

**THE EFFECT OF OVERCROWDED CLASSROOMS ON TEACHER'S
EFFECTIVENESS IN TANZANIA: THE CASE OF PUBLIC SECONDARY
SCHOOLS IN TEMEKE DISTRICT.**

MASHAKA DAUDEN

**A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED. APPS)
DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION
OF THE OPEN UNIVERSITY OF TANZANIA**

2023

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: “The effect of overcrowded classrooms on teacher’s effectiveness in Tanzania: The case of public secondary schools in Temeke district, Tanzania” in partial fulfilment of the requirements for award of the degree of Master of Education Management and Planning of Open University of Tanzania.

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Dr. Winfrida Malingumu

(Supervisor)

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Date

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DECLARATION

I Mashaka Dauden, declare that this dissertation is my own original work and that it has never been previously presented and will not be presented to any other university for a similar or any other degree award or other qualifications except for proper referencing made in the text.

.....

Signature

.....

Date

DEDICATION

This scholarly work is sincerely dedicated to my family members for their cooperation, love, patience, prayers, understanding and comfort that enabled me to come out with this noble academic work.

ACKNOWLEDGEMENT

The task of accomplishing this research is a result of power of the Almighty God with various people who assisted me in one way or another to come up with this report. I also hasten to apologize to those who I might not able to mention their names since it is technically difficult to note all in this limited document. First and foremost, I would like to give my thanks to my Almighty God who enabled me to do the work healthily and happily, I know without him I could do nothing.

I would like to extend my sincere gratitude and heartfelt expression as well as appreciation to those who have been helpful to accomplish the exercise of producing this report. These are none other than my family including my beloved wife, my son, my daughter, my guardians, my brothers, my sisters and my colleague. I am deeply indebted to take note of Dr. Winnfrida Malingumu my supervisor whose wisdom and experience enhanced me to produce this research report. I also take note of recognizing my respondents from Temeke District who showed cooperation in providing information for this research, May the almighty God bless all those people who showed interest in helping me during the course of this study.

ABSTRACT

This study investigated the effect of overcrowded classrooms on teacher's effectiveness in Tanzania: the case of public secondary schools in Temeke district. The study focused on three objectives namely; to assess the situation of classrooms in terms of overcrowding in Temeke district, to determine the factors influencing overcrowding classrooms towards teacher's effectiveness in Temeke district, to assess problems that limit Overall teachers' effectiveness in public secondary school in Temeke district. The study adopted a mixed research and convergent descriptive research design. The target population of the study was 1500 including, School heads, teachers, and district educational officers and Sample size was 133 respondents 6 heads of school and 127 teachers, sampled through random sampling techniques. The study employed questionnaires and interviews to obtain required data from the field. Quantitative data was analyzed using descriptive statistics with the help of SPSS version 20 and was presented in tables, while the qualitative data were analyzed thematically. The study revealed that while schools were instructed to accommodate 45 students per class, but students exceeded 76 within a single stream. The challenges of overcrowded classrooms were, difficult in application and implementation of competence-based curriculum, and poor classroom managements. This concludes that overcrowded classroom affect teaching and learning process, since it affects effectiveness of teachers and classroom management. The study recommended that students from secondary schools should be enrolled in other learning institution like so that to avoid massive influx number of students in secondary schools. Furthermore, it is recommended that the government and community should cooperate together and build more secondary schools so as to accommodate the number of students in secondary schools.

Keywords: *Overcrowded, classroom, Teacher, Public secondary school, Temeke District.*

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LIST OF ABBREVIATIONS

| | |
|------|---|
| EFA | Education for all |
| EOT | Equal Opportunity Theory |
| FFSE | Fee Free Education for Secondary School |
| HRS | Human Resource Strategy |
| ICT | Information Computer Technology |
| MDG | Millennium development goals |
| PEDP | Primary Education Development Plan |
| SPSS | Statistical Package for Social Sciences |
| STR | Student Teacher Ratio |
| TIE | Tanzania Institute of Education |
| TLR | Teaching Learning Resources |
| UK | United Kingdom |
| URT | United Republic of Tanzania |
| USA | United States of America |

CHAPTER ONE

BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Introduction

This chapter deals with the introduction, the background of the study, objectives of the study, research questions of the study, the conceptual framework of the study, the significance of the study, limitations of the study as well as definition of key terms.

1.2 Background of the Problem

Teachers encounter numerous challenges around the world while attempting to instruct in overcrowded classrooms, which leads to issues with instruction, organization, assessment, and discipline. Students become frustrated, disheartened and sad as well as having unfavorable attitudes in overcrowded classrooms. An instructor may need to make sure that students are aware of what is expected of them within a given time frame and what will happen if they don't follow the rules of the class. Another tactic may be to rearrange the seats so that each student can contribute their knowledge equally (Akinsolu, 2019). Tanzania is a signatory to the Education for All (EFA) and Millennium Development Goals (MDGs), which were adopted in 2000 and finished in 2015. (Tanzania Education Network, 2018). Vision 2025: Africa Union Continental Education Strategy for Africa serves as the nation's compass (2025). Tanzania has demonstrated dedication thus far under this program (ESDP 2016/2017 - 2021/2022) in pursuing its national goals within the context of the continental goals. This strategy expands on prior attempts to offer free basic education in Tanzania and encourages everyone to have access to lifetime learning opportunities.

How to expand and promote access to and equity of education in the community, URT, is one of the main concerns facing Tanzania education sector (2018).

In order to ensure that students received basic education as a right and that no child fell behind in their schooling as a result, the government implemented it from pre-primary to form four. Tanzanian parents can send their children to school without paying any fees. This increases the number of students enrolled in Tanzania public secondary schools.

Teaching in a packed classroom can be challenging. Serious challenges include excessive loudness, lack of individual attention, behavioral problems, academic underachievement in challenged children, and a lack of interpersonal connections. Akinsolu, (2019) go on to say that difficulties in a packed classroom may be practically impossible to solve or even overcome. These are just a few of the issues this situation can cause, not to mention health issues. According to Albert, (2019), crowded classrooms not only make it difficult for students to focus on their lessons but also unavoidably reduce the amount of time teachers have to use cutting-edge teaching strategies like cooperative learning and group projects. South Africa, for example, encountered the issue of overcrowded classrooms. Teachers in overcrowded classes are typically overworked and more prone to suffer from burnout or have a more strained connection with their students. According to Alli, (2018), the South African education system is characterized by a shortage of teachers and inadequate school facilities, which is causing classrooms there to be overcrowded. This led to poor learning conditions because of the lack of space, fresh air and high noise levels that could lead to a lack of attention and even create stress within learners.

In Tanzania, the issue was investigated by Akech (2016) in Arusha and it was discovered that the effects of overcrowding in classrooms include noise making, failing to attend to each student's needs, restricting teacher's movement in the classroom, cheating in exams, wasting time, establishing order in the classroom, difficult in marking, and both teachers and students feeling stressed.

According to Alli, (2018), teachers in crowded classrooms should be extremely well-prepared each day and should plan lively, engaging courses. Every lesson needs to be engaging, lively, and enjoyable. Additionally, the same study recommended after-school tutoring for failing pupils.

Giving them homework two or three times a week after school hours will accomplish this. Due to this, the current study set out to examine how crowded classrooms affect teacher's productivity in Tanzania, specifically in the context of the public secondary schools in the Temeke area. This study examined the actual situation of overcrowded classrooms, the number of students present, and the deployment of instructional practices that can improve student engagement during instruction and learning. In order to prevent cheating during exams in a crowded classroom, the study also looked at how pupils were monitored.

1.3 Statement of the problem

Due to the implementation of numerous government initiatives that encourage education improvement, there is a high level of student enrollment in public secondary schools. The Tanzanian government made the decision to offer extra sessions in some congested public secondary schools shortly after the introduction of fee-free education in order to accommodate all the pupils. The method appears to present difficulties for

pupil's academic achievement (Shah 2012). In congested secondary schools, holding two sessions of one class at once is a practical but unwise decision because it will lower the standard of instruction. Most of reviewed literature show little focus on the issue of overcrowded classrooms to be considered for some reformation. This brings the researcher to the necessary need to do this research study in Temeke public secondary schools.

1.4 General objective:

The general objective of the study was to determine the extent to which overcrowded classrooms influences teacher's effectiveness in Tanzania academic performance in public secondary schools in Temeke district.

