The study revealed that the school that conducted the OP to the Form One students, among other things, instilled awareness among their learners. Students understood who they were and what they were supposed to do in secondary school. Asked the question, *is the Form One OP conducted in your school? Why*? HOS X said:

> *''...we conduct the OP to build personal confidence, empower learners and enhance their self-awareness ....'' (Head of school X, November 2020).*

The school quality assurance officer said:

> *''... the OP provides ample time for establishing rapport between teachers and students..., learners are introduced to subjects they will learn in secondary schools.... and the OP instils self-confidence...''* (School quality assurer, October 2020).

The OP was found to help students in their transition to secondary education. Without the OP, learners could have difficulties with coping strategies up with the new setting. Expressing the role of the OP on students' learning, the educational officer said:

> *''... during the OP, all Form One students are in the transition period..., the OP gives them exposure to secondary education settings, improve their awareness, contributes to their smooth learning...'' (DEO, November 2020).*

Form Ones are new to the secondary schooling systems and thus are also not aware of how things run. Thus, the OP develops their awareness resulting in learning motivation. The above findings extend Faustin's (2014) findings that the OP developed students social and individual skills that helped them learn happily.

4.3.4 Smoothening learners' transition to secondary school.

The current study found that the OP facilitates the transition from primary to secondary schooling. Form Ones needed to have this transition to build a strong base for academic excellence. Explaining this in the interview, DEO said:

> *''...secondary schools subjects are taught in English. Form Ones need the OP to bridge up to their previous knowledge with the knowledge intended in secondary schooling...''* (DEO, Nov. 2020).

The idea was supported by the quality assurance officer who said:

> *''...OP is a bridging course to fill in language gaps in learners from Kiswahili medium primary schools...''* (SQA 2, October 2020).

Therefore, from the above quotes, the OP is important to all Form One students, especially those from the Kiswahili medium schools who for the first time learn all subjects in English except Kiswahili. The emphasis should be on using the English language in the OP to facilitate a better transition from primary to secondary school.

The above finding is supported by TIE (2014) which considered that BOP reinforced some topics in standards six and seven, hence helps students to learn secondary subjects smoothly. Murasi (2013) concluded that a well organised and implemented BOC helped to smoothen the students' transition from primary to secondary education in Tanzania. Murasi established that BOC enhanced students' academic achievement because it enhanced students' proficiency in the English language.

4.3.5. Harmonizing language discrepancies

Students who join secondary schools come from different backgrounds, especially regarding the use of English in education. This study found that the Orientation programme played a great role in harnessing and boosting the low English proficiency

among students from Swahili medium primary schools. Language is the medium that facilitates teacher-student interaction, and English is the language of instruction in secondary schools. Unfortunately, many Form One join secondary school with very low proficiency in the English language. Responding to the interview question, *how do you think that the OP influences students' learning?* SQA 1 said:

> *''... for students to learn, there should be clear communication between the teacher and the student... English is the medium...''* (SQA, 1 October 2020).

It is therefore clear that the low level of English proficiency among students in many primary schools' students is boosted during the orientation programme. In support of the findings, the head of public secondary school A said:

> *''... we admit students from both Kiswahili and English medium primary schools at our school... the role of the OP is to equalize language inequality...''* (HOS A, January 2021).

The finding above is supported by Faustin (2014), who contended that PFOC built a strong foundation of English among students. It added value to future learning in English. Without the OP, different levels of language proficiency among students could have taken a quite long time to equalize.

4.3.6 Observed activities planned for the implementation of OP

The study revealed that different activities were planned for implementing the OP in schools X, Y, A and B aimed at enhancing learning. The data were collected using observation and documentary review. The study revealed that activities associated with the OP in private school X were: teaching the baseline, morning devotion and prayers per week in English, orienting students about the school (school history), orienting students about health, environmental issues, orienting students on discipline,

school rules, regulations and academic issues, spiritual teaching/bible competition, talent show, clubs found in school (Field data, February 2021).

In school Y, the OP involved routine morning mass, cleanliness, ritual classroom prayers in English, baseline teaching, orienting students on school rules and regulations, moral and religious teachings, participation in clubs, debate, morning speeches, to mention but a few (Field data, February 2021). Activities witnessed in public school A were participation in morning speeches, debates, clubs and orienting students on the school rules and regulations. The researcher also saw posters on the school premises insisting on English speaking. The researcher observed and noted a poster that reads, *''SPEAK ENGLISH ALWAYS''* and ''*NO ENGLISH NO SERVICE''*. These slogans help the Form One students to understand that the medium of communication in secondary schools is English (Field data, February 2021). The same applies to public secondary school B where the routine activities were as follows: morning speeches, debates and subject clubs.

