**PERCEIVED INFLUENCE OF TEACHING AND LEARNING FACILITIES ON STUDENTS’ LEARNING: STUDENTS’ PERSPECTIVES IN UBUNGO MUNICIPAL SECONDARY SCHOOLS, DAR ES SALAAM**

**PAULINE BONIFACE**

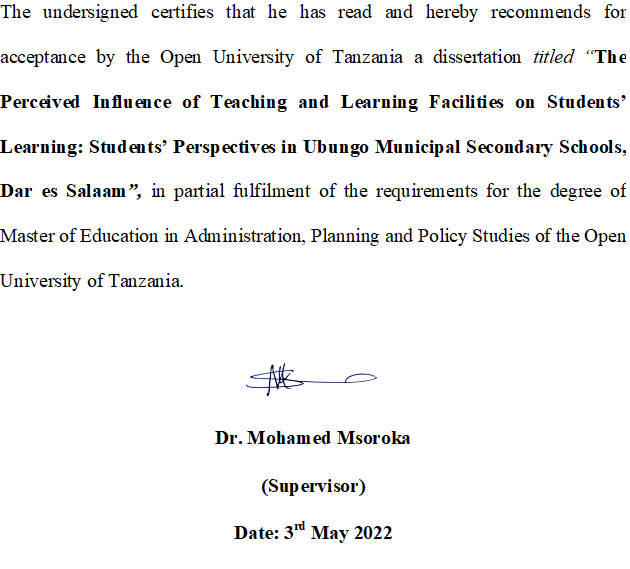
**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD DEGREE OF MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED-APPS)**

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**OF THE OPEN UNIVERSITY OF TANZANIA**

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# DECLARATION

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**Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pauline Boniface**

**(Student)**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# DEDICATION

This Dissertation is especially dedicated to my husband, children, classmates and all the people who supported me in my academic endeavour.

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I thank the almighty God, the Creator of heavens and earth. Frankly speaking, He is the one who has been with me from the very beginning of this work, enlivening me and carrying me through all challenges and obstacles. Indeed, he is worthy of all praise and glory!

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# ABSTRACT

This study investigated the influence of teaching and learning facilities on students’ learning in Ubungo Municipal secondary schools, Dar es Salaam. The main objective of this study was to explore the perceived influence of teaching and learning facilities on learning. The study involved 50 participants. The data were collected through individual interviews, focus group discussion, observation and documentary review. The collected data were analysed through content analysis. The findings suggest that the status of teaching and learning facilities in the selected secondary schools was not satisfactory. There was shortage of learning materials like science books, poor infrastructures such as class buildings, libraries, science labs with inadequate tools, tables, chairs and insufficient toilets compared to the number of the students. The study showed that students were affected by school environment surrounded by bushes; some of classrooms had no doors. In addition, it was revealed that lack of chairs and tables in both schools forced students to sit uncomfortably on the ground, thus making them lose focus in the course of learning. It was attested that poor infrastructures, lack of books and other learning facilities were making students underperform in their studies. The study recommends that schools should have science equipment and texts books for all subjects.

Key words: *Influence, teaching facilities, learning facilities, student learning facilities, Ubungo Municipal and Public Secondary Schools.*

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# LIST OF ABBREVIATION

ESDP - Education Sector Development Plan

FDGs - Focused Group Discussions

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nations International Children’s Emergency fund

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Problem

The aim of the school is to provide education, which involves a series of activities and programmes. The successful conduct of school activities and programmes depends on the adequacy of teaching and learning facilities that are present at school (Kalinga, 2008). One of the challenges facing educational service in public secondary schools is inadequacy of teaching and learning facilities (Department of Education and Children Service, 2004). Babyegeya (2002) is of the opinion that education services in schools are given without adequate teaching and learning facilities. He reveals that schools do not have enough classrooms, playgrounds, furniture, libraries, laboratories and other necessary amenities such as water and sanitary facilities.

The Education Amendment Act, No.25 of 1995 states that owners of schools should ensure their school facilities have required standard necessary for effective teaching and learning and are available in adequate quantities (Kalinga, 2008). These teaching and learning facilities – libraries, classrooms, chairs, tables, computers, shelves and other equipment – are essential for enhancement of teaching and learning processes (Kalinga, 2008: Lawnson & Gede, 2011). Contrary to the 1995 Educational Act, literature suggests that some public secondary schools in Tanzania were opened and registered without having enough basic teaching and learning facilities (Kalinga, 2008). Reports reveal that several Tanzania schools have shortage of classrooms, furniture, laboratories, library, offices, dormitories, toilets, sports grounds and assembly halls (Nzigilwa, 2010).

According to Mesele *et al*. (2009), lack of enough teaching and learning facilities

negatively affects the application of learner-centred methods in the actual teaching. For example, schools with a big number of students and few classrooms have more than normal the number of students in a single classroom. Consequently, conducting group discussion, simulations or demonstrations become difficult and ineffective, despite the fact that secondary school syllabuses in Tanzania direct teachers to use learner-centred methods.

It is argued here that enough teaching and learning facilities at school are important in the whole process of teaching and learning because they are believed to influence students’ learning in the classroom (Kalinga, 2008). This study investigated the influence of teaching and learning facilities on learning from students’ perspectives. Specifically, the study focused on the availability and use of classrooms, furniture, library, staff offices and toilets.

## 1.2 Statement of the Problem

Schools are mainly for teaching and learning so as to help students realize their potentials; other activities are secondary to these basic goals (Kalinga, 2008). Despite the efforts made by various stakeholders, especially the government and non-governmental organizations to increasethe number of schools, Tanzania has been facing a challenge of having limited teaching and learning resources or materials. The shortage of teaching and learning resources has been a percistent outcry from all educational stakeholders. This shortage of teaching and learning resources is claimed to lead into students’ poor performance in secondary schools (Gasper, 2015). For instance, the poor physical state of school buildings affects teachers’ class management and teaching plan (Babyegeya, 2002).

According to UNICEF (2000) the quality of school buildings necessitates teachers’ ability to utilize certain instructional approaches properly and students’ learning progress as well. Students need a conducive leraning environment to learn effectively (Nzigilwa, 2010). However, inadequacy of teaching and learning facilities is one of the things which lower the quality of education in Tanzania (Ibadi, 2012).

A number of studies have been conducted in Tanzania on teaching and learning facilities. Most of these studies have identified the shortage of teaching and learning facilities in Tanzania and their effect on students’ academic performance (Kikungwe, 2015; Mollel, 2015).Most studies conducted in the area of teaching and learning facilities in Tanzania tried to link the shortage of teaching and learning facilities with students’ performance in Tanzania public schools (Gasper, 2015; Mwandisi, 2016). By reviewing these literatures, it was obvious a lot of studies had not focused specifically on the influence of teaching and learning facilities in learning based on the students’ views, especially in Ubungo Municipality. Therefore, this study intended to fill that gap by exploring the perceived influence of teaching and learning facilities such as classrooms, toilets, furniture staff offices and books on learning in Ubungo Municipal secondary schools.

## 1.3 Research Objective

### 1.3.1 Broad Objective

Generally, this study explored the perceived influence of teaching and learning facilities on learning in Ubungo Municipal secondary schools.

### 1.3.2 Specific Objectives

1. To investigate the status of teaching and learning facilities in secondary schools located in Ubungo Municipality
2. To explore how the available teaching and learning facilities influence students’ learning in Ubungo Municipal secondary schools

### 1.4 Research Questions

1. What is the status of teaching and learning facilities in secondary schools located in Ubungo Municipality?
2. How do the available teaching and learning facilities influence students’ learning in Ubungo Municipal secondary schools?

### 1.5 Significance of the Study

The findings of this study are expected to help education stakeholders understand that the adequate availability of teaching and learning facilities such as chair, tables, good classrooms influence students to learn and perform well.

It is expected that the findings of this study may motivate and influence the government to continue taking further informed decision to change education policies that will ensure the availability of teaching and learning facilities in public secondary schools in Ubungo District and other public secondary schools in Tanzania. In addition, the research is expected to pave way for other researchers in the field of education to use this research as a resource to fill the research gap and identify the similar gaps in this area.

## 1.6 Scope of the Study

This study focused on the influence of teaching and learning facilities on students’ learning. The study was conducted in only two Ubungo District public secondary schools, that is, M secondary school and K secondary school. The study did not explore the same in private secondary schools.

## 1.7 Limitation of the Study

During the process of data collection, the researcher faced some limitations. One of the limitations is the reduction of sample size because of the low attendance of participants in focus group discussion sessions because they were doing annual examinations. Also, schools had restrictions to take photos during observations. However, the researcher made sure that these challenges did not affect the study. The researcher used the available sample effectively to collect the required data. Also, the researcher was submissive to school administrators and participants to get the required data.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter presents literature review related to the influence of teaching and learning facilities on students’ learning. The chapter begins by defining key concepts followed by a discussion on the theories guiding the study. Then, the chapter reviews empirical literatures relevant to the study, the conceptual framework as floor plan of the study, and ends up with the identification of the research gap.