1.4.1 Specific objectives:

This study was accomplished by three specific objectives aimed to:

- (i) Assess the situation of classrooms in terms of overcrowding in Temeke district
- (ii) Determine factors influencing overcrowding in relation to teacher's effectiveness in Temeke district
- (iii) To assess problems that limit teacher's effectiveness in public secondary schools in Temeke district.

1.5 Research questions:

- (i) What is situation of classrooms in terms of overcrowding in Temeke district?
- (ii) What are the factors influencing overcrowding in classrooms in relation to teacher's effectiveness in Temeke district?

- (iii) What are the problems that limit teachers' effectiveness in community secondary school in Temeke district?

1.6 Significance of the study.

This study offers insight into the issues and difficulties teachers face in our nation, particularly in Temeke district, due to overcrowded classrooms. The government will be able to consider offering support structures in light of the findings that will be produced by this investigation. The study will identify the root reasons of overcrowded classrooms and propose a strategy to address the issue.

1.7 Scope of the Study

This study focused on the effect of overcrowded classrooms on teacher's effectiveness in Tanzania: the case of public secondary schools in Temeke district. It was strictly limited to public secondary schools; private secondary and primary schools were not part of this study. The study employed mixed research approach and participant were Head of schools, teachers and D,E,O. This study was conducted from December 2019 to November 2022.

1.8 Theoretical Framework

1.8.1 Social Cognitive Theory

Social Cognitive Theory (SCT), put forth by Bandura in the 1960s, served as the basis for this study. According to Bandura (1989), learning takes place in a social setting where the person, environment, and behavior interact in a dynamic and reciprocal way. The theory provides a framework for understanding how individuals actively shape and are shaped by their environment, as well as an examination of the relationship between

the individual, environment, and behavior. Bandura makes a compelling case for this because human behavior and environmental circumstances are inextricably linked, and because people actively choose and shape their surroundings. People frequently select hobbies and companions from a wide range of options based on their learned preferences and competencies (Bandura & Walters, 1959). Through one's actions people create as well as select environments. In short Social Cognitive Theory emphasized that the environment and cognitive factors influence behavior.

1.8.2 Strength of Social Cognitive Theory

Teachers can try to improve their student's emotional states as well as their flawed self-belief and thought patterns (personal variables) with the help of school and classroom structures in order to improve their academic abilities and self-regulatory practices (behavior).

It increased engagement among disengaged students, assisted students in becoming more self-organized, and promoted teamwork. Social cognitive theory not only aids in instruction but also helps students understand, retain, and apply what they have learned in their daily lives, allowing them to learn and achieve more. The social cognitive theory delves deeply into human behavior, cognition, and environment. Because it has the potential to connect to real life, it can also be quickly and easily implemented. The relationship between environment, behavior, and learning is explained by stating that children who are successful in dealing with external events become more aware of their own behavior and more capable of learning new, effective coping mechanisms. It demonstrates how parenting advice and consequences influence how children socialize.

However, it claims that neither parents nor other significant adults can be present at all times to control children's behavior.

Internal oversight and guidance must gradually replace external mandates and sanctions in order for socialization to be successful. For these reasons, the theory also explains how other external influences, such as schools, can influence children's behavior, in addition to parent's significant involvement.

1.8.3 The Social Cognitive Theory's shortcomings (SCT)

The assumption that changes in the environment would inevitably result in changes in the person is a flaw of social cognitive theory in education that may not always be true. The theory is entirely based on the dynamic interactions that occur between a person's behavior, environment, and self.

1.8.4 Justification of Applying Social Cognitive Theory

This theory is relevant to this study because it demonstrates the connection between environment, learning, and behavior. Also provide a framework for understanding how the environment can shape learners. According to (Farmet al,2019), Social Cognitive theory promotes self-efficacy, self-esteem, and self-regulation in students, which helps them succeed in school.

1.9 Limitations and Delimitations of the Study

1.9.1 Limitations of the Study

This study concentrated at how overcrowded classrooms affect the effectiveness of teachers in Temeke District public secondary schools. The Temeke District has over twenty community secondary schools that receive government grants, but only six (6) of

those schools participated in the study. Furthermore, because this survey's respondents were chosen at random, not every respondent were having an equal chance of being chosen to participate in the study. Due to the small sample size and sampling methodology used, generalizing the findings to the entire Temeke District teacher community was difficult.

However, the findings was generalized to the schools sampled and involved in the study, providing a picture of the impact of overcrowded classrooms on teacher effectiveness in the Temeke District.

1.10 Delimitations of the Study

The study was conducted in public secondary schools in Temeke district. Privately owned secondary schools were not be part of the study population because they do not receive direct government support in the provision of education. The possible implications of the delimitations are that it will allow respondents from public secondary school to participate fully in the study.

1.11 Operational Definition of Terms

Overcrowded classrooms. A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching-learning process (Albach,2018)

A classroom. Is a learning space in which both children and adults learn. Classrooms are found in educational institutions of all kinds, ranging from pre-school to university and may also be found in other places where education or training is provided, such as corporations, religious and humanitarian organizations. The classroom provides a space where learning can take place uninterrupted by outside distractions (Alli,2018)

Effective Teachers

The effective teacher is an innovator who changes strategies, techniques, texts, and materials when better ones are found in order to facilitate good performance among the students (Amarat,2018)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature on the effect of overcrowded classrooms on teaching and learning process. The chapter presents a theoretical review which supports the explanation of the phenomena. Apart from that, the chapter focused on the empirical literature that provided what other researchers did about the current topic to be able to identify related knowledge from them. Finally, the chapter identified the gap of knowledge in the reviewed literature.

2.2 Theories related to the study

This section was supported by Piaget's (1896 - 1980) and Vygotsky's Constructivist Learning Theory (1896 – 1934). The theory provided a framework for understanding how our social environment influences our behavior. This theory was used to supplement the theoretical framework discussed in Chapter 1.

2.2.1 Constructivist Learning Theory

The constructivist learning theory and the socio-constructivist theory were proposed by developmental psychologists and philosophers Jean Piaget (1896-1980) and Lev Vygotsky (1896 -1934). Constructivism defines learning as a dynamic and active process of creating meaning and modifying one's self-constructed knowledge through interaction with the environment (Grabinger & Dunlap, 1995; cited in Marais) (2016). The constructivist learning theory and the socio-constructivist theory were proposed by developmental psychologists and philosophers Jean Piaget (1896-1980) and Lev Vygotsky (1896 -1934). Constructivism defines learning as a dynamic and active

process of creating meaning and modifying one's self-constructed knowledge through interaction with the environment (Grabinger & Dunlap, 1995; cited in Marais) (2016). The constructivist learning theory and the socio-constructivist theory were proposed by Jean Piaget, a developmental psychologist and philosopher who lived from 1896 to 1980. The socio-constructivist learning theory also includes the following four guiding principles: (1) knowledge is constructed rather than innate or passively absorbed; (2) knowledge is socially invented rather than discovered; (3) learning is fundamentally a process of making sense of the world and real-life situations; and (4) effective learning necessitates meaningful, open-ended, challenging problems for the learner. According to Alanazi (2016), from a constructivist perspective, pupils learned by engaging with one another.

2.2.2 Strength of Constructivist Learning Theory

According to Woolfolk (2007), constructivism was well understood in terms of how individuals use information, resources, and help from others to build and improve their mental models and problem-solving strategies.

It enables students to construct knowledge, whether that knowledge represents objective realities, is thought to improve cognitive development in order to achieve higher levels of intellectual development, or is constructed in a socially interactive context with the participation of an individual.

2.2.3 Constructivist Learning Theory's Strength

According to Shah, (2012), constructivism was the most clearly understood approach in terms of how people develop and improve their mental models and problem-solving techniques with the help of information, resources, and assistance from others. It

enables learners to construct knowledge, whether this construction reflects objective realities, is perceived to sharpen one's cognitive development in order to acquire higher level of intellectual development, or is constructed in a social interactive setting with individual mediation. Teachers and students learn from one another, and students compare their version of truth to that of their teachers and peers in order to arrive at a socially tested/socially negotiated version of truth. Under constructivist learning, learning is two-way traffic whereby learning task is the interface between teachers and learners both should develop awareness of each other point of view and should look at their standard and value (Ipinge, 2015).

2.2.4 Weakness of Constructivist Learning Theory

According to Alanazi (2016) constructivism promotes a teaching method in which students receive little to no guidance while studying, causing students to become dissatisfied. In the practice of developing minimally guided instruction, the organization and significance of working memory during learning are overlooked. According to Kirschner et al. (2006), as cited in Alanazi (2016), minimally guided procedures used in constructivist approaches ignore empirical studies that show the ineffectiveness of unguided instruction in non-learning environments. Constructivist approaches do not support learner's need to link their knowledge to concrete objects in order to confirm that they have learned those things.