Correspondingly, the researcher was interested to see the poster at the school entrance that reads, ''*NOW YOU ARE ENTERING AN ENGLISH-SPEAKING ZONE''* (Field data, February 2021). The study showed that the school insisted on English speaking for the students to gain competency in the English language. Table 4.7 summarises the activities identified through documentary review and observation in schools X and Y.

Table 4.7 Summary of activities identified in private school X and Y

SN CATEGORY	SUBJECTS/ACTIVITIES EXPERIENCED
1. Teaching-learning	Civics, History, Geography, English, Physics, Chemistry, basic math's, Biology, Bible, Commerce, Bookkeeping & Latin.
2. Religious teachings	Morning Devotion, Evening Devotion, Prayers &Bible Competitions.
3. Extra-curriculum	Sports and Games, Debates, Morning Speech, talents Clubs, cleanliness and moral teachings.

Source: Field data, February 2021.

Table 4.7 above shows activities identified in private schools X and Y. Teaching-learning experience involved academic subjects that took place during the class hours, while religious and extra curriculum activities occurred after and before classes.

Table 4.8 Summary of activities experienced in public school A and B

SN CATEGORY	SUBJECTS/ACTIVITIES EXPERIENCED
1. Teaching-learning	Civics, History, Geography, English, Physics, Chemistry, basic math's, Biology, Agriculture, Commerce, Bookkeeping
2. Religion	Prayers is ritually once per week.
3. Extra-curriculum	Morning speeches, debates, clubs, Sports and games, orienting school rules and regulations and slogans to insist on English speaking.

Source: Field data, February 2021

Table 4.8 above shows activities experienced in public schools A and B. Teaching-learning involved teaching academic subjects during class hours.

4.3 Challenges facing the implementation of the OP in secondary schools

The third study specific objective sought to identify setbacks in implementing the OP that affected students' learning. Data were collected through interviewing the HOS, DSEO, and SQA and observation. The study revealed many limitations in the implementation of the OP. Some challenges concerned the leadership abilities of educational leaders, while others were beyond the leadership realm. The found challenges were; Form One students' transfer, varied language background, inadequate teaching-learning materials, classrooms overcrowding and late reporting of students. The following subsections detail the findings on these aspects.

4.3.1 Form One students transfer to other schools

The study established that a good number of Form One students did not attend the OP fully because they would be busy with a complicated process of reallocating to new schools other than those initially selected to join. Following the complicated geographical location of schools and administrative areas, parents are sometimes forced to request the transfer of their children to nearby. As parents request transfer to new schools before the end of the OP, many concerned students' fail to attend the OP fully. Explaining this situation in an interview, the SQA1 said:

> ''... reallocation of Form One students causes disturbance and difficulties in implementing the OP... selection of students should be based on the distance from home...'' (SQA 1, October 2020).

Explaining this challenge, the DEO said:

> ''all Form Ones have to attend the OP. Nevertheless, parents have the right to choose schools for their children; hence they are allowed to transfer their children if they think that joining of the school will cause them a lot of inconveniences...'' (DEO, November 2020).

The DEO and the REO offices need to consider the distance in the placement of Form ones to reduce transfers rates which in turn cause the students to miss the OP.

4.3.2 Varied language backgrounds

The study found that students who join Form One came from different linguistics backgrounds. Some students came from Kiswahili medium primary schools, whereas others came from English medium primary schools. As a result, students from Kiswahili medium schools dis not cope up quickly compared to those from English medium schools. This situation necessitates an intensive orientation programme to help learners from Kiswahili medium primary schools to acquire English proficiency for six weeks. Explaining this situation during an interview, the HOS X said:

> *''... our students come from different language backgrounds thus have varied language abilities... students from Kiswahili medium schools normally have low English proficiency. This necessitates us to run an intensive OP in the planned time...''* (Head private school X, November 2020).

As all students in Tanzania are the product of the same education system, all secondary schools must address the low English proficiency among their students through an effective OP. Kiswahili medium primary schools teach English as a subject, but it appears that many teachers are not competent in English. A study conducted by Dadi (2013) revealed that low English language competence among teachers in Tanzania correlated with learners' deficiencies in core language skills. Based on the findings, the study suggests that English language teachers at the primary school level be trained to acquire competencies that will enable them to improve their core language skills.