## 2.2 Definition of Key Terms

### 2.2.1Learning

Robinson and Horrocks (1967) define “learning” as an episode in which a motivated individual attempts to adapt his or her behaviour to succeed in a situation that he or she perceives to require an action to attain a goal. With Robinson and Horrocks’s definition in mind, this study embraces Crow and Crow’s (1973) definition who define “learning” as an acquisition of habits, knowledge and attitudes. It represents the progressive changes in behaviour and satisfies interests to attain a goal. In this context, it is assumed that students are motivated to take actions to attain their learning goals based on the availability of adequate teaching and learning facilities.

### 2.2.2Teaching and Learning Facilities

The term teaching and learning facilities means the entire scope of human, physical and social infrastructure provided in the school for the purpose of teaching and learning process (Okokoyo, Nwaham & Ikpeba, 2002). For this study, teaching and learning materials refer to physical resources that enhance teaching and learning processes. They include items such as classrooms, toilets, furniture, staff offices, libraries and books.

## 2.3 Theoretical Framework

### 2.3.1 Constructivism Learning Theory

Jean Piaget (1980) developed the constructivism theory. Is based on the assumptions that learning is an organic process of invention not a mechanical one It is an individual’s abilities to hypothesize, predict, and construct knowledge as a meaningful learning process rather than mechanical learning facts of information; through the process of accommodation and assimilation. Individuals can construct new knowledge from their experience; and by reflecting and scaffolding new knowledge upon the existing framework of knowledge students can create meaningful learning.

Another idea of this theory holds that learning is active. Learners make sense of what they are learning basing on what they experience in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience (Philip, 1995). However, Di Vest (1987) adds that for new knowledge to be accommodated and assimilated by the learner the learning environment should be designed to support and challenge the learner’s thinking. This theory was relevant and applicable to this study because of the construction and development of new knowledge to students, which depends upon the constructive learning environment that influences students to learn. Therefore, to set up the constructive learning environment, it needs constructive learning interventions such as availability of adequate teaching and learning facilities that will influence students to accommodate and assimilate knowledge in their learning environment.

## 2.4 Empirical Review of Literature

### 2.4.1 Teaching and Learning Environment

Learning environment consists of approaches, cultures and physical settings for all types of learners and activities. Several studies have agreed that conducive teaching and learning environment are essential in creating mood of learning in the classrooms and which ease the teaching process (Shamaki, 2015). Ngaruko (2018) reveals that students’ learning environment is significantly determined by quality teaching and the environment in which learners are exposed to. However, he was not able to provide such evidence that could justify and legitimize what he had presented in his work. Nevertheless, the current study notes that Ngaluko’s statement is in keeping with the idea that students do learn better in a good learning environment that has enough teaching and learning facilities.

As Shamaki (2015) notes, academic achievement of a student is not only determined by intelligence. Rather, it is often associated with many components of learning environment. He reveals that the teaching and learning environment should implement six functions. That is, it should inform, communicate, collaborate, produce, scaffold and manage. However, for learning environment to be ideal, learning components such as furniture, ventilation and thermal comfort must be provided (Bosque &Dore, 1998).

Despite the fact that teaching and learning environment are an important factor for students to learn and possibly, perform well, there are challenges in some countries for example in Latin America. Regarding this Duarte and Gargiulo (2011) revealed that about 40% of the elementary schools in Guatemala, Nicaragua, Paraguay, Colombia, Panama, El Salvador, Brazil, and Costa Rica had scarcity of libraries; 88% lacked science laboratories; 63% had shortage of space for teachers’ offices; and 73% lacked cafeteria. On the other hand, 65% had deficit of computer labs; while 35% lacked space for sports; 21% of school the schools had no access to safe drinking water; 40% had no drainage system; 53% lacked telephone lines; and 32% had shortage of restrooms.

In Africa, the teaching and learning environment is not different from that of Latin America. According to UNESCO (2016), it was revealed that 14 students share the same mathematics textbook in Cameroon, 5 in Chad and South Sudan and 4 in Equatorial Guinea. In addition, there is an average of one reading textbook for two students or more in Sub-Saharan Africa. For example, in Angola, an average of 3 student’s shares a reading textbook; in the Comoros, 3 students share 1 reading textbook; the same is the case with Ghana where 3 students share 1 reading textbook.

Tanzania, like other countries in the world, has been working to improve the quality of its education to make it suit the future needs of the society (Nguni, 2005). This is the reason behind the government trying to improve the learning environment of secondary schools through different plans. Such plans include the Education Sector Development Plans 2016-17 to 2020-2021 (ESDP) which is aligned with the current National Five-year Development plan of 2016-17/2020-2021to increase the accessibility of quality education to its citizens (Oluochi, 2006). Facilities and resources support the teaching and learning environment only if it is functional. Materials and resources should be available and meet the instructional needs of teachers and the learning needs of students (Steven, 2007). Teachers receive reliable support that enhances their abilities to access and use instructional and communication technology; and to fully utilize available materials and physical resources (Steven, 2007).

### 2.4.2 Teaching Facilities and Quality Education in Secondary Schools

The key determinants of quality education in public schools include the availability of textbooks, teaching staff, good curriculum and conducive learning environment. Teaching and learning facilities are one of the basic education requirements as per policies, circulars and laws that must be maintained in terms of safety and quality (Adigeb, 2017). According to Syakima, Sapri and Shahril (2011), there are five types of facilities offered in Government schools. They include administration space (school departments and staff offices), academic space (Classrooms and other buildings), support facilities, laboratories and open space. All these types of facilities need to be accessible and properly designed in order to motivate and influence students to learn.

In conjunction to the above explanations, physical facilities like classrooms, tables and chairs, libraries, laboratories and toilets are key factors in both attendance and good performance. It is agreed that teaching and learning facilities have direct impact on students’ performance in peripheral countries (Ayoo, 2000). For instance, in Mexico, Peru, Paraguay, Ecuador and Colombia nearly 70% of the public schools lack students’ rest rooms (Duarte and Gargiulo, 2011). Moreover, Duarte and Gargiulo (2011) continue to show that over 90% of the public schools in Cuba and Chile have computer labs while in Central America, the Dominican Republic, Mexico, Brazil, Peru and Paraguay less than one-third of schools have computer labs.

In Africa, according to the report by UNESCO Institute of Statistics (2016), poor infrastructure and low-quality education have been identified as important barriers for schooling and learning. Class size is the key factor affecting learning outcomes especially where classes are very large or cover several grades. For example, the average class size in Malawi and Central African Republic exceeds 70 pupils. The report continues to show that there are more than 50 students per class in primary schools in a third of countries and 40 pupils or more per classroom in the vast majority of single grade classes contrary to national norms and standards of quality education. In addition, the overcrowded classrooms affect students’ learning process and hinder the students from getting quality education. The report continues to reveal that access to sanitation is better in lower secondary schools but remains low with consequences for girls’ safety, health, and dignity and school performance. For example, in Niger 57% of public secondary have no toilets, while in Togo, 58% of the public secondary schools have no toiles and 30% of Mali public secondary schools have no toiles.

This suggests that lack of adequate quality teaching and learning facilities such as shortage of classrooms, poor infrastructures due to poor construction standards in developing countries is one of the reasons of deterioration of students’ learning morale. A similar view is given by Eshiwani (1983), who argues that, schools with best facilities like libraries, laboratories and playing fields were the high performing schools compared to those that did not have such facilities. One can argue that most of these authors have observed the importance of availability of quality teaching and learning facilities in relation to students’ academic achievement. However, the observation sounds biased, as there was no any evidence related to students’ perceptions on how the availability of teaching and learning facilities influenced their learning.

Additionally, Orestes (2017) analysed the status of available teaching facilities for public secondary schools in Tanzania. He found that, in 2013, only a quarter of science laboratory needs were fulfilled (3,300 equipment for biology, chemistry and physics) while the teaching facilities for geography and agriculture were 94%and those of computer roomswere85%. He further argued that, 3,500 schools, that is, over three quarters of all secondary schools in Tanzania lacked libraries. He also found an acute shortage of 10,943 (83.4%) of school administration blocks, 186,008 (81.1%) of teachers’ houses, 15,342 (88%) libraries, and 16,290 (93.9%) of first aid rooms. The author mentioned the regions with high demand of desks such as Mwanza, Geita and Dar es Salaam. These regions had higher ratio of students than the required standards. For instance, Mwanza region had the ratio of (1:53), Dar es Salaam (1:50), Geita (1:48) while Dodoma and Iringa had a low ratio of 1:34 each. It is clear that Orestes concentrated on the challenges of unavailability of teaching facilities, but he ignored issues related to learning facilities, which is also a key component in the learning process. Hence, it cannot be ignored.