2.3 Empirical Review

This part presented scholarly ideas based on the effect of overcrowded classroom in teaching and learning process. The section presented the main ideas of the study which included school infrastructure and nature of classroom size in public secondary schools,

challenges faced by teachers in teaching overcrowded classrooms and possible ways to overcome such challenges.

2.4 Empirical literature

2.4.1 Exploring the concept and situation of overcrowded classrooms in relation to teacher's effectiveness

Overcrowded classrooms present challenges for teachers as they are often made up of large numbers of students. This is a national and international problem that leads to limited opportunities for teaching and learning within the classroom. The DBE (2014) states that when the learner-teacher ratio is exceeded, it results in overcrowded classrooms. In Tanzania, community secondary schools are said to be overcrowded in the sense that the number of students registered in such schools has exceeded the amount of teachers. The government of Tanzania has failed to supply enough teaching and learning resources to those community secondary schools. For example, it is very common to see that most of the time one book may be shared by more than 20 students while the book was supposed to be used by one student only (Ipinge, 2015).

2.4.2 Factors influencing overcrowding classrooms towards teacher's effectiveness

Fee free education policy cannot be separated from the reason that led to the increasing number of students in primary and secondary schools in general. (Jansen,2019). argues that fee free education policy has led to the massive enrolment of students in primary schools which in turn leads to the influx of students in secondary schools. The abolition of tuition fees in primary and community secondary schools in Tanzania has facilitated the increase of the number of students in secondary schools under the umbrella of fee-

free secondary education. By making comparison of students enrolled in secondary schools before and after the fee-free education policy, one will agree that soon after the abolition of school fees in secondary schools the number of students has raised and this has led to overcrowded classrooms not only in Temeke district in Tanzania but also in other parts of world (Kogelo. (2016)

2.4.3 The impact of overcrowded classrooms in Temeke and Student's Academic Performance

Overcrowded classrooms have negative impact on student's academic performance in public secondary schools not only in Tanzania but in many parts of the world. Student's academic performances are parameters around which qualitative and quantitative data on individual, school or educational system can be collected in order to assess the quality and achievements in the educational system. In addition, according to (Melendez, 2017) pinpoint that item under analysis has to perform well on each parameter or on several or all parameters in order to achieve all merits. In Temeke, student's academic performance can be in percentage of scores, grades or division. Performance standards are levels of excellence established by consensus. Standards are reference points of judgments on the level of the excellence based on information collected on each indicator or multiple of indicators worked interactively and collectively. According to (Berg, 2018), the following are the factors affecting student's academic performance in Temeke District:

2.4.4 Teaching and Teacher Education

The type of teachers the school has, the experience, professional qualification, and their commitment to work, all contribute to achievements of students academically. The

schools should be provided with good mixture of teachers, not only basing on qualifications but also on experience Melendez,(2017).

2.4.5 The Instructional Time and School Organization

The more time the students spend in actual learning activities, the more they understand and perform better. In small size schools, teachers are able to understand their students and parents and thus assist in building the home-school relationship that foster teaching and learning. For example, Tanzania decided to nationalize all schools in 1970 which shifted the burden from individuals and private sectors to the government while the economic base was becoming narrower (MacDonald, 2018).

2.4.6 Teacher's Workload and its Effect on teacher's effectiveness and Student's Academic Performance

Teachers bear great workload which affect student's academic performance. Braun, (2019) justifies this by pointing out that teachers are also leaders, counselors, tutors, and managers. There are incidences where teachers are football or netball coaches, cashiers or heads of departments. Other factors including class size, extra curricula activities, range of ability and age of students, resources availability and facility, voluntary effort, including school camps, concerts, excursions and school sports increases teacher's workload. The overall purpose of testing is to help a teacher determine a relative position for each student according to the student's success. It helps in the diagnosis of weakness - the assessment of the student's understanding and the adequacy of the teaching. It allows also the teacher to predict and foresee how well a student can perform in future (Herzallah, 2011).

2.4.7 Administrative Roles and their Effects on teacher's effectiveness and on student's Academic Performance

Administrative roles are concerned with organizing the work of an institution. Teachers are the key agents in organizing different works in their schools. A role is a dynamic or behavior component of a position. Within school settings, a teacher has a position such as a head teacher or care taker. Associated with each position is a role which consists of appropriate patterns of behavior for that position (Kurubone,2021).

2.5 Overcrowded classrooms are reality for community secondary schools

In a survey done in New York, Garland (2016) revealed 1719 classrooms in elementary middle schools were overcrowded. In countries like Brazil and Mexico, the average learner-teacher ratio is 24:1 while Hungary, Poland, Italy and Norway have an average ratio of 11:1. These ratios demonstrate a number that is way below countries like China, Indonesia and Korea and Japan which have average ratios of between 35:1 and 55:1 (United Nations Educational Scientific and Cultural Organization, 2005).

When looking at the class sizes in schools in different countries, the statistics show that the European countries have a much lower learner-teacher ratio in comparison to the Asian countries. It is also evident that the learner-teacher ratio is higher in public schools than it is in private schools across different countries. According to Buchanan, (2020) claims that Botswana in the early 2000's had almost 13,000 primary school teachers for about 330,000 primary school students and a pupil-teacher ratio of 26:1. This seems to be a fair pupil teacher ratio and overcrowded classrooms is not a major problem in Botswana. According to Benbow et al. (2007), some developing countries have up to 100 learners in a class.

(Marllen, 2012) Conducted a study on the impact of overcrowded classrooms on teacher's quality in Ubungo district, the results obtained revealed that overcrowded classrooms don't improve teaching effectiveness rather it led to the deterioration of teaching process among teachers because teachers do not engage in teaching when the classrooms are overcrowded.

There are not enough teachers to service the influx of learners. When there is a shortage of teachers, the problem of overcrowded classrooms results.

2.5.1 Problems that limit Overall teachers' effectiveness in community secondary schools.

Problems that teachers face include handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of their everyday lives. Addressing these problems and bringing awareness to the educational environment that our teachers and students face daily can help improve teacher retention, student success rates, and the overall quality of education in our schools (Kurubone, 2017).

According to (Allen,2018) claims that no matter what type of school you are talking about, teachers have to deal with a wide range of student needs, but community public secondary schools may struggle the most here. While private schools are able to select their students based on an application and assessment of the best fit for the school and community, public community secondary schools in Tanzania and worldwide like in the United States are required to take every student. While most educators would never want to change this fact, some teachers are faced with overcrowding or students who distract the rest of the classroom and add a significant challenge finally leads to effect on the teacher's effectiveness (Best,2020)

According to (Barth, 2019) claims that part of what makes teaching a challenging career is the diversity of the students. All students are unique in having their own background, needs, and learning styles. Teachers have to be prepared to work with all learning styles in every lesson, requiring more preparation time and creativity. However, successfully working through this challenge can be an empowering experience for both students and teachers alike.

While many of the best teachers go above and beyond to make up for a lack of parental support, a total team effort from the teachers, parents, and students is the ideal approach. Parents are the most powerful and consistent link between children and school since they are there throughout the child's life while the teachers will change annually. When a child knows that education is essential and important, it makes a difference. Parents can also work to communicate effectively with the teacher and ensure that their child is successfully completing assignments (Gibbert, 2018).

In community public secondary schools' finances are usually driven by each individual state's budget and local property taxes, as well as federal funding and other sources, whereas private schools have private funding and often more flexibility in how it is spent. That means public school teachers are often more affected by lack of funding and are limited in how they can spend their money. In lean times, schools are often forced to make cuts that have a negative impact. Most teachers make do with the resources they are given or supplement with their own personal contributions, (Farrokhi, 2012).

2.5.2 Psychological Problems and how it affect teachers effectiveness

Teachers are the most critical component of the education system all over the world. According to Ali, Naz, Maqbool and Rana (2011), no dynamic of teaching is possible

without a dynamic teacher. Teachers can, however, lose their effectiveness and are not as dynamic due to their teaching conditions. Mundt (1991) claims that teachers who are faced with teaching challenges could end up with lack of self-confidence, confusion, frustration and isolation. In Pakistan, female teachers are facing great educational obstacles. Ali et al. (2011) claims that overcrowded classrooms in Pakistan are affecting female teachers' performances negatively. The performance of teachers affects learners and the effectiveness of the school. Overcrowded classrooms are a condition that does not only impacts on learners' performance but on the teachers as well.