However, Mtesigwa (2001), establish that the problem of varied language backgrounds is due to Tanzania language policy. His study found that the level of

English competence to students is very low, that teachers use Kiswahili as support to enable students to participate and to ensure that learning takes place. Also, due to prestigious status and the job prospects it carries, many parents and students want English to remain the only medium of instruction in secondary schooling. For that reason, Tanzania English and Kiswahili languages operate in different contexts.

Additionally, Mtana and O-saki (2017) conclude that the main problem is the existing policy that allows only English in secondary schools, many students entering schools become marginalised because they are not conversant enough to use English for communication purposes and learning. Enough time is required to enhance students' interaction in both levels of schooling. From the above findings, tactics are needed to intervene in the problem of the English barrier to the students due to the varied backgrounds, not only at secondary but from primary schools (Researcher, 2021).

4.3.3 Inadequacy of OP teaching-learning materials.

The study found an acute shortage of teaching-learning materials in both public and private schools. The student-book ratio was high in all schools. Explain this situation in the interview, head of public-school B said:

> *''...we have a scarcity of baseline materials, which leads to difficulty in teaching the OP ...''* (Head of public-school B, November 2020).

Explaining this situation in an interview, the head of private school Y said:

> *''... the school suffers from the shortage of baseline materials...the student book ratio is 1:5 ... this leads to poor facilitation of OP...''* (Head of private school Y, November 2020).

Table 4.9 below shows the students book ratio. The data was collected through documents review and observation in schools A, B, X and Y.

Table 4.9 Showing student-book ratio in schools A, B, X and Y.

SCHOOL	STUDENT BOOK RATIO
School **A**	1:10
School **B**	1:20
School **X**	1:8
School **Y**	1:5

Source: Field data, February 2021

In Table 4.9, the study revealed the acute shortage of books in secondary schools. Faustin (2014) & Murasi's (2013) studies equally revealed a shortage of teaching-learning materials. It showed that shortage of the baseline materials is a persistent challenge causing ineffective implementation of the OP. Lack or inadequate of the OP teaching-learning materials leads to poor learning. That is, a learner must access materials, especially books, for learning to take place. Teaching aids are also very important learning for they appeal to senses of seeing, hearing, touching and feeling. Studies indicate that many schools suffer from a lack of the students' textbooks used in teaching-learning. Teachers are supposed to use textbooks in their teaching because they can help to build knowledge for the students.

4.3.4 Classrooms overcrowding

Through the interview and observation, the study revealed that overcrowded classrooms were a hurdle to the implementation of the orientation programme. Overcrowding made the teaching-learning environment in the classrooms inconducive for learning. Congestion in public secondary schools challenges the quality implementation of the OP (Field data, January 2021). Expressing the challenge of classroom congestion in the secondary schools, the zonal SQA 2 said in the interview:

''... lack of enough classrooms is a big problem especially in public secondary schools... the situation leads to overcrowded classes resulting in the poor OP's practices ...'' (SQA 2, November 2020).

From the above finding, public secondary schools face a big limit of inadequate infrastructure, making learning difficult. On the other hand, private schools have considerably enough infrastructure. The observation in school A showed the classroom congestion, whereby one class stream consisted of 80 students and about 4 students shared a desk, a situation that does not enhance students' learning (Field data, 2021).

The above findings extend Maganga's (2016) study, which revealed that many schools in Ilala Municipality faced classroom congestion. The situation created difficulties in teaching-learning. Under such an environment, one cannot expect learning to occur because teacher-student interaction or students' interaction in the classrooms is limited. Additionally, Murasi (2013) revealed that overcrowded classes were an obstacle in running the BOC. The researcher found that classes were too big for teachers to manage. Overcrowded classrooms lead to poor teachers' interaction with students, leading to difficulty in facilitating the OP.

4.3.5 Late reporting of students

The study found through observation that some students would report in the middle or after the OP. It was observed that some students reported as late as March when the OP was over. This caused many of them to miss the course or partially participate in the OP. This makes the implementation of the OP difficult because the selection and posting of students are not within the school administrative boundary. Students who

partially participate and those who miss the programme entirely led to the lack of uniformity in acquiring IL proficiency. Explaining this situation, HOS B said:

> *"...some students report late... I think the time for the OP is to be extended to three months, or the selection of students be made early. There must be a time limit for students to report. Sanctions to latecomers can help..."* (Head of public-school B, January 2021).