In his study, Ngaruko (2018) holds that teaching in secondary schools is facilitated by the type of resources and facilities available in schools. He asserts that where the resources and facilities such as teachers, textbooks, laboratories, chemical equipment, teaching guides and stores are not adequate, learning becomes ineffective and as the result, the morale and interest of students are lowered. It is apparently true on what the researcher has argued. However, the missing point is, the study does not show how teaching and learning facilities can influence, stimulate, and create an atmosphere that can facilitate the learning process. This is the reason the current researcher opted to explore the influence of teaching and learning facilities on students’ learning from the perspective of students.

Ngao, Rop and Nyangesa (2015) had a slightly different view, which somehow resembles the current research. They observed that adequate teaching facilities can help to improve and attract students to learn and it is less likely they will be absent from schools interesting and meaningful experience to them. Although these authors only focused on teaching facilities, at least they tried to show how availability of teaching facilities could influence students to learn and avoid absenteeism.

### 2.4.3 The Influence of Teaching and Learning Materials on Students’ Performance

Education consists of two components, inputs and outputs. Inputs contain of human and material resources and outputs are the goals or effects of the education process. Arguably, the presence of teaching and learning facilities in educational system can ease the process of teaching and learning (Coombs, 1970; Mwandisi, 2016). Furthermore, Maicibi (2003) opined that any institution is made of human resource and other non-human resources. He further noted that, when the right quantity and quality of both human and material resources are available, they could enable institutions to realize goals and objectives. In lieu of his statement, it is true that even in education field once both human and materials resource are available can enable the education institutions to realize their goals and rip the fruits of their good labour.

Mwandisi (2016) discovered that, though the government and other stakeholders in education field have tried to ensure sufficient availability of teaching and learning materials, Tanzania is still facing scarcity of them. This situation is reported to lead into students’ poor academic performance in secondary schools (Orestes, 2017). It is noted here that Mwandisi (2016) indicated the problem but she did not clearly state how the availability of teaching and learning materials could influence students’ performance. On top of that, the author’s problem statement was not supported by credible evidence, which show what has been done, the current situation, magnitude of the problem and justification from existing studies on the gap.

In addition, it has been observed that Mwandisi’s (2016) study reveals several methodological loopholes. For example, she did not provide precise justification for the choice of descriptive research design. Furthermore, the study failed to justify how the sample size was drawn from the targeted population. Similarly, the study employed questionnaire, interviews and observation methods; however, it was not clear why these methods were employed. In addition, the research used documentary review as a method of reviewing the existing literature relevant to her study but it was not clear which documents the study accessed and reviewed. With reflection to these shortfalls, the current study clearly justified the reasons for the selection of research design, study area, target population, sample size techniques and sample size unit. Likewise with the case of data collection methods and the clear process of data analysis on the influence of teaching and learning facilities on learning in order to ensure the accuracy, reliability, completeness and precision of results.

### 2.4.4 Shortage of Learning Materials in Secondary Schools

The shortage of teaching and learning materials in public secondary schools in Tanzania is the major problem. Galabawa (2008) viewed that largely, there is serious scarcity of standard inputs as shown by many instances of low textbooks to students’ ratios across schools and subject areas. Sodhi (1983) stated that lack of proper facilities such as library books and reading rooms causes the dampening of the youth enthusiasm. Sodhi (1983) emphasizes that each school should have a good library with a trained Librarian because students’ performance depends on library facilities in many secondary schools in Tanzania. Therefore, having few libraries in secondary schools hinder the learning process.

Punch and Tuetteman (1990) conducted research on causes of poor performance of students in secondary schools. The study findings showed that lack of library resources, inadequate teaching materials and incompetent teachers, lack of professional recognition, poor working conditions and community antagonism were factors that were contributing to students’ poor performance. According to Kalinga (2008), inadequacy of academic resource materials is a major problem that accelerates poor performance to many secondary schools in Tanzania.

Some other schools purchase those learning materials, but because of the high cost, few schools manage to get those learning materials and others fail to buy any. Hence, this situation contributes to poor performance of many students in secondary schools in Tanzania. Limited library resources hinder students to get important information (Kalinga, 2008).

### 2.4.5 Impacts of Availability and Usability of Teaching and Learning Facilities on Student’s learning

The school buildings are essential in any educational system. There is no proper curriculum implementation without classrooms (Oyesola, 20007). Generally, most of the learning tasks take place in classroom, which is usually included in the building structure; sitting plan and arrangement is important. It is assumed that proper curriculum implementation begins when students are comfortable seated in the classroom. Attention is given to classroom space, because it increases effective teaching and learning process (Andgeb et al, 2017).

School buildings are important educational facilities, which must be available for the prosperity of any learning activity and execution of any educational programme as it provides accommodation and protection for human and material resources. School buildings include classroom, libraries, staffroom, laboratories, hostel, assembly halls, the kitchen, toilet facilities, health centre and others for effective and conducive teaching and learning environment (Agron, 2003; Andgeb et al, 2017). The building must be adequate and properly maintained (Okokoyo, Nwaham & Ikpeba, 2004).

In America, in any given school, about twenty percent of the Americans spend time in school buildings and other facilities in order to improve learning and teaching environment (Laurie et al, 2000). Studies by the U.S. General Accounting Office have documented widespread of physical deficiencies in many of them. Faced with an aging building stock and growing, shifting student enrolments’ states and communities are working hard to build and modernize facilities (Abend, 2006). Those involved in school planning and design see this as an opportunity to enhance academic outcomes by creating better learning environments (Mandan, 2012).

We all know that clean, quiet, safe, comfortable and healthy environments are important components to successful learning and teaching (Weinstein, 1979). However, there is no or little knowledge about the effect of facilities on academic performance and the extent of their impact, if any. A growing body of research addresses these questions. Some of it is good; some less so much of it is inconclusive. The research is examined here in six categories, indoor air quality, ventilation and thermal comfort, lighting, acoustics, building age and quality, school size and class size (Herman, 1994).

In Muheza district, Ones to and Bernard (2016) found that secondary schools had shortage of dormitories by 84%, laboratories by75.4%, staff houses by78%, staff offices by 55%, Library by71%, and classrooms by 51%. Such shortage suggests the need to improve teaching and learning facilities in such schools to enhance students’ performance (Okoyo, Nwaham&Ikpeba, 2004). However, Onesto and Bernard (2016) tried to show the importance of adequate teaching and learning facilities and their impacts on students’ performance but they did not adequately research how the availability of all the necessary facilities can influence students to learn. This is why the current research intended to fill the existing vacuum by adding value on how the availability of teaching and learning facilities can influence learning in Ubungo public secondary schools.

Earthman (2004) considered overcrowding as the most serious threat that affects academic performance of students in schools. According to his view, chronic noise exposes and hinders cognitive functioning and impairs pre-reading and reading skills. The current study notes that overcrowded classroom is an indication of shortage of classrooms. Hence, it is argued here that the state of the classroom in a school can have some negative effect on students’ behavioural patterns such vandalism, absenteeism, violence and smoking. Various studies related with the nature of physical facilities suggest that healthy and well-established learning environment help in promoting students’ learning capacity, thus, enhancing students’ academic performance (Fisher, 2001; Schneider, 2002; Earthman, 2004).

Another aspect of building design factor that was found to have a possible relationship with students’ academic performances is the amount of space allocated per student, the openness of the space, less facilities, class size, building utilization, windows and room occupancy. These healthy factors determine whether the learning activities can be achieved or not. According to Crook (2005) and O’Sulivan (2006), children or students who are subjected to poor building conditions are found to record low academic performance. Therefore, classrooms should be designed in a way that they support learning. Based the above views, it is it is argued here that teaching and learning facilities have great impacts on students’ learning process. This is one of the reasons that motivated the current researcher to study students’ perspective on the same issue.

## 2.5 Other Related Literatures

Studies on the availability of teaching and learning facilities vary from one country to another. However, in many countries, the educational process is compromised by poorly constructed facilities that are vulnerable to both natural and man-made hazards, by inflexible and inaccessible learning spaces, and inadequately ventilated classrooms (Ahmed, 2013). Review of several literatures in Europe has established a positive link between quality school facilities, school environment and teachers’ performance that eventually translated to become students’ performance (Kwakye, 2013). In Africa, shortage of teaching and learning facilities is a common challenge to almost all the countries. For instance, in Nigeria, Adigeb et al (2017) revealed that the educational sector has experienced high enrolment in schools but with inadequate resources. This situation has led classes to be conducted in open or under the trees, using non-functional education materials. Their study showed that teaching aids were not available in many schools and even where a few were available, teachers in classrooms rarely used them. In addition, other modern facilities like computers, and internet were not available in most schools. School libraries appear to exist only in name but with no enough books and competent librarians.