In addition (Martha,2019) argues that, overcrowded classrooms are an on-going concern for many educators nationally and internationally. There are many studies that have been done and have found that this issue is impacting negatively on teachers. Nesane (2008) argued that teachers are having negative experiences with overcrowded classrooms and therefore they are abandoning the teaching profession. This is a very important argument because a profession requires hard work and studying and people earn a living from their professions. If one abandons their profession, it suggests that they are unhappy and this could be as a result of a negative experience. According to Herzallah (2011), one of the professional development obstacles facing teachers in Northern Gaza is overcrowded classrooms. Herzallah (2019) and Nesane (2008) make very valid arguments. It is very difficult to develop as an educator in a classroom that is overcrowded as a result of challenges such as discipline, attainment of educational goals and quality teaching as you are restricted. Large classroom size also impacts on teacher motivation and job satisfaction.

2.6 Related studies that have been done in Dar-es-salaam Tanzania

Overcrowded classrooms have negative impact on students' academic performance because where students are overcrowded, students perform poor than in normal classes. In public secondary schools' due to the introduction of fee free education policy students are compacted in the classes and because of this it has led to high number of teacher student's ratio which almost about 1:90-100 students in the classrooms. Teachers face a lot of challenges from noise making and bullying from the students as well frequent indiscipline cases. Furthermore, Allen, (2015) conducted research entitled assessment of the impact of the overcrowded classrooms on teachers' effectiveness of teachers. Overcrowded classrooms in most cases lead have negative impact on teacher's effectiveness. When students are not many in the classrooms teachers get to know the problem of every student and it becomes very easy for the teachers to assist each student. A masters research dissertation submitted to the Mwenge University.

A study conducted by Botanika, (2015) and Kogelo, (2016) looked at impact of overcrowded classrooms on student's discipline in secondary schools in Kagera Region. The results obtained releveled that where the students are overcrowded there is high indiscipline cases unlike where there are no overcrowding classrooms. In both cases, the researchers found that teachers face a lot of challenges when handling students in an overcrowded classroom as a result of frequent overcrowding.

2.6.1 Challenges Faced by Teachers in Teaching Overcrowded Classrooms

Hussain., et al (2017) conducted a study on teaching methodologies and disciplinary problem in overcrowded classrooms. The study was conducted in Pakistan. Hussain et al. used descriptive survey research design where results indicated that the majority of

teachers use traditional teaching methodologies, that is, the use of pure lecture. The aim was to ensure they cover their content and prepare students for examinations only. This is content based learning in which students had little to contribute in learning. Hussain et al also observed disciplinary problems on teaching overcrowded classroom which is difficult in classroom managements and organization. The outcomes of disciplinary issue were failure to apply Marden teaching methodologies which encouraged students-Centre methods, that is competence-based learning. The current study investigated on other teaching strategies which can be user friendly to teach large class size so that it can contribute to student's participation during the lesson. Furthermore, researcher explained how teachers use tradition teaching methodologies so that they can be able to cover the contents and prepare students for examinations, in the current study investigation were done also on how students evaluation take place in large class size.

Likewise, Sauda., et al (2020) conducted a study on Impact of overcrowded Classroom on Teaching – Learning process at the Elementary Level in Public Sector Schools in Quetta City in Pakistan using descriptive survey research design. The results indicated that overcrowded classrooms led to failure of teachers to have contact with students seated at the back of class, to give individual attention and even dynamic and innovative teaching and learning process is impossible. Also, teachers feel difficulty in keeping discipline in the class, and it is difficult to develop the effective activities in the class because of limited time and space Moreover, it is impossible for all students to get equal chances of class participation and practice.

Similar study was conducted by Muthusamy (2015) on teachers' experiences with overcrowded classrooms in a mainstream school. Studies were conducted in South

Africa and used qualitative approach method where a case study was used as research design. Teachers identified certain conditions that are stressful in an overcrowded classroom. These conditions included inadequate classroom space, issue related to safety and health, minimal learner and teacher interaction, disruptive behaviors, teachers experience emotional and psychological problems, increase workload and inadequate teaching time. This shows that effective teaching is difficult to overcrowded classrooms and application of modern teaching methodologies is difficult. Olaleye., et al (2017) conducted a research on impact of overcrowded classroom on academic performance of students in selected public secondary schools. The research was conducted in Nigeria and used quantitative research approach.

The results indicated that overcrowded classroom influence attitude of students to their studies. It also affects effective teaching and learning process, that is the use of modern teaching methodologies, and classroom management. Researcher identified only challenges facing teachers in teaching overcrowded classroom, the current study was identified common teaching methods used to teach large class size in public secondary schools and how examinations were prepared and be supervised. Meador (2019) conducted a study on solution for teaching in an overcrowded classroom and observed different challenges including, teachers not able to go around the class, classroom discipline issues, overall noise level is increased, teacher stress is increased often leading to teacher burnout and overcrowding leads to less access to equipment and technology.

Epri (2016) conducted a study on a case study on the impact of large classes on students learning. The study was conducted in Papua New Guinea and used qualitative research

approach. Results show that in large class size there is minimal classroom interactions, and teacher workload increased as a result of large class size. Also most students resort to absenteeism because of stress. Teachers failed to know all students in the class because the classes were too big. Large class sizes also influence the amount of time spent on setting assessment tasks, marking and providing feedback and teachers use only multiple-choice questions in assessment.

In Tanzania, Akech (2016) conducted a study on the impact of overcrowded classroom to teachers and students in Arusha and used quantitative research approach. The outcomes show noise making, failure to attend each student's need, restriction of teacher's movement in the class, cheating in examination, wasting of time setting order in class, too much workload in marking, and both teachers and students being stressed were some the challenges resulting from overcrowded classrooms. Researcher identified some of challenges facing both teachers and students in overcrowded classrooms, in the current study more investigation will be on number of students in the classrooms, and modes of assessment used in overcrowded classroom which can lead to cheating in examinations.

2.6.2 Ways to Overcome Challenges Facing Teachers in Teaching Overcrowded Classroom

Hussain et al., (2017) recommended that overcrowded classrooms ought to be handled through group discussion, cooperative learning approach and inquiry-based learning. In teaching several strategies for teachers to use cooperative or group learning, including pair-share, small groups and mixed skill grouping. One common strategy that teachers use is called pair-share. Hussain et al., (2017) also suggested inquiry-based learning as a

strategy to be applied in teaching overcrowded classroom. Inquiry based learning places an emphasis on finding answers through discovery also inquiry-based approach asked students to investigate concepts using research and analysis.

For this reason, there was a need for current study to investigate the effects of overcrowded classrooms on teaching and learning process Nagler (2015) recommended that, in order to overcome the challenges facing teaching overcrowded classrooms, teacher can begin to establish a positive learning environment by showing their passion for the subject matter, using students' names, reinforcing student participation during class, and being active in moving among the students. Among the positive outcome of knowing student's names in the class is to create attention to all students during the lesson because at any time teacher can be able to call any student, this ensure discipline in the class.

2.7 Literature Summary and research Gap

In Tanzania's public secondary schools, overcrowded classrooms have an impact on students' academic achievement and teachers' effectiveness. Numerous researches conducted in some part of Tanzania region. For instance, in the majority of Tanzania's public secondary schools, the teacher-student ratio has not been maintained for a very long period of time due to overcrowded classrooms. Due to the fact that teachers frequently struggle to instruct children because of congestion, the situation in Temeke district classrooms is particularly bad. Since there are more students than teachers, it is challenging for teacher's effectiveness particularly to mark students' exercise books as well. In this situation, majority of teachers fail to do so, however some do take students'

assignments home with them so they can complete them while they are with their families, however this not done frequently.

There are many factors that influence overcrowding classrooms towards that may affect teachers' effectiveness in Temeke district. Though a number of factors may be articulated as they might lead to the overcrowding of the classroom in Temeke district, but one of main factor that have led to the overcrowding of the classrooms in Temeke district has been the issue of fee-free education policy.

The findings obtained from the literature that the researcher used in this research work indicates that Fee-free education policy has led to the massive enrollment of student in primary school which have resulted in increased number of students who join secondary school in Temeke district.

In Temeke District, overcrowded classrooms have made it difficult for instructors to be successful, especially in public secondary schools, and as a result, secondary school students have performed poorly, also the viewed literature show that teachers' effectiveness because when students are many in the classroom teachers do fail to attend all students at once. Additionally, the teacher-student ratio in Temeke district is almost 1:76. Consequently, it is possible that one teacher will be instructing more than 76 students in a single classroom. Due to the low student to teacher ratio in affluent nations, instructors are generally quite successful.