The tendency of students amid the OP or after the OP denied the students an opportunity to acquire English proficiency. Table 4.10 shows the number of students selected into Form One against the number of students who participate in the OP.

Table 4.10 Selection numbers versus the OP participation numbers, in schools A and B

SCHOOL	SELECTED	ADMITTED	ATTENDED the OP	MISSED the OP
School A	286	166	155	131
School **B**	296	162	142	154

Source: Field data, February 2021

In Table 4.10, it was clear that only a few students attended the OP out of the big number of selected students. This is because a considerable number of selected students do not report entirely. Some of the students report late and thus join when the OP is over. Concerning the reporting time, HOS A said:

> *"it is puzzling that students reporting time differs. Some students report in the morning while others in the afternoon... some report on time, but many reports late..."* (HOS A, November 2020).

Therefore, it is good if the concerned authorities select Form One students very early. They should equally set the deadline for all students to report, for instance, reporting a few days before the opening of the school term to ensure all students attend the OP timely. The study found that the late reporting of students was caused by, among other things, the transfer of students from one school to another. This was because most of

the students wished to study in schools that were near their residents. Be that as it may, they would be selected to join distant schools. Parents would waste much time seeking their children transfer.

The study also encountered a claim that the OP duration was not enough. They thus recommended that it be extended from six weeks to three months to get enough time for learning English. The study concludes that there should be a careful allocation of students to secondary schools to minimize transfers and their consequences on the OP. Similarly, Sigei, (2013), mentioned the main obstacles to ensuring effective Orientation in Kenya, such as students' cultural orientation and late reporting of new students that limit them from adjusting to secondary schooling. It was suggested that the selection of new students to secondary school be done early and the reporting be on time for all students to benefit from the OP, and the primary schools should prepare students in the last year of schooling as the transit to secondary schooling.

4.3. 6 Lack of teachers' training

The study found that teachers lacked experience in teaching and running the OP. This implies that both teachers and heads of schools needed training for the effective running of the OP. Asked a question, *what do you consider as a challenge in the supervision of the OP implementation?* Head of the public secondary school B said:

> *"... heads of secondary schools need to be oriented; first on how to monitor the OP and secondly on coaching teachers who are the main implementers of the OP ..."* (HOS B, January 2021).

From the above finding, heads of schools must indeed be oriented to orient teachers whom they are supervising for better practice than the business-as-usual practice of running the OP. The previous studies showed the need for teachers' training in running

the baseline orientation courses in Tanzania (Faustin 2014 & Murasi 2013). The district quality assurance officer confirmed that training was a professional demand. Replying to the interview question that asked, *what challenges do you view that encounter the supervision of the OP in secondary schools?* The SQA 1 said:

''...many schools conduct the OP by mere experience, but today almost everything has changed... so, HOS needs to change their practices in the implementation of OP... This is through organizing training for their teachers...'' (The SQA 1, October 2020).
From the view above, teachers and heads of secondary schools should frequent training to update and expand their understanding. Running the OP is not only a matter of experience because students change, and ways of learning change from time to time to suit the current needs. Training teachers update their skills and equip them with skills to facilitate students' learning.

 Mtana & Osaki (2017), confess that the policies and practices in the schooling system in Tanzania bring confusion to both teachers and students and have created a situation in which many students do not get equal prospect to access the learnings through English, especially during the early years of secondary schooling.

The findings above are also supported by Lyimo & Mapunda (2016), whose study suggested that teacher training institutes and SQA should help trainees and in-service teachers acquire the requisite skills. In this case, teachers should be oriented about the challenges associated with the language of instruction in secondary schools and their interventions to help students cope with the new learning environments.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusion, recommendations for further studies, and suggestions for better practices. This chapter is presented as follows:

5.2 Summary of the study

The current study aimed to assess the implementation of the OP in secondary schools in Moshi DC. The study was conducted in Moshi DC, whereby four (4) secondary schools, (two private and two public schools) were involved. The study involved a total of 855 informants, out of which 4 were heads of secondary schools, 1 district secondary educational officer, 2 schools quality assurance officers, 36 teachers, and 812 Form One-students. The study employed a qualitative research approach and a case study design. However, some quantitative elements like simple statistics were used to draw some inferences. The data were collected through the semi structured interview, documentary review, and unstructured observation. The study pursued three specific objectives which were: (1) to assess the adherence of 2014 TIE's guide for implementing the OP; (2) to explore the contribution of the OP on students' learning and (3) to identify the perceived challenges in running the OP that affects learning.