In Kenya, Akungu (2014) revealed that the Kenyan government had taken a number of actions in the past years to improve and promote Free Day Secondary Education by channelling great proportion of education expenditure to teaching and learning resources. However, it is clear that the Kenyan education system has been facing many problems, including inadequate provision of teaching and learning resources as result of poor planning to accommodate the increased enrolment of students. This has caused poor performance in free day secondary schools in Nairobi County, which has 81 public secondary schools of which 59 are free day secondary schools.

This is similar to what was reported in Nigeria and South Africa Secondary schools (Ogunmade, 2005). For instance, in Nigeria, students learn science by rote (Ogunmade, 2005). In addition, according to the World Bank (2008) Zambian Secondary schools experience shortage of laboratories tools and chemicals among other consumables.

The review of various literatures in this section shows how teaching and learning facilities are important in Africa countries to ensure quality education and how they brainstorm to find the solutions that will ensure availability of adequate educational facilities.

However, a comprehensive case study conducted by White (2004) offers specific evidence that, a minimum basic quality of school facilities matters significantly towards the achievement of higher teachers’ performance. For instance, in certain parts of Ghana, schools often close due to roof leakage (White, 2004). Similarly, it was reported that in1988, less than half of the schools could use all their classrooms during rainfall (World Bank, 2004).

## 2.6 Conceptual Framework

**Status of teaching and Learning facilities**

* The availability of adequate teaching and learning facilities

**Outcome**

* Positive learning behaviour among students
* Positive learning attitudes among students
* Mastery of the subject matter
* Learning practice

**Teaching and learning facilities**

* Classrooms
* Toilets
* Furniture
* Staff offices
* Books

**Figure 2.1: Conceptual Framework**

**Source**: Researcher own design

The above diagram shows the relationship between teaching facilities, teachers’ abilities and outcomes. The framework suggests that as long as there are good and adequate teaching and learning facilities (classrooms, toilets, furniture, staff offices and books) and the teachers’ abilities (methods, mastery of the content, commitment) are good, there is a possibility that students can gain positive outcomes. Students can be helped to develop positive learning behaviour, attitudes and mastery of the subject matter.

## 2.7 Research Gap

From the studies above, much has been written on issues concerning the quality of education. Most studies have been undertaken on the availability of teaching and learning facilities and their effects on academic performance. Others concentrated on assessing the adequacy of school facilities and resources in the context of free basic education, while others focused on the impact of educational facilities on students’ learning process. The findings in these studies admit there is a need of enough teaching and learning facilities in public schools. However, the studies are silent on the influence of teaching and learning facilities on learning.

Several studies that delved on the teaching and learning facilities and students’ academic performance in Tanzania have been reviewed. However, there is no adequate information focusing on the influence of teaching and learning facilities on students’ learning in Tanzania. Therefore, this study explored the views of the participants on the status of teaching and learning facilities in secondary schools located in Ubungo District, and how the available teaching and learning facilities influence students’ learning in Ubungo District secondary schools in Tanzania.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents the research methodologies that were used by the researcher to gather data in the field. It describes the study area, research design, the sample and sampling techniques as well as data collection tools that were used to collect the information and the analysis procedure.

## 3.2 Research Approach

Scholars have proposed three main research approaches. These are quantitative, qualitative, and mixed approaches (Creswell, 2009). This study employed qualitative approach as it collected views and opinions from participants’ perspectives on how the perceived teaching and learning facilities influenced students’ learning (Creswell, 2018). This approach allowed the researcher to collect data direct from the field and interpret them from participants’ perspective (Johnson, 2014).

## 3.3 Research Design

Orodho (2003) defines research design as a scheme, outline or plan that is used to generate answers to research problem. Kothari (2005) on the same view asserts that, decisions regarding what, where, when and how or by what means concerning an inquiry or a research study, constitute a research design. According to Johnson and Christensen (2014), a case study design is a form of qualitative design that focuses on providing a depth account of one or more cases. This study employed multiple case study design.

## 3.4 Area of Study

This study was conducted in Ubungo Municipality in Dar es Salaam city. Ubungo Municipality has 65 secondary schools out of which, 26 are registered public secondary schools and 39 are private owned schools. In fact, these 26 public secondary schools in the Municipality had a total of 22,930 students from form I to IV and 955 teachers (Ubungo Municipal Profile, 2016). On top of that, the infrastructures of these schools included 429 classrooms, 15, 567 furniture, 343 pit latrines, 63 laboratories, 3 administration blocks and 5 staff quarters (Ubungo Municipal Profile, 2016). The reason for selecting this area with school M and K was that they lack adequate teaching and learning facilities compared to other schools in Ubungo Municipality. Therefore, these two schools made Ubungo a potential area for this study.

## 3.5 Target Population

Cohen et al, (2000) described population as consisting of individuals, things, or elements that fit a certain specification. The target population of this study included 26 public secondary schools in Ubungo Municipality that had 22, 930 (form I to IV) students.

## 3.6 Sample Size and Sampling Techniques

Sample constitutes a few items selected from the population for the study (Kothari, 2004). Normally, a sample contains all the major characteristics of the population in order to allow generalizing about the entire population. The sample represents the actual characteristics of the whole population, and factors such as expense, time and accessibility that frequently prevent researchers from getting information from the whole population (Cohen et al, 2007).

### 3.6.1 Sample Size

The study sampled M and K secondary schools in Ubungo District Council because they were the public secondary schools and they had large number of students but with a few teachings and learning facilities. The sample of this study comprised of 50 students, 25 from each school. The reason for selection of this sample size is that the researcher chose convenient sample size based on the several factors like the availability of participants, smartness and intellect of understanding the questions in order to get reliable data that will answer the research questions (Merriam, 1998).

**Table 3.1: Sample Size Frame**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Participant(s)** | **Data Collection Method** | **Number of Participants** | **Sampling Techniques** |
| 1. | Head prefects | Individual Interview | 2 | Purposive Sampling |
| 2. | Education Prefects | Individual Interview | 2 | Purposive Sampling |
| 3. | Environmental Prefects | Individual Interview | 2 | Purposive Sampling |
| 4. | Students | 6 Focus Group Discussion | 44 | Convenient Sampling |
| **Total** | | | **50** |

### 3.6.2 Sampling Technique

A sample, according to Cohen et al, (2000), is a small group of the respondents drawn from the population in which the researcher is interested in gaining information and drawing conclusion. The study employed purposive and convenience sampling techniques.

#### 3.6.2.1 Purposive Sampling Technique

It is a method where the respondents are selected intentionally by the researcher depending on the data intended to be collected from them (Cohen et al 2000). In this technique, the participants were chosen based on their merits and the roles they were playing in their institutions. Purposive sampling technique was used to select school head prefects, education prefects, and environmental prefects from both M and K secondary schools.

### 3.6.2.2 Convenience Sampling

Convenience sampling is a non-probability sampling that is often used for clinical and qualitative research. This sampling technique used to recruit participants who were easily accessible and convenient to researcher (Johnson & Christensen, 2014). Therefore, this technique was used to get 44 convenient participants from form two, three, and form four students who were available and participated in focus group discussion.

## 3.7 Data Collection Methods

This study used both primary and secondary sources of data to obtain the necessary information.

### 3.7.1 Primary Data Collection Method

In this study, primary data were collected through interviews, focus group discussions (FGDs) and observations. These methods helped the researcher to collect rich information on the influence of teaching and learning facilities on students’ learning.

#### 3.7.1.1 Individual Interviews

Interviews were used as they were suitable to obtain detailed information about participants’ thoughts, beliefs, knowledge, reasoning and motivation about the study. In addition, the method was useful to the researcher as it allowed her to get in-depth information from individual participants therefore getting understanding of the participants’ perspectives (Johnson and Christensen, 2014).

#### 3.7.1.2 Focus Group Discussion

The focus group discussion consists of a group of people who discuss together a specific subject of interest (Denscombe, 1998).The focus group discussion in this study included participants from form two, three, and four. Hence, three groups were formed in each school, one group for each level. The researcher’s role was to keep the discussion on track by asking a series of open-ended questions and posing probing questions from question guide to get more insights, noting down the points, harmonizing the discussion by avoiding over-dominance by particular members during discussions.

### 3.7.1.3 Observations

This is a technique for gathering information. It relies on the researcher’s seeing and hearing things and recording these observations rather than relying on people’s self-report responses to questions or statements. It requires the researcher’s personal ability and understanding of the phenomena (Frankael&Wallen, 2000).In this study, observation was used to collect information on several events concerning the perceived influence of teaching and learning facilities on students’ learning. Observation was used to watch for fertile cultural and scientific environments necessary for secondary students such as the availability and effective use of classrooms, rich libraries, science laboratories, and other teaching and learning facilities.