The majority of the assessed research that the researcher used in this paper only used one research strategy. For instance, Saud.et al. (2020), Marais (2016), Epri (2016), and Muthusamy (2015) all used pure qualitative research methods. Hussain et al. (2017) and Olaleye et al. (2017), in contrast, used only pure quantitative research methods. But in

this study the researcher used mixed methods, that is, both quantitative and qualitative research methods, and the research was carried out in Dar es Salaam using six secondary schools as its sample. With the exception of Epri (2016), who identified the types of questions used by teachers in large class sizes that are multiple choices, no other literature has described how examinations and assessments were conducted in crowded classrooms. However, the teaching and learning process involved classroom assessments and modes of assessments. In this study respondent like heads of schools, school teachers, included in the analysis as proposed to the reviewed literature which focused on the influence of overcrowded classrooms on teachers' effectiveness. However, most studies reviewed were conducted in Asia, North America, Africa and few in Tanzania like that of Arusha which focused on the impact of overcrowded classroom to teachers and students' academic performance but none of the study that have been conducted in Temeke district, therefore the current study seeks to fill the gap.

2.8 Conceptual Framework

The framework of this study is summarized in the figure below:

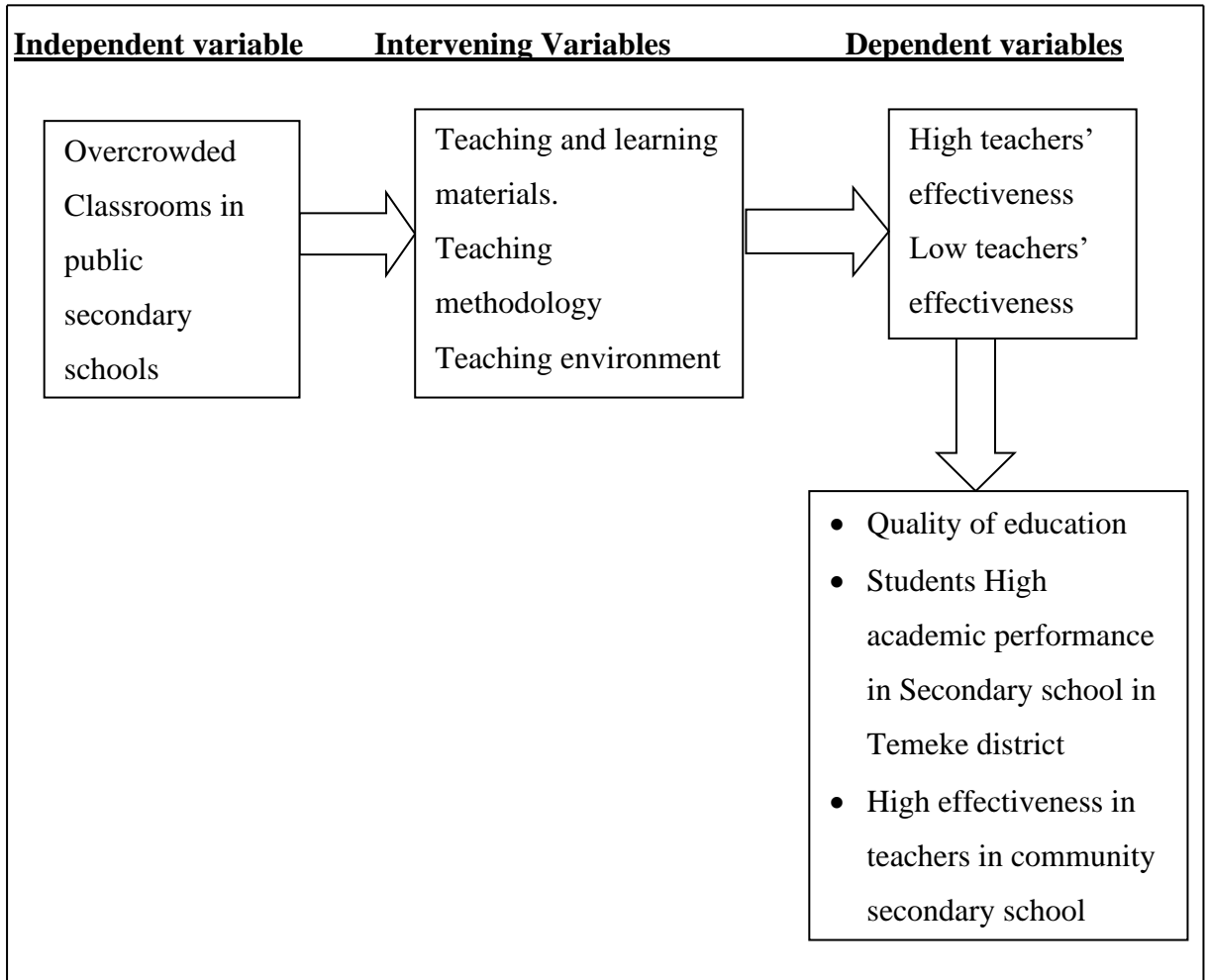


Figure 2.1: Conceptual Framework

Source: Researcher concept 2022

Figure 2.1 showing the impact of overcrowded classrooms on teachers' effectiveness in Temeke District in Tanzania

There is a good relationship between dependent variables and independent variables because Overcrowded classrooms have impact on teacher's effectiveness. The presence of teaching and learning resources, community involvement, good teacher-student ratio, good classrooms, physical facility, availability of desks and chairs and good school management, all these facilitate good students' academic performance in public secondary schools in Temeke district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents the introduction, the geographical location of the study area, the research approach, the research design, target population sample and sampling procedures, data collection methods, validity and reliability of the instruments, data analysis procedures, trustworthiness, ethical consideration, limitation of the study and conclusion of the chapter.

3.2 Area of the study

This study was conducted in six public secondary schools in Dar es Salaam city particularly in Temeke district. The schools selected are Mbande secondary, Chamazi secondary, Saku secondary, Mbagala secondary school and Nzasa secondary school, and Charambe secondary school. Reasons chosen include an overcrowded classroom which leads to a high number of teachers' workload and affects students' academic performance.

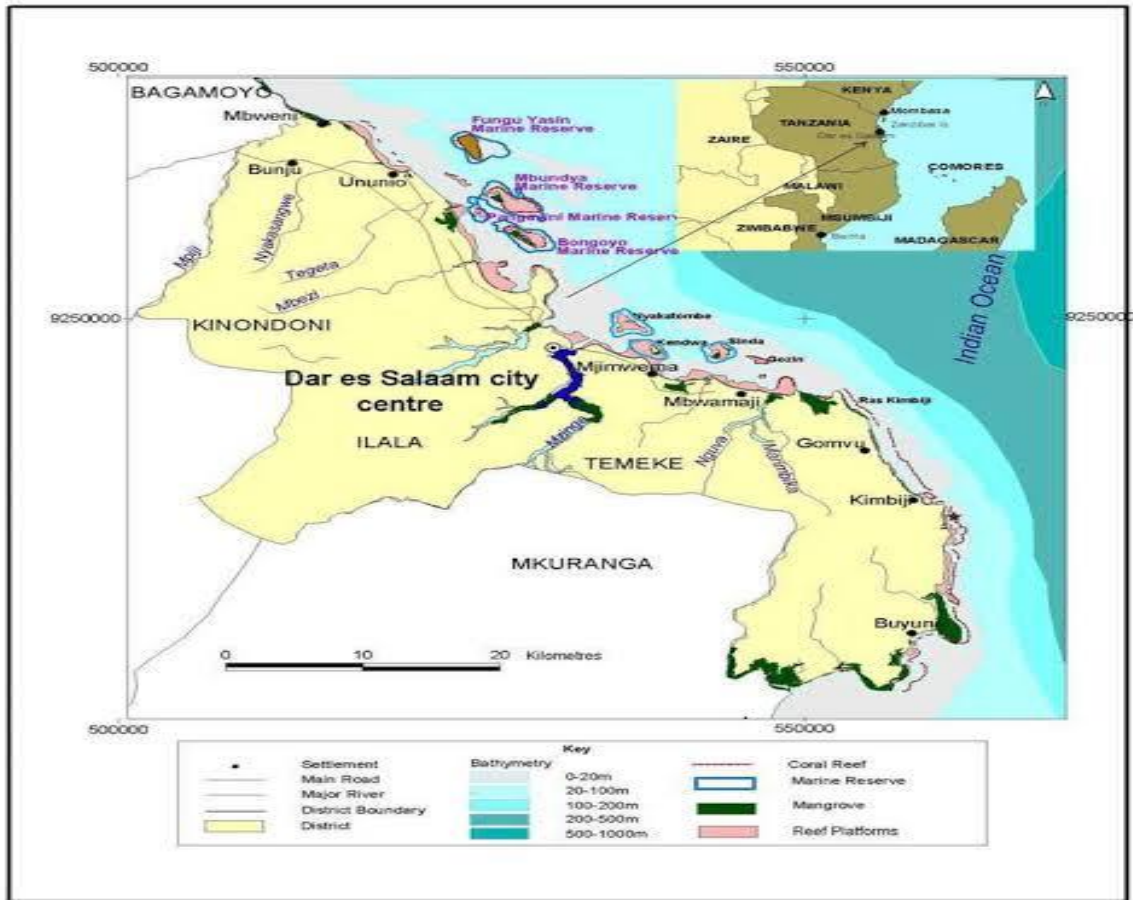


Figure 3.1: The map of Temeke where the study will be conducted.