The study found out that OP had a positive contribution to students learning in secondary schools, although secondary schools were not conducting the OP as per the 2014 TIE's guide as they were varying in the implementation time, running, monitoring and supervision. However, it was noticed that private schools had many activities related to the OP. The study also revealed that the BOP contributed to developing students' English vocabulary, grammar and so forth needed to learn

subjects taught in English. Similarly, it develops personal awareness and familiarizes students with the school environment. Also, all teachers who were allocated to teach Form One classes involved teaching their subjects of specialization. Neither of the secondary schools was administering tests before the OP to assess learners' language proficiency to address their needs or weaknesses nor were they assessing the success of the OP. This is because there was no evidence found showing the proper implementation of the OP.

Additionally, the current study revealed that the following setbacks affected the implementation of the OP in public secondary schools: Form One students transfer to other schools, inadequate teaching-learning materials, overcrowded classrooms and late reporting of students. While challenges for both private and public secondary schools included: lack of training to HOS and teachers, inadequate teaching-learning materials and students varied language backgrounds.

The findings showed that in the public secondary schools a good number of the students joined the school as late as March or beyond when the OP was progressing or had ended. Consequently, the transfer of students to schools other than their previously selected one made students report as late as March or beyond. It was discovered that some of those students attended the OP partially, and others missed it. Furthermore, the current study found that teachers and heads of school's lack of training, the situation that affected the facilitation, monitoring and supervision of the OP as required. So, to update the knowledge for a successful practice of the OP, capacity building to the HOS and teachers through trainings and internal school seminars consecutively are inevitable.

5.3 Conclusion

The conclusions are drawn in this study regarding the results of the assessment of the implementation of the OP in enhancing students' learning in secondary schools. Generally speaking; the study concludes that the OP is important in enhancing students' learning by helping them acquire the technical jargon, grammar, semantic, morphology, and so forth. Besides, the current study concludes that the OP contribution goes the extra mile than its primary role of developing English language competence.

The study also, concludes that studied secondary schools in Moshi DC did not adhere to the 2014 TIE's guide for implementing the orientation programme in Tanzania Mainland. Additionally, the study concludes that heads of secondary schools in Moshi DC neither assess nor evaluate the success of the orientation programme, to observe if there were learning that took place after the orientation programme. This is because there were no documents that were found as evidence that was established for the practices.

Similarly, the study concludes that many of the setbacks that faced the implementation of the orientation programme in public secondary schools were not within their administrative capacity and boundaries of their jurisdiction, unlike private schools. Finally, the study concludes that intentional initiatives are needed to establish the appropriate and effective implementation of the orientation programme in secondary schools, including all students have equal opportunity to participate fully.

5.4 Recommendations

With regards to the findings and the conclusions made from the current study, two major kinds of recommendations have been considered as presented below. These are recommendations for further studies and suggestions for better practice.

5.4.1 Recommendations for further studies

The main aim of the current study was to assess the implementation of the Orientation Programme in enhancing students' learning in secondary schools in Moshi DC. The current study recommended the following:

- It was recommended that the succeeding studies be carried out to address the same issue using quantitative or mixed research approaches in other areas for conclusive results, and comparison as the current study used the qualitative approach whose findings and conclusions were not generalizable. Also, studies should address an issue of the duration for running the OP if is sufficient for the learners to acquire the Instructional Language proficiency, and if the OP influenced students' performance.

5.4.2 Suggestions for the best practice

- The study suggests the selection of Form one students to join secondary education in different schools, be done early to enable all selected students to fully attend the Orientation Program.

- The study suggests that the HOS have to adhere to the 2014 TIE's guideline in running the Baseline Orientation Program (BOP) in secondary schools for quality delivery and standards. The guideline directs how the OP should be conducted.

- Similarly, HOS should innovate the annually internal-school trainings that should be conducted to updates teachers' knowledge. These training would help teachers and HOS share their experiences in teaching the OP.

- Schools' quality assurance officers should regularly monitor, supervise and advise accordingly on the best practices of the OP in secondary schools. Moreover, to ensure the quality implementation of the OP to all secondary schools in Tanzania, Ministry of Education through Schools Quality Assurance unit should inform the HOS and teachers about the 2014 TIE's guide, and ensure its adherence.