### 3.7.2 Secondary Data Collection Methods

Documentary review is referred to analysing and deriving of relevant information from primary and secondary sources. These are pieces of information that do not bear a direct physical relationship to the event studied (Cohen et al, 2000). In this study, the researcher reviewed school M and K reports which contained detailed information on the issues of teaching and learning facilities.

## 3.8 Validity of the Study

Maykut and More house (1994) define validity as correctness or credibility of the description, conclusion, explanation, interpretation, or other sort of account. The important issue is how the researcher rules out specific threats to his interpretation that could lead into invalid conclusions. Creswell (2007) has outlined various strategies that are normally used by qualitative researchers for validation of raw data or information. In this study, the researcher used two strategies, which were relevant for validation. The researcher prolonged engagement with participants in the field and persistently kept close to the participants. This built trust with the participants and hence, the researcher was able to explore and gather enough credible information. The researcher used multiple sources and methods to gather and triangulate data that provided authentic information.

## 3.9 Data Analysis Plan and Procedures

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). After collection of data, the researcher transcribed the data from the interview, focus group discussion, observation, field notes and field documents in words and stored them in Microsoft Word. The researcher created the anchor code from research questions and labelled them. Then, she prepared a matrix form containing the master list of codes and categorized the codes from the segments of participants’ comments. After creating the categories based on the anchor code, the researcher created themes of the most repeated codes. After coding and categorizing the raw data from data sets, the researcher prepared diagrams, charts and Tables for presenting information.

## 3.10 Ethical Considerations

In this study, the researcher adhered to all ethical principles including asking permission from the authority, informed consent, maintaining confidentiality and acknowledging sources of information and data. The researcher sought permission from the Open University of Tanzania and Ubungo District Council to collect data from the respondents. Then, she introduced herself to the heads of respective schools so that they could be aware about the intention of the study. In addition, she sought consent of the participants and informed them about the purpose of the study. The researcher used the pseudo names to hide the real identity of schools under the study. The names of the participants were not disclosed nor appeared within the text. All the information obtained from the field were treated with high standards of confidentiality as per the Open University of Tanzania ‘Research Policy and Regulations’.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 Introduction

This study investigated the influence of teaching and learning facilities on students’ learning in Ubungo district. This Chapter presents analyses and discusses the findings of this study. These findings are organized according to themes and sub-themes derived from research objectives and research questions which are in chapter one. Data were collected through interviews, focus group discussion and documentary review. Interviews were conducted to school head prefects in K and M Secondary Schools. Focused group discussions were conducted to students from both study schools.

## 4.2 The Participants’ Views on the Status of Teaching and Learning Facilities in the Selected Secondary Schools

The first research question as derived from the main objective sought to explore the views of participants on the status of teaching and learning facilities in secondary schools located in Ubungo District. Questions were posed and answers sought to provide data concerning the status of teaching and learning facilities in Ubungo districts secondary schools. The answers to the questions are divided into two sub-themes, which are the status of teaching and learning facilities; and effects of the status of teaching and learning facilities in learning process.

### 4.2.1 The Status of Teaching and Learning Facilities

The first research question of this study was “*what is the status of teaching and learning facilities in your school?”* In addressing this question, interviews and focus group discussion were used to explore the views of the participants on the status of teaching and learning facilities in their schools. The interview data from head prefects, education prefects, and environmental prefects in both M and K secondary schools showed that participants had similar observations on the status of teaching and learning facilities in their schools. In addition, the data from focus group discussion yielded the same results.

According to an individual interview segment conducted to prefects of school K and M, the following were the views of the involved participants on the status of teaching and learning facilities in the selected schools. For instance, the head prefect from school **K** had the following views that:

*The status of teaching and learning facilities in our school is not good and satisfactory. For example, there is lack of learning books like Swahili and science books but also school buildings are not in good condition as you can see by yourself.*

In the same line of argument, Form 2 participant in a focus group discussion from school **K** had these to share:

*The status of teaching and learning facilities here in our school is not satisfactory. This is because we have shortage of chairs, tables, books and laboratory tools Here in our school we have three labs for biology, chemistry and physics but they are not yet fully constructed.*

The Form 4 participant in a focus group discussion from school **M** revealed the following:

*The status of school buildings is we have a classroom whose roof has holes. When it rains, water comes inside the classrooms. In addition, the classroom’s floor has cracks so it is hard for us to do cleanness.*

Another participant from the same focus group discussion in school **M** added that:

*Chairs and Tables in our school area challenge. We have shortage of chairs and tables, which forces us to share one chair that was supposed to be used by one student. The same problem applies to tables as you can see by yourself.*

In the light of the information in the four presented cases, one would argue that participants from the selected schools perceived that the status of teaching and learning facilities in their schools was poor. Consequently, this situation created poor learning environment. It was revealed in this study that teaching and learning facilities such as books, tables, chairs, libraries and building conditions were far from conducive.

It is argued here that the above participants’ views and claims are consistent with Orestes’ (2017) findings. Orestes found that that in Tanzania, only a quarter of science laboratory needs were fulfilled (3,300 equipment for biology, chemistry and physics) and that the teaching facilities for geography and agriculture were 94% and those of computer rooms were 85%. He further argued that, 3,500 schools (over three quarters of all secondary schools) in Tanzania lacked libraries.

Based on the findings the views of the participants and the discussion of the findings from Orestes’ study (2017) it is argues here that these findings fit the assumption of the constructivism theory that learners confront their understanding in the light of what they encounter in the new learning situation. The status of available teaching and learning facilities in the two schools made the participants to construct in their minds that their learning environment was unsatisfactory.

### 4.2.2 Effects of the Current Status of Teaching and Learning Facilities on the Learning Process

The researcher used interview and focus group discussion methods to extract relevant information from participants based on their circumstantial perspective of their school environment and condition about teaching and learning facilities. On this aspect, the researcher asked: *how does the status of teaching and learning facilities affect the learning process?*

One of the participants (student),a form three student from school K, in a focus group discussion, revealed the following:

*The environment near our school affects us students because there are bushes which students who dog from the school use it to hide. In addition, there are thugs around our school who use the same bushes. Therefore, the environment is not safe for we students because we always fear that we may be harmed by these thugs*.

However, a form 4 student from school M in a focus group discussion had different opinion about teaching and learning facilities as follows:

*Here in our school, there are no sufficient chairs for all students. What is even worse, those chairs that are available, some of them are broken and have not been repaired. Therefore, this situation makes students to sit on the ground, which makes them uncomfortable. This makes them lose focus in the learning process.*

The views of the participants above in the focus group discussion relate to the canon of constructivism theory that was explained by Di Vest (1987).He stressed that for new knowledge to be accommodated and assimilated by the learner, the learning environment should be designed to support but also challenge the learners’ thinking. However, the above views and claims of the students that they were learning in the schools that had shortage of learning and teaching facilities, is contrary to the theory’s principles.

With regard to this, in a focus group discussion, a form 2 student from school K had this view:

*Lack of books, chair, tables and poor school buildings affect us negatively as students when studying. Moreover, this situation makes students underperform in their studies. For example, in our school library, we do not have enough learning books. This makes it hard for us to revise and refer to what we have been taught in the classrooms.*

Again, in the focus group discussion, a form 3 student from school M had these to comment:

*Some of our school buildings are old and they have holes in their roofs. Therefore, when it rains, the leaked rainwater comes inside the classroom. This situation disturbs students and makes them find a place to cover themselves.” Moreover, some of the classrooms have no doors so there is no security of the students’ property.*

The views and claims of students in a focus group discussion from school K and M are relevant to what was found in the study of Punch and Tuetteman (1990) who conducted research on causes of poor performance of students in secondary schools. The study findings showed that lack of library resources, inadequate teaching materials and poor learning conditions were part of the factors that were contributing to students’ poor performance. In addition, the above participants’ views confirm what was found in the study by Kalinga (2008) which revealed that inadequacy of academic resource materials was a major problem accelerating poor performance of students in many secondary schools in Tanzania.

In the face-to-face interview with the academic prefect at school M, he had this to share on the same sub-theme:

*Lack of laboratory tools for science subjects has been affecting students in learning because science students are required to demonstrate what they have learnt practically but they fail to do so due to that shortage of tools. This has also been affecting students during exams thus making them perform badly in the examinations. For example, here in our school, we have the computer lab but it does not have computers. Therefore, we end up learning theories about ICT subject but we do not practise what we have learnt. This situation has been affecting us in learning and when doing exams.*

The above views echo the findings of the study conducted by World Bank (2008) which found that most of the African public secondary schools’ experience shortage of laboratories tools and chemicals among other consumables.

Therefore, it is clear in this study that, the two selected schools were being affected by the status of the teaching and learning facilities in the schools. The study by the World Bank (2008) show similarities of the problems facing the selected schools as it was found by the current study. These problems were lack and shortage of books, chairs, tables, science tools and equipment, and poor infrastructure.