Source: Research field 2022

3.3 Research Approach

This study adopted mixed research approach that involve both quantitative and qualitative research since it allows the researcher to see and understand the context within which decisions and actions take place. The researcher assessed the effect of overcrowded classrooms on teacher's effectiveness in Temeke District. This approach also allowed teachers to express their feelings and thoughts freely about teaching in an overcrowded classroom.

3.4 Research design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible. This study employed descriptive survey design.

3.5 Target Population, Sample and Sampling Procedures

3.5.1 Target Population

The target population of this study was 1500 respondents was selected randomly and purposively from public secondary school in Temeke district. The respondents who participated in the study includes heads of schools of public secondary schools mentioned above and education officers of secondary schools in the district as well as school teachers. According to (Kurubone,2019) claims that, sample population cannot be obtained without using a formula, therefore the formula for obtaining the sample size will be as follows.

$$n = \frac{N}{\dots}$$

$$\frac{(N \times E)^2 + 1}{\dots}$$

n=Sample size

N=Population of size

E=Marginal of error

$$N = n(N \times E^2) + 1$$

$$N = 139(139 \times 0.05 \times 0.05) + 1$$

$$N = 0.05 \times 0.05 + 1 \times 139$$

n=139.025

3.5.2 Sample Size

The sample refers to the wide variety of objects to be selected from the population to constitute a sample. Within the occasion, the sample is cautiously selected to reflect the population characteristics. The facts obtained from the sample may be generalized to the general population. Cohen, et al (2017) claims that for a population that is less than one hundred units, researchers should use the complete population.

Table 3.1: The table that show frame of population sample

| S/N | SCHOOLNAME | POPULATION OF HEADTEACHERS | | POPULATION OF TEACHERS | | |
|--------------|---------------------|----------------------------|----------|------------------------|-----|------------|
| | | TARGET | SAMPLE | NUMBER OF TEACHERS | % | SAMPLE |
| 1 | Mbande Sec school | 1 | 1 | 60 | 40% | 24 |
| 2 | Chamazi Sec school | 1 | 1 | 56 | 40% | 22 |
| 3 | Saku Sec school | 1 | 1 | 50 | 40% | 20 |
| 4 | Mbagala Sec school | 1 | 1 | 70 | 40% | 28 |
| 5 | Nzasa Sec school | 1 | 1 | 49 | 40% | 19 |
| 6 | Charambe Sec School | 1 | 1 | 50 | 40% | 20 |
| TOTAL | | | 6 | 335 | | 139 |

Source: Research field 2020

The researcher decided on a segment and specifically the staffs who blanketed departmental heads, assistant departmental head and lower cadre staffs just like parents' supervisors. This generated a pattern of 133 respondents which could make it less complicated to get adequate and accurate records necessary for this study. Random sampling techniques will be used to collect data from the respondents.

3.5.3 Sampling Procedures

Sampling is a process of selecting a given number of representatives of the target population or the universe in such a way that they represent all attributes of the

population (Cohen et al, 2000). Two sampling techniques were employed in this study, namely random sampling and criterion or purposive sampling.

3.5.4 Sampling techniques

This study will use two sampling techniques, one is random sampling techniques for quantitative data, and the second one is criterion or purposive sampling.

3.5.4.1 Random sampling

is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population, if for some reasons the sample does not represent the population, the variation is called a sampling error. Under random sampling techniques the respondents have equal chance of being selected by the researcher (Kurubone, 2019).

3.5.4.2 Purposive sampling

Purposive sampling refers to a group of non-probability sampling in which units are selected because they have characteristics that is needed in the sample (Toby,2020). This sampling technique will be used to select heads of school from their schools. Heads of school will be selected purposively to get involved in the study because of the needed characteristics that they possess. Additionally, because of the experience and deeper understanding of the subject matter and the problems they experience in leading overcrowded schools.

3.6 Data collection methods and Instruments

A research method is a specific plan, strategy or structure which shows how data was collected effectively and efficiently (Enon, 1998). A research method refers to a plan or

procedure for gathering information, portraying when, from whom and in what situation the information was obtained. Questionnaires, interviews and interviews was used to collect data from school headteachers and education officers.

3.6.1 Primary Data

In this study the primary data was collected mainly through questionnaires and interviews. Primary data are those data which are collected afresh and for first time and those happen to be original in character (Kothari, 2004). The study included data about number of periods taught per week, administrative roles performed by a teacher, number of students in classrooms and internal tests and exercises administered by teachers.

3.6.2 Secondary Data

This study collected secondary data from the available secondary's sources like journals, books, magazines and library as well as published research works. The researcher employed continuous assessments of the teacher's workloads as which was obtained from the class journal. By looking on the number of teacher's periods and works loads per week the researcher was able to know and understand how the teachers have been affected by overcrowded classrooms.

3.6.3 Questionnaires research tool

Survey method is a strategy for gathering data from a large population (people or objects) It involves collection of data from several units or institutions, such as all secondary schools, ministries, or higher learning institutions. Questionnaires are the research tools that involve the use of written questions or items to which respondents respond individually in writing. Both open and closed ended questionnaires types are

cost effective and efficient, and can elicit a lot of different types of information (Kurubone,2018).

3.6.4 Interview research tool

Interviewing headteachers and D.E.O was used to determine how overcrowded classrooms affect teacher's effectiveness influence on quality of teaching and learning process. Interviews was conducted to find out what is in someone else's mind and then gather their stories. Semi-structured interviews was allowed for the ordering of questions to be employed flexibly to take account of the priority accorded each topic by the interviewer.

3.7 Validity and Reliability of the Instruments

In order to ensure the validity and reliability of instruments, the researcher employed triangulation and pilot study. Triangulation is the principle pertaining to the goal of seeking at least three ways of verifying or corroborating a particular event description of fact being reported by the study (Yin, 2018).

3.7.1 Validity

In order to assess the validity of each instrument, each instrument was pre-tested and thoroughly analyzed to check for any consistencies and abnormality. When abnormalities are found they were adjusted accordingly. It is important to conduct a pre-test as advised by Creswell (2018) who argues that it brings to light the weakness of the questionnaires and also of the research instruments.

3.7.2 Reliability

In order to ensure reliability of the data, the researcher ensured transparency to all respondents, systematic approach to data collection from the respondents' sources is maintained. Also, the researcher maintained an audit trail, documenting clearly the flow and processing of the data in transparent ways.

3.8 Data Analysis

Data collected from the respondents was tabulated in the form of themes for qualitative data. The responses were coded and categorized into specific objectives of the study by basing on semantic data analysis and themes. The response obtained from the respondents by using interview methods was organized and presented in term of themes. For the case of quantitative data, the researcher used the statistical package for social sciences (SPSS) version 20 in the data analysis. The results of data analysis were presented by using five likert scale of strongly agree, Agree, Disagree and strongly disagree.

3.9 Trustworthiness

Trustworthiness was determined by testing the data analysis findings and conclusions and determining how credible the data is (Nieuwenhuys, 2011). With this in mind, Guba and Lincoln (2005) claim that the following strategies were used to ensure the trustworthiness of qualitative research: credibility, transfer-ability, dependability, and confirm ability. Credibility is an evaluation of whether or not the research findings represent a credible interpretation of the data drawn from the participants' original data (Guba & Lincoln, 2005). According to Morrow (2005): Transfer-ability refers to the extent to which the reader is able to generalize the findings to his or her context.

Dependability refers to the way the study is conducted and states that the study should be consistent across time. Confirmability is based on the acknowledgement that the research is never objective.