- The focus of the orientation programme should aim at developing student's language capabilities as well as other skills that learners need to support their learning and adjustment to secondary schooling.

- Teachers should conduct an assessment before beginning the OP to identify learners needs and strengths as well as summative assessments at the end to determine students' learning. This can help teachers to evaluate the success of the orientation programme that eventually reflects the attainment of the intended OP's outcomes.

- The latter in addition; considering the findings of the present study, it is suggested the intentional measures need to be taken to review the OP through the secondary schooling curriculum improvements. Similarly, there should be initiatives to insist implementers acknowledge the distinguished importance of OP.

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APPENDICES

APPENDIX 1: Semi-Structured Interview guideline for Heads of Schools

PART A: BACKGROUND INFORMATION

SEX: ……………

DISTRICT COUNCIL: ………………………

DURATION OF LEADERSHIP EXPERIENCE: …………

LENGTH OF THE INTERVIEW: …….…………………

DATE/MONTH/YEAR: ……/……/……….

PART B: INTERVIEW QUESTIONS.

1. Is Form One Orientation Programme conducted in your school? If yes! Why.

2. What is the guideline that your school adhere to in the implementation of OP?

    (If there is no, ask question 4).

3. How do you supervise the OP the way you do in your school? Why.

4. How long is the OP implemented in your school? Why.

5. What experiences and subjects are taught during the OP in your school?

6. Who are the teachers involved in teaching the OP in your school?

7. Who coordinates the OP in your school? If any.

8. How do you think the OP is enhancing students' learning in your school?

9. How do you assess students' learning during OP? Who constructs items?

10. What are the challenges facing the implementation of the OP?

11. What is your views on the measures to improve the practices of the OP?

This is the end of the interview. Thank you for your time and participation in this study.

I appreciate and value the contributions that you have shared.

APPENDIX 2: Semi-Structured Interview guideline for DSEO

PART A: BACKGROUND INFORMATION

SEX: ……

DISTRICT COUNCIL: ………………

DURATION OF LEADERSHIP EXPERIENCE: …………

LENGTH OF THE INTERVIEW: …….………………………...

DATE/MONTH/YEAR: ……/……/……….

PART B: INTERVIEW QUESTIONS.

1. Is Form One Orientation Programme enhancing students' learning? Why?

2. How do you ensure secondary schools implement the OP as per the URT guideline.

3. What evidence do you consider to justify that schools practice OP?

4. What is your view of what should be done to improve the OP practices

5. According to your experience as an education supervisor, what views do you have about the challenges of OP supervision in secondary schools?

This is the end of the interview. Thank you for your time and participation in this study. I appreciate and value the contributions that you have shared.

APPENDIX 3: Semi-structured Interview guideline for SQA's

PART A: BACKGROUND INFORMATION

SEX: ………

SUPERVISORY ZONE: ……………………………

WORKING EXPERIENCE: …………………….

LENGTH OF THE INTERVIEW: …….……………

DATE/MONTH/YEAR: ……/………/………

PART B: INTERVIEW QUESTIONS.

1. Is Form One Orientation Programme is enhancing students' learning? Why?

2. How do you ensure Secondary Schools in Moshi DC adhere to the guideline for

   implementing the OP in Secondary Schools in Tanzania?

3. What is the evidence justifying the practice of OP in Secondary Schools?

4. How does your office monitor and evaluate the quality implementation of the OP?

5. What is your general comment about the implementation?

6. According to your experience as an education supervisor, what views do you have

about the challenges of OP supervision in secondary schools?

7. What is your view of what can be done to improve the OP practices.

   This is the end of the interview. Thank you for your time and participation in this

   study. I appreciate and value the contributions that you have shared.

APPENDIX 4: Classroom Un-Structured Observation Check List

PART A: BACKGROUND INFORMATION
STATUS OF SCHOOL: ………………
DISTRICT: …………
DATE/MONTH/YEAR: ………./……/...…….

PART B: CLASSROOM OBSERVED PRACTICE

SN	OBSERVED ACTIVITY	RESEARCHERS' COMMENTS
1.	Presence of Form One the OP practice.	
2.	The instruction language used in the OP.	
3.	The use of Baseline Materials in teaching	
4.	Subjects taught during the OP.	
5.	Extra-curricular activities related to the OP	

PART C: OTHER OBSERVED EXPERIENCES OF RESEARCHER'S INTEREST

SN	OBSERVED ACTIVITY	COMMENTS
1.		
2.		
3.		
4.		
5.		