### 4.2.3 Challenges that Teachers and Students Face Due to Current Status of Teaching and Learning Facilities

This section discusses the challenges posed by the status of teaching and learning facilities to teachers and students. Through interviews and focus group discussion, the researcher extracted the views of the participants on this theme.

On this aspect, the head prefect from school K had these to say:

*The status of teaching and learning facilities in our school negatively affects teacher son how to apply proper teaching methods because it is hard for them to arrange the required sitting plan for good student interaction based on the nature of the class buildings. Therefore, you realize that they have no choice except to adapt to the situation. Nevertheless, to be honest, this situation really discourages them.*

In the same line of argument, the participant from school M in a focus group discussion, revealed the following challenge:

*One of the challenges that face the teachers are overcrowded classrooms because of lack of adequate classrooms which make it hard for the teacher to pass and see if the students are writing or understand what he/she teaches*.

In face-to-face interview with the academic prefect in school M, she said:

*One of challenges here in our school face teachers is to control and manage the class. This is because; they sometimes find students fighting each other as to who use chair and tables. This is because of that shortage. Therefore, teachers may find themselves solving the disputes instead of teaching which it real cost us time.*

Again, a form four-research from participant from school K, revealed the following in a focus group discussion:

*Here in our school, we have few toilets. For example, we have four toilets for boys and six toilets for girls. This is a challenge because there is large number of students compared to the toiles we have. Another problem is cleanliness, which is not properly; because we are so many. This makes us vulnerable to deceases.*

The researcher observed that both schools were faced with the same challenges including lack of tables, chair and poor school buildings. For instance, the researcher observed in the interview and focus group discussion that participants in both school K and M were of the view that the status of teaching and learning facilities in their schools was posing challenges to them as recipients of knowledge and to teachers who were supposed to deploy appropriate methods of delivering the lessons

In the light of the above claims from the participants and discussion of the literature reviewed, it would be argued that the learning environment in these two schools was not reflecting the notion of constructivism theory, which states that learning is active rather than passive. It was observed that the challenges which were facing both teachers and students due to the status of teaching and learning facilities, were making them passive,

## 4.3 Influence of the Available Teaching and Learning Facilities on Students’ Learning

This section establishes how the available teaching and learning facilities influence students to learn. Through interviews and focus group discussion (FDG), the school prefects and other students of form level two to four in a focus group discussion, were asked to give their views on how the available teaching and learning facilities were influencing their learning. To get information for this objective, documentary review and observation were also used. The findings on this objective are presented and discussed in the subsequent sub-themes.

### 4.3.1 Effects on the Mastery of Subject Matter

On this aspect, participants had divided opinions. A few of them considered the learning environment to be conducive. They had sufficient classrooms to accommodate students. Consequently, teaching methods employed by teachers helped students to master their subjects. On this particular regard, one participant said:

*Student-centred method is a common method that is used by teachers here in our school. They only use that method based on the available teaching and learning facilities we have. For example, most of the art subject students understand and master their subjects because there is adequate number of instruction materials and books that can help the teacher to employ more than one method of teaching like discussion on the topic on board. This is different from the science students who learn theoretically because of the shortage of tools that would enable teachers to employ both theory and practical methods.*

The above view suggests that the said school did not have the deficit of classrooms. Another form four student from school K had a different opinion. His argument suggested that his school had a shortage of classrooms. Consequently, teachers were not able to facilitate learning effectively:

*The method used by our teachers completely does not help us to master the subject because of the situation and condition of our school building. I say this because most of the time students understand well when they are in group discussions with other students and not when they being taught by teachers in classrooms .It appears that discussions among students themselves are better than the delivery of teachers in classrooms. Discussing in groups gives them the opportunity to ask each other questions about a particular area of the subject but also it encourages confidence learning among students because of that interaction.*

In addition, the head prefect of school K had views to share in this sub-theme. His opinion suggests that his school had a deficit of science teachers, which, as a result was affecting their learning. He said:

*Here we have only one science teacher who teaches all the science classes. Consequently, the methods, which are usually used by this teacher, do not help the students to master the science subject and perform well. There are no tools in our lab that could help him use practical methods for science students to learn to complement what they have learnt theoretically. In addition, there is inadequacy of science books compared to the number of students in science combination. This is hard for the teacher to employ a method that would help science students if she depends on three books only.*

Another participant (student) in a focus group discussion from school M had similar views. She said:

*We have only one teacher for science subjects. So sometimes, we do not cover all the topics because we lack teachers. This makes us learn with difficulty. This insufficient learning makes us fail our exams.*

During face-to-face interview with the academic prefect in school M, the following were revealed:

*It is hard for teachers to use methods that will help students to master the subjects and at the same time make the classroom to quiet so that they can listen. For instance, sometimes a teacher may find students fighting each other because each of them wishes to take and use the chair and table. This fighting for furniture is because of the shortage of the desks and chairs. Because of this shortage, fighting or struggling is often. This sometimes makes teachers find themselves unable to teach, as they have to resolve disputes among students. The disputes caused by struggling over scarce resources.*

Basing on the above findings, It can be argued here that such difference in opinion is an indication that Tanzanian schools are not homogenous. Schools differ in terms of resources (human and materials). However, it can be argued that despite the existing difference among the schools, it is clear that the learning environment influences the mastery of subject matter among students. This argument is consistent with Shamaki (2015) who argued that teaching and learning environment ought to implement six functions: to inform, communicate, collaborate, produce, scaffold and manage.

The claims of the participants in both schools about the mastery of subjects and the challenges facing teachers in using the methods that were helping them to understand, is contrary to what the developers of constructivism theory propounded. They argued that, for new knowledge to be accommodated and assimilated by learners, the learning environment should be designed to support and challenge the learners ‘thinking. Therefore, as it was found, the available teaching and learning facilities in these two schools did not support teachers to use methods, which would help students master their subjects and challenge them to think.

### 4.3.2 Effects on the Learning Outcomes

This sub-theme focuses on exploring the learning outcomes to the students based on the available teaching and learning facilities in their schools. In individual interview with the academic prefect from school K, the following were revealed:

*Lack of laboratory tools for science practice affects mostly science students in terms of learning and getting knowledge. This is because, sometimes, science students are required to demonstrate the knowledge they acquired practically but they fail due to shortage of laboratory facilities. In addition, this shortage affects students in their exams making them perform poorly. For example, here in our school, we do not have computers in our labs so it is something that affects us a lot.*

The findings revealed in the above quotation, were echoed by one form three participant who through focus group discussion, had the following *to* say:

*The shortage of teaching and learning facilities here in our school has made many students underperform in their studies. For example in the last year in form two examinations, many students taking science subjects failed in those subjects and others unwillingly decided to shift and pursue arts subjects because they saw that there was some relief in taking these and they could perform better because of the available resources in the art subjects*

These claims of the participants on the effects of learning facilities on the learning outcomes are consistent with the study by Punch and Tuetteman (1990), who argued that lack of library resources, inadequate teaching materials and incompetent teachers were the factors contributing to students’ poor performance. In addition, the study by Crook (2005) and O’Sulivan (2006) revealed that students who were subjected to poor building conditions and shortage of teaching and learning facilities, recorded low academic performance.

On the same regard, another participant, a form of level four students, from school M, said the following in the focus group discussion:

*The environment in our school is not conducive for learning because it is near the road. Therefore, very often, noises and nuisance of vehicles and pedestrians take away our concentration. This has continued to affect us even during the examinations*

Adding the washroom facilities as a problem that was making students not concentrate on what they were learning, a form three participant from school M, revealed the following in a focus group discussion:

*Here in our school, we have few toilets, which do not satisfy the number of students. We have only two toilet structures with ten holes. However, we are more than 1100 students. Again, there is no enough water supply sufficient for all of the students. This shortage of toilet and water facilities has made a big number of students to contact diseases like urinary tract infection, thus making many of them miss class sessions thus cultivating a fertile ground for them to perform poorly in internal and national examinations*

The views of the study participants as revealed in the above quotations align with what Weinstein (1979) said that, successful learning and teaching depend on clean, quiet, safe, comfortable and healthy environment. Therefore, it can be argued basing on from the participants’ comments from both schools that lack of quiet and clean environment results into negative learning outcomes to students.

The above finding is consistent with what Jean Piaget (1980) as stated in constructivism theory that if learners encounter inconsistency in their current understanding, their understanding can change to accommodate new experience. This is what it was found to be the case of the learners in the school K and M in which this study was conducted. Facing the problem of noisy environment, shortage of learning facilities such as classrooms, chairs and desks, as well as lack of enough toilet facilities, they were trying to adjust themselves to the learning environment they found themselves trapped in. However, the adjustments they were making made many of them perform poorly in their subjects

# CHAPTER FIVE

# SUMMARY, CONCLUSIONSAND RECOMMENDATIONS

## 5.1 Introduction

This chapter gives the summary of the study by reviewing the purpose of the study, surveyed literature and analysis of the findings. Finally, it gives recommendations for action as well as further studies.