In order to strengthen the data for this study, more than one data collection tool was used. Participants were also asked to read their transcripts after they had been transcribed to ensure that the information was correctly interpreted. A colleague was also asked to join the researcher in observing classrooms so that there was more than one observer and the researcher could compare notes and strengthen the data. The concept of content validity will be used in this study. Content validity implies that the data collection instruments cover the areas that they claim to cover (Wilson, 2009). These instruments will be examined by more than one person to check if they are actually covering the area of teachers' experiences.

3.10 Ethical Considerations

Turner and Fodder (2019) assert that ethical responsibility is crucial for any research. According to Drew (2007), paying attention to ethics calls for additional consideration and work during an inquiry. The rights, privacy, dignity, and sensitivities of all study participants must be respected, according to the American Educational Research Association's (AERA) Ethical Standards from 2002.

Drew (2007) asserts that a researcher's major duties are to gain consent, safeguard participants from harm, and preserve privacy. A good researcher should enjoy carrying out ethical and legal studies (Mugenda & Mugenda, 2017).

This instructs a researcher to adhere to specific guidelines and rules before, during, and after the study's conclusion and report-writing. By obtaining approval from the Vice

Chancellor of the Open University of Tanzania, the Region Administrative Secretary of Dar es Salaam, and the District Administrative Secretary of Temeke to set up advance plans and a schedule for data collection, this study considered all ethical considerations. By using the respondents' pseudonyms instead of their real names, the researcher was able to maintain secrecy. While composing the proposal and study report, the researcher used only data from sources that were mentioned to prevent plagiarism. The researcher assigned numbers to the instruments that were returned, maintaining participant privacy while maintaining individual anonymity.

Consent refers to the process by which an individual decides whether or not to participate in the study (Drew, 2007). The researchers' responsibility is to ensure that the participants fully understand the purpose of the research, the methods used in the study, as well as the risks and demands placed on the participants (Best & Kahn, 2006).

Confidentiality and anonymity were promised to each participant, as well as to the school taking part in the study. No one's real identity was made public. Additionally, the real name of the institution was omitted. Pseudonyms were also utilized by the researcher to identify the individuals. Additionally, participants were made aware that they could discontinue the study at any moment. Participants were given the assurance that they could examine the transcripts after the data had been transcribed to make sure that no information had been distorted. Participants were also given the assurance that the research would not in any way hurt them and would instead be to their advantage by helping to make improvements to the instructional environment.

3.11 Conclusion

The research methodology, including the paradigm, approach, and data collection tools used in the study, are summarized and described in this chapter. Additionally, the sample size and methods were discussed. The data analysis, reliability, ethical issues, and limitations were then discussed. The findings produced by the data are presented and discussed in the subsequent chapter.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents the results of the data analysis from the 133 sample of respondents. The study had three objectives: to assess the situation of classrooms in terms of overcrowding in Temeke district; to determine the factors influencing overcrowded classrooms' teachers' effectiveness in Temeke district; and to assess problems that limit overall teachers' effectiveness in community secondary schools in Temeke district. There were 206 responses, giving the poll a 95% response rate. Depending on the research objectives and questionnaire items, the data was analyzed using a statistical tool to generate frequency distribution tables and correlations. The results are presented below.

4.2 Demographic Characteristics

The demographic factors of respondents analyzed were gender, age, educational background and experience.

4.2.1 Gender Distribution

The results (Table 4.1) obtained from respondents are shown in the table below. Female employees make up 77 percent of the workforce (58%). Male employees make up 56 (42%) of the workforce. As a result of the gender distribution, the Temeke district teachers' offices have more female employees than male employees.

Table 4.1: Respondents Gender Distribution of respondents(4.1

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|------------------|----------------|----------------------|---------------------------|
| Valid | Male | 65 | 48.9 | 48.9 | 48.9 |
| | Female | 68 | 51.1 | 51.1 | 100.0 |
| | Total | 133 | 100.0 | 100.0 | |

Source: Data analysis 2022

4.2.2 Age Distribution

According to the findings of (Table 4.2), respondents aged 25-30 account for roughly 18% of all respondents. The 30-35 age came in second, accounting for over 14 percent of all responders (38%). The senior age group of 40-45 years old accounted for roughly 31% of the total. The penultimate age group was individuals aged 45-50, who accounted for fewer than 12% of the total. As a result, it is possible to deduce that the majority of responders are young and middle-aged people aged 30-35. This information agrees with (Kurubone,2022), who claims that the majority of working groups in Tanzania have an age range of 20-35 years old because most of them started primary school when they were still young and thus joined working stations when they were still young. However, the researcher observed that there were a significant number of elderly individuals present, and they were among the respondents that the researcher contacted. Based on their facial expressions, it appears that a good number of them are about to retire from their jobs.

Table 4.2: Respondents Age Distribution (4.2)

| Age | Frequency | Percent | Percent | Cumulative Percent |
|--------------|------------|--------------|--------------|--------------------|
| 25-30 | 24 | 18.0 | 18.0 | 18.0 |
| 30-35 | 51 | 38.3 | 38.3 | 56.4 |
| 40-45 | 42 | 31.6 | 31.6 | 88.0 |
| 45-50 | 16 | 12.0 | 12.0 | 100.0 |
| Total | 133 | 100.0 | 100.0 | 100.0 |

Source: Data analysis (2022)

4.2.3 Education Level Distribution

When looking at the employees' level of education, Table 4.3 demonstrates that employees with bachelor degrees outnumber those without, accounting for 55.6 percent of all respondents. They are closely followed by employees with a Diploma, who account for roughly 27% of all replies. Masters degree holders account for about a quarter (27%) of all respondents, whereas no PhD grads account for nearly 0%. As a result, people without a master's degree must enroll in postgraduate programs, while those with a diploma must enroll in bachelor programs. Otherwise, the council has sufficient personnel resources to carry out their obligations, as the majority are educated from diploma to degree and master's level. Education is a hopeful component that may contribute to the school doing well in school academic concerns; since when the institution has good and well-educated teachers, kids do better than when teachers are not professionals.

Table 2.3: Respondents Education Level Distribution

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|------------|--------------|---------------|--------------------|
| Diploma | 45 | 33.8 | 33.8 | 33.8 |
| Degree | 74 | 55.6 | 55.6 | 55.6 |
| Masters | 14 | 10.5 | 10.5 | 10.6 |
| Total | 133 | 100.0 | 100.0 | 100.0 |

Source: Data analysis 2022

4.3 Descriptive Statistics Results Variable

Overcrowded classrooms in public secondary schools were one of four independent variables studied. The data was analyzed primarily using means, standard deviation, maximum and minimum scores.

4.3.1 Assessment of the Situation of Classrooms in Terms of Overcrowding in Temeke District

The respondents were asked to share their thoughts on the overcrowding of schools in the Temeke area. The first question was about the teacher-student ratio in Temeke district classes. Following their response, the statistical approach known as the 5-point Likert scale was used to determine the importance of their agreement. For the Temeke district, descriptive statistics (mean, standard deviation, minimum, and maximum scores) were generated. Table 4.5 shows the results of five tests. The findings indicate that the perceived fairness accuracy of the teacher-student ratio has an effect on instructors' effectiveness and student success, as well as teachers' performance on their duties. The researcher asked the teachers if there were overcrowded classrooms in the

Temeke district. The following were the outcomes: Respondents strongly agreed that high teacher student ratio in classrooms lead to overcrowded classrooms in Temeke district 78(59%), respondents also agreed that the classrooms in Temeke district are overcrowded strongly agree 58(44%), respondents also agreed that there is overcrowded classrooms in Temeke district 69(52%), respondents agreed that there is overcrowded classrooms in Temeke district. On the other hand, respondents highly agreed (84%) that a range of learning models are used. Respondents were asked the same question by the researcher on how do they see the situation of classroom in their schools. The findings from interview indicated that the classrooms are overcrowded and they cause difficulties in teaching. Especially when you are alone and teaching big class, students cannot be assisted at a time. They further indicated that, students and teacher's performance are interfered due to the big number of students in a single classroom. It was interesting to see the answer from the respondents as follows; one male head of school said the following words.

My school's condition is problematic because one stream has nearly 76 kids in the classroom; this has hampered instructors' efficacy because teachers cannot be effective if they educate such a large number of students in one stream.

Also, another school headmistress with commented that.

Classroom learning environments are not conducive because classes have more students than they can accommodate. For example, it is common for one classroom to house more than 78 kids, which has an impact on instructors' efficacy and children' academic achievement because teachers do not have time to rest due to the enormous number of pupils in the classes.