PART D: GENERAL COMMENTS (After Observation)

……………………………………………………………………………………………………
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……………………………………………………………………………………………………
……………………………………………………………………………………………………

APPENDIX 5: Documentary Review Check List

PART A: BACKGROUND INFORMATION

 SCHOOL: …………… PLACE: ……………………

 STATUS SCHOOL: ……………… DATE/MONTH/YEAR: ……/……/……........

PART B: Review of Attendance of the OP records for three (3) consecutive years.

YEARS	SELECTED STUDENTS	ADMITTED STUDENTS	ATTENDED STUDENTS	RESEARCHERS' COMMENTS
2021				
2020				
2019				

GENERAL RESEARCHERS' COMMENTS

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

 PART C: Review of the important documents for implementing the OP

ANALYSED DOCUMENTS	PRESENT	USE	FINDINGS COMMENT
1. Availability of the TIE-2014 guide			
2. Availability of the current/ relevant Baseline Material			
3. The OP three years reports			
4. Assessments items & results			
5. The OP appointed coordinator.			
6. The OP timetable			

APPENDIX 6: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.openuniversity.ac.tz

Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201901074

15th October 2020

District Executive Director (DED),

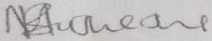Moshi District Council,

P.O.Box 3003,

KILIMANJARO.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. MBWAMBO, Eliatosha Moses Reg No: PG201901074** pursuing **Master of Education in Curriculum Design and Development (MEDCDD).**We here by grant this clearance to conduct a research titled **"The Influence of Orientation Programme on Students Learning in Secondary Schools: A Case of Moshi District Council".** He will collect his data at your area from 20th October to 20th January 2021.
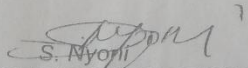
In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam.Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth Bushesha

DIRECTOR OF POSTGRADUATE STUDIES.

APPENDIX 7: Field Permit from DED Moshi DC

PRESIDENT'S OFFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
MOSHI DISTRICT COUNCIL
(All correspondences should be addressed to the District Executive Director)

P.O. Box 3003,
MOSHI.

MKOA WA KILIMANJARO
Tel. 2755172/2751865
Fax. 2754305
Email: ded@moshidc.go.tz

23/10/2020

Ref: MDC/E.10/16/VOL. XIII/.....

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

Re: FIELD PERMIT

Refer to the above headlined subject.

I wish to introduce to you.... ELIATOSHA M MBWAMBO .... Who is bonafide Field of
THE OPEN UNIVERSITY OF TANZANIA - OUT
The title of field is.. INFLUENCE OF ORIENTATION PROGRAMME
ON STUDENTS' LEARNING IN SECONDARY SCHOOLS: A CASE
OF MOSHI DC

Permission has been granted from
20TH OCTOBER 2020 to 20TH JANUARY 2021

Kindly give him/her require cooperation and make sure that he/she abides by all
Regulations and Directives.

Thank you for your cooperation.

S. Nyorii
For: DISTRICT EXECUTIVE DIRECTOR
MOSHI DISTRICT COUNCIL
MOSHI

APPENDIX 8: Research Permit From ZSQA

P. O. BOX 29,

LANGASANI.

20TH October 2020.

ZONAL CHIEF SCHOOLS QUALITY ASSURANCE OFFICER,

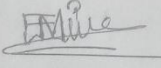NORTHEASTERN ZONE,

P. O. BOX 460,

MOSHI.

Dear Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT A
RESEARCH STUDY.

Please! Refer to the above subject,

I am a student at the Open University of Tanzania with **Reg. NO: PG 201901074** pursuing a **Master of Education in Curriculum Design and Development,** kindly request for the permission to collect data in your area of jurisdiction for academic purpose. The informants among others will include district chief quality assurance officer – Moshi District (DCQAO). The research title is **''The influence of Orientation on students Learning in secondary schools: A case of Moshi District council''.** I expect to interview him to collect data for one (1) day of our appointment and other days if the case allows. The study expected to begin on 20th October 2020 to 20th January 2021.

With this letter, I attach a university research clearance letter.

I hope my request will be taken into consideration,

Kindly regards,

ELIATOSHA MOSES MBWAMBO

Phone: 0719 895 456/ 0621 911108