## 5.2 Summary of the Study

This study explored the influence of teaching and learning facilities on learning in Ubungo Municipal secondary schools. Two research questions were formulated to guide the study. These questions guided the collection of the participants’ views on the status of teaching and learning facilities in secondary schools and how the available teaching and learning facilities; were influencing students’ learning in Ubungo Municipal’s secondary schools. The conceptual framework was based on the relationship between teaching facilities, teachers’ abilities and outcomes designed by the researcher. Based on the conceptual framework, empirical studies relevant to the problem were reviewed accordingly.

The study involved 50 participants where, purposive and stratified random sampling techniques were used to sample the participants. Individual interviews, focus group discussion, documentary review and observation were used to collect data. The collected data were analysed qualitatively through content analysis.

## 5.3 Summary of the Key Findings

This section gives the summary of the study findings, which is drawn from the data analysis and discussion.

### 5.3.1 The Status of Teaching and Learning Facilities

Based on the data discussed in Chapter Four, it is clear in this study that the status of teaching and learning facilities in the selected secondary schools was not satisfactory. The study found that these schools had shortage of textbooks like science books, poor infrastructures such as classrooms, libraries, science labs with inadequate tools, tables, chairs and insufficient toilets.

### 5.3.2 Influence of Teaching and Learning Facilities on Learning

It is clear in this study that students’ learning was affected by the available teaching and learning facilities. For instance, schools had shortage of chairs and tables, which forced students to sit uncomfortably on the ground and lose focus in the cause of learning. It was revealed that poor infrastructures, lack of books and other learning facilities were making students underperform in their studies.

### 5.3.3Challenges Associated with the Current Status of Teaching and Learning Facilities

The study findings revealed that the status of teaching and learning facilities was a challenge to both students and teachers. It showed that school buildings and lack of adequate learning materials was challenging teachers in applying teaching methods, plan for planning for good sitting arrangement, which would influence participation and interaction of the students in learning. This situation was also posing a challenge to students in the process of learning. Finally, it was revealed that shortage of toilets and unclean environment was threatening the health of students.

### 5.3.4 Teaching Methods which Help Students to Master the Subject Matter

In this sub-theme, it was revealed that teaching methods employed by teachers were helping them master their subjects because of the available teaching and learning facilities. In school M, it was found that the common teaching method applied by teachers was teacher-centred method, which is common, based on the condition of school buildings. It was noted that due to shortage of classrooms, teachers were being forced to lecture rather than using methods which are participatory, engaging and interactive. Therefore, it was found that this teacher student-centred method is not helpful to students in learning and mastering the subjects.

### 5.3.5 Learning Outcomes Based on the Available teaching and Learning Facilities

It was found that the available teaching and learning facilities in schools negatively influenced students to learn. Lack of scientific equipment for science students in school K was making many science students to underperform.

## 5.4 Conclusions

In accordance with the study findings, conclusions are drawn as follows:

First, participants of this study believed that the teaching and learning facilities in the selected public schools was not satisfactory. Such status was found to cause dissatisfaction among students that they were not learning well. It should be noted that learning is usually influenced by the availability of teaching and learning facilities in the learning environment.

Second, it is clear that the available teaching and learning facilities have two impacts: they influence mastery of the subject matter among the students and influence the learning outcomes among the students. From this perspective, one should not ignore the contribution of teaching and learning facilities in schools; they are vital in the learning process.

## 5.5 Recommendations for Action

In the light of the research findings presented in this study:

1. It is recommended that schools need to have sufficient science equipment and text books for all subjects.
2. It is recommended that the government should maintain and repair school buildings so that they can be in a good standard required by the law for students to learn comfortably.
3. It is recommended that the government should provide learning facilities, which will influence and help the students to learn effectively.
4. It is recommended that teachers be trained on how to handle overcrowded classes to enable student’s attain the required skills and knowledge.

## 5.6 Recommendation for further Study

Basing on the findings of this study, it is recommended that:

* Further qualitative investigation needs to be conducted on the necessity of Public Private Partnership for Facilitation of Adequate Teaching and Learning Facilities in Public Secondary Schools.
* Further quantitative research is recommended to explore the same(The Influence of Teaching and Learning Facilities on Students’ Learning) using a large sample for generalisation purposes.

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### APPENDIX 1

**INTERVIEW GUIDE FOR PREFECTS**

**Research**: *The influence of teaching and learning facilities on students’ learning: students’ perspectives in Ubungo district secondary schools, Dar es Salaam.*

**Note:** The following are just guiding questions; they will not be asked in the same order. Depending on the situation, some of them will be changed or left out.

**Icebreaker**

The researcher will introduce herself and will find a suitable icebreaker before embarking on these questions.

**INTERVIEW QUESTIONS**

1. In your experience, can you explain the status of teaching and learning facilities in your school?
2. How does the current status of teaching and learning facilities affect the learning process among the students in your school?
3. How do the available teaching and learning facilities influence the teaching methods among the teachers? Do the teaching methods employed by teachers help students to master the subject matter?
4. What are the challenges posed to teachers and students by the current status of teaching and learning facilities
5. As a prefect, can you explain in detail the main teaching and learning facilities that influence students’ learning in your school? How do they influence learning?
6. In relation to this discussion, what do you think must be done to help teachers to teach and students to learn?
7. Do you have anything else that you would want to share as far as “teaching and learning facilities” are concerned?

**Thank you very much for your cooperation**

### APPENDIX 2

**INTERVIEW GUIDE FOR STUDENTS (FOCUS GROUP DISCUSSION)**

**Research**: *The influence of teaching and learning facilities on students’ learning: students’ perspectives in Ubungo district secondary schools, Dar es Salaam.*

**Note:** The following are just guiding questions; they will not be asked in the same order. Depending on the situation, some of them will be changed or left out.

**Icebreaker**

The researcher will introduce herself and will find a suitable icebreaker before embarking on these questions.

**INTERVIEW QUESTIONS**

1. Can you explain the status of teaching and learning facilities in your school?
2. How does the current status of teaching and learning facilities affect your learning?
3. How do the available teaching and learning facilities influence the teaching methods among the teachers? Do the teaching methods employed by teachers help you to master the subject matter?
4. What are the challenges posed by the current status of teaching and learning facilities to you as a student?
5. Can you identify the main teaching and learning facilities that influence your learning? How do they influence your learning?
6. In relation to this discussion, do you think what must be done to help you to learn?
7. Do you have anything else that you would want to share as far as “teaching and learning facilities” is concerned?

### APPENDIX 3

**MWONGOZO WA MAJADILIANO KWA VIONGOZI WA SERIKALI YA WANAFUNZI**

**Utafiti:** *The influence of teaching and learning facilities on students’ learning: students’ perspectives in Ubungo district secondary schools, Dar es Salaam.*

**Muhimu:** Maswali ya fuatayo yatakuwa ni mwongozo wa usaili, lakini haya taulizwa kwa kufuata mfululizo huu. Kulingana na mazingira yatakayojitokeza. Hivyo basi, maswali mengine yanaweza kubadilishwa ama kuachwa kabisa.

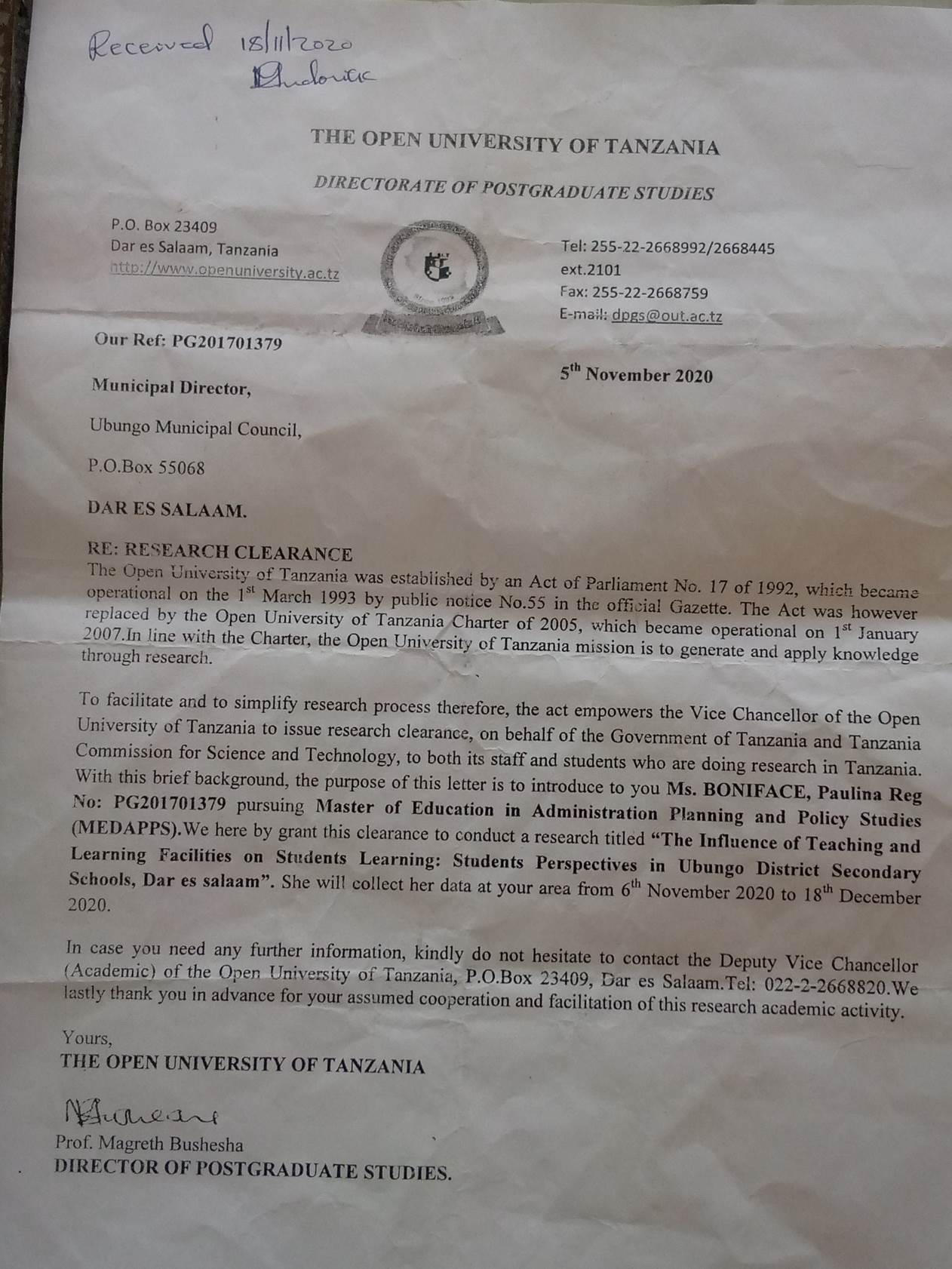
**Utangulizi**

Mtafiti atajitambulisha na baadaye kutoa utangulizi atakaoona unafaa kulingana na mazingira kabla hajaanza kuuliza maswali.

**MASWALI:**

1. Kutokana na uzoefu wako, je, unaweza kuelezea hali ya vifaa vya kufundishia na kujifunzia katika shule yako?
2. Je, ni kwa namna gani hali ya sasa ya vifaa vya kufundishia na kujifunzia inaathiri kujifunza kwa wanafunzi hapa shuleni kwako?
3. Je, ni kwa namna gani vifaa vilivyopo vya kufundishia na kujifunzia vinaathiri njia za kufundisha miongoni mwa walimu?Je, mbinu za kufundishia zinazotumiwa na walimu zinawezesha wanafunzi kuelewa vizuri mada zinazofundishwa?
4. Je, ni changamoto gani zinazowakumba wanafunzi na walimu ambazo zinasababishwa na hali ya sasa ya vifaa vya kufundishia na kujifunzia hapa shuleni?
5. Ukiwa kama kiongozi wa wanafunzi, je, unaweza kubainisha vifaa muhimu vya kufundishia na kujifunzia ambavyo unadhani vina mchango mkubwa katika kujifunza kwa wanafunzi shuleni kwenu? Je, ni kwa namna gani vifaa hivyo vinaathiri ujifunzaji?
6. Kutokana na majadiliano haya, je, unafikiri nini kifanyike ili kusaidia walimu kufundisha vyema na wanafunzi kujifunza vizuri?
7. Je,una jambo lolote la ziada linalohusiana na swala lavifaa vya kufundishia na kujifunzia ambalo ungependa kuongezea?

**Nashukuru kwa ushirikiano wako**



### APPENDIX 4

**MWONGOZO WA MAJADILIANO YA VIKUNDI - WANAFUNZI**

**Utafiti:** *The influence of teaching and learning facilities on students’ learning: students’ perspectives in Ubungo district secondary schools, Dar es Salaam.*

**Muhimu:** Maswali ya fuatayo yatakuwa ni mwongozo wa usaili, lakini haya taulizwa kwa kufuata mfululizo huu. Kulingana na mazingira yatakayojitokeza. Hivyo basi, maswali mengine yanaweza kubadilishwa ama kuachwa kabisa.

**Utangulizi**

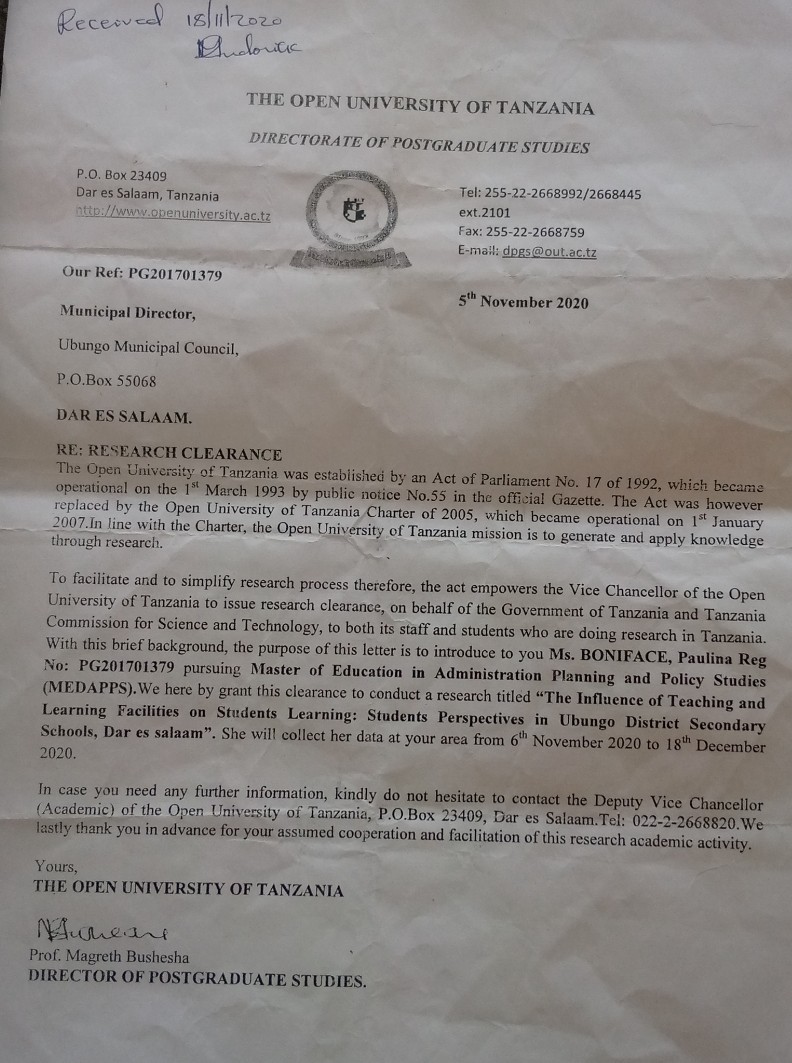
Mtafiti atajitambulisha na baadaye kutoa utangulizi atakaoona unafaa kulingana na mazingira kabla hajaanza kuuliza maswali.

**MASWALI:**

1. Je, Unaweza kuelezea hali ya vifaa vya kufundishia na kujifunzia katika shule yako?
2. Je, ni kwa namna gani hali ya sasa ya vifaa vya kufundishia na kujifunzia hapa shuleni inaathiri kujifunza kwako?
3. Je, ni kwa namna gani vifaa vilivyopo vya kufundishia na kujifunzia vinaathiri njia za kufundishia miongoni mwa walimu? Je, unadhani mbinu za kufundishia zinazotumiwa na walimu wako zinakusaidia kuelewa vizuri mada zinazofundishwa?
4. Ukiwa kama mwanafunzi, je, ni changamoto gani unakutana nazo ambazo unadhani zinasababishwa na hali ya sasa ya vifaa vya kufundishia na kujifunzia hapa shuleni?
5. Je, unaweza kubainisha vifaa muhimu vya kufundishia na kujifunzia ambavyo unadhani vina athiri kujifunza kwako? Je,vinaathiri vipi kujifunza kwako?
6. Kutokana na majadiliano haya, je, unafikiri nini kifanyike ili kukusaidia kujifunza vizuri?
7. Je,una jambo lolote la ziada linalohusiana na swala lavifaa vya kufundishia na kujifunzia ambalo ungependa kuongezea?

**Nashukuru kwa ushirikiano wenu**

### IMG_20210719_132844_190_1626690554634APPENDIX 5

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