Also, another heads of school articulated that

The classroom situation is not favorable since students at my school are learning in overcrowded classrooms;

sometimes certain teachers experience difficulty when marking students' exercise books examinations due to the problems of overcrowded classrooms..

The above findings indicate that the situation of classrooms in Temeke districts I very bad as the respondents have said.

Table 4.4: Descriptive Statistics Results to the situation of classrooms in terms of overcrowding in Temeke district

| Item | Statement | Response | | | | Total |
|------|---|----------|-----------|-----------|-----------|-------|
| | | SA | A | D | SD | |
| 1 | There is High teacher student ratio in classrooms | 78(59%) | 20 (15%) | 18 (13%) | 17 (13%) | 100% |
| 2 | There are overcrowded classrooms | 58(44%) | 34(25%) | 21(16%) | 20(15%) | 100% |
| 3 | There is overcrowded classrooms | 69(52%) | 27(20%) | 27(20.5%) | 10(7.5%) | 100% |
| 4 | Teacher student ratio in your classroom is more than 45 students in the classroom | 79(59%) | 30(22.1%) | 14(10.5%) | 10(7.5%) | 100% |
| 5 | Variety of learning model are used | 84(63%) | 16(12.0%) | 19(14%) | 14(10.5%) | 100% |
| 6 | Students participate in learning effectively | 76(57%) | 11(8.2%) | 33(25%) | 13(10%) | 100% |

Source: Research findings 2022

4.3.2 Descriptive Statistics Results for the factors influencing classrooms towards teachers' effectiveness in Temeke district.

In the Temeke district, descriptive statistics were generated for the factors influencing classrooms and instructors' efficacy. The researcher asked respondents about the factors that influence classrooms and teacher effectiveness in Temeke district. The results show that respondents strongly agree (87%) that political policy is one of the factors that influence classrooms and teacher effectiveness in Temeke district. Furthermore, respondents in Temeke district highly agree (65%) that a lack of adequate teaching and

learning resources influences classrooms and teacher performance. Furthermore, respondents in Temeke district highly agreed that fee-free education policy was one of the factors influencing classrooms and instructors' efficacy. Furthermore, respondents in Temeke district highly agreed that fee-free education policy was one of the factors influencing classrooms and instructors' efficacy. Respondents in Temeke district who strongly agreed that a lack of teaching staff is one of the factors influencing classrooms and instructors' effectiveness were 64 (48%). Also, the researcher asked the respondents about the factors influencing classrooms towards teachers' effectiveness in Temeke district.

The findings indicate that issues like low salaries, poor remunerations, poor working condition and large number of students in the classroom, directly affects their effectiveness. These kind of environment and conditions makes the work tough and sometimes they said that they feel like neglected and less valued. They said that, sometimes they get frustrated in such a way that they feel like stressed too much and emotionally unstable. One head of the school said that:

the major factors that are affecting teachers' effectiveness includes low salaries and remuneration, poor working conditions, overcrowded classroom caused by fee free education programs as well as lack of motivation from the government all these have

Another school headteachers had this to comment:

Teachers' effectiveness may be affected by a number of factors. however, most factors are related to the school environment, for example lack of good motivation from the government is the major factor that influence teachers' effectiveness, nevertheless, poor and shortage of teaching and learning tools also do influence teachers' effectiveness in general.

Another school headmistress also commented on the same line as follows: while providing answer on the same question he said that.

There are some learning activities which mostly supports to improve teacher's effectiveness. Particularly, when you engage students. The problem in our school is that, our classroom carries a big number of students contrary to its capacity in such a way that, you need to sometimes to use less engaging techniques to save time and energy. of which, this also affects teaching effectiveness.

Table 4.5: Descriptive Statistics Results for the factors influencing overcrowding classrooms towards teachers' effectiveness in Temeke district.

| Item | Statement | Response | | | | Total |
|------|--|----------|-----------|-----------|-----------|-------|
| | | SA | A | D | SD | |
| 1 | Political policy | 87(65%) | 23 (17%) | 13 (10%) | 10 (8%) | 100% |
| 2 | Lack of enough teaching and learning resources | 65(48%) | 25(19%) | 29(22.5%) | 14(10.5%) | 100% |
| 3 | Fee free education policy | 54(41%) | 33(25%) | 20(15%) | 26(19%) | 100% |
| 4 | Shortage of teaching staffs | 64(48%) | 26(19.5%) | 25(19.5%) | 18(13%) | 100% |

Table 4.5 Descriptive Statistics Results for the problems that limit overall teachers' effectiveness due to the overcrowded classrooms.

Descriptive statistics were computed for the issues that restrict overall teacher effectiveness in the Temeke district due to overcrowded classrooms. Six different things were computed. The findings indicate that inadequate public perception support from the government is one of the factors limiting overall teacher effectiveness as a result of overcrowded classrooms in Temeke district secondary schools, which got the highest strong agreed (78(59%). Because it scored strongly agree 70(52%), lack of parental support has been identified as one of the issues limiting overall teachers' performance owing to overcrowded classrooms. Also, education trends appeared as a problem that

limits overall teacher efficiency owing to overcrowded classes, with 65(49%) strongly agreeing. Nonetheless, an overemphasis on standardized testing is one of the issues limiting overall instructors' effectiveness due to overcrowded classes, as it scored strongly 69(52%). Balancing a diverse range of kids is also one of the issues that limit overall instructors' performance in overcrowded classrooms, as 75(56.5%) agreed strongly. Furthermore, respondents were questioned if insufficient government assistance may produce problems that limit overall teacher effectiveness owing to overcrowded classes. According to the findings, respondents agreed with the rate of strongly agreeing 83(62%). Based on the comments received from respondents regarding the issues that limit overall teacher effectiveness due to overcrowded classrooms, One school headmistress stressed the following words:

,Balancing a diverse range of children, a lack of parental support, a lack of sufficient finance, an overemphasis on standardized tests, poor public impression, and educational trends all restrict teachers' efficiency in Temeke District.

In other school respondents stressed the following words on the same question about the problems that limit overall teacher's effectiveness due to lack of proper motivation which makes teachers feel down and stressed. Teaching an overcrowded classroom is not easy task. One school headteacher said the following.

There are numerous issues that may limit teachers' effectiveness, for example, a lack of proper and good motivation from the government may lead to poor teacher effectiveness in secondary schools, because motivation can be used as a booster to the school teachers to do their work effectively in their working areas, as evidenced by those school teachers who work in private schools, where they do teach their students effectively and successfully.

Table 4.6: Descriptive Statistics Results to the situation of classrooms in terms of overcrowding in Temeke district

| Item | Statement | Response | | | | Total% |
|------|--------------------------------------|-----------|-----------|-----------|----------|--------|
| | | SA | A | D | SD | |
| 1 | poor public perception | 78(59%) | 21 (16%) | 17 (13%) | 16 (12%) | 100% |
| 2 | Education trends | 65(49%) | 31(23.3%) | 19(13.5%) | 18(13%) | 100% |
| 3 | Lack of parental support | 70(52%) | 25(19%) | 26(19%) | 12(9.0%) | 100% |
| 4 | Overemphasis on standardized testing | 69(52%) | 27(20.1%) | 27(20.5%) | 10(7.5%) | 100% |
| 5 | Balancing a wide range of students | 75(56.5%) | 34(25.5%) | 14(10.5%) | 10(7.5%) | 100% |
| 6 | Poor support from the government | 83(62%) | 15(11.5%) | 25(19%) | 10(7.5%) | 100% |

4.4 Discussion of the Findings

The study's goal was to evaluate the impact of overcrowded classrooms on teacher effectiveness in Tanzania: the case of public secondary schools in the Temeke area. Descriptive statistics were used to analyze the data. The talk expands on the discovery's information derived through data analysis and compares or contrasts the current findings with what has been discovered in previous relevant studies, all while remaining focused on the study objectives. Each discovery's contribution is highlighted. As a result, it enables a clear and comprehensive understanding of the impact of overcrowded classrooms on teacher effectiveness in Tanzania's Temeke district. 4.5.1 To assess the situation of classrooms in terms of overcrowding in Temeke district

Temeke's classroom condition is quite awful in terms of overcrowding. Respondents agreed that there is a high teacher-to-student ratio in the classes, and hence the classrooms are extremely overcrowded. Respondents strongly agreed on this point. This finding is compatible with Constructivist Learning Theory, which asserts that learning is a dynamic and active process of generating meaning and modifying self-constructed understanding in interaction with the environment (Grainger & Dunlap, 1995), as

quoted in Marais (2016). The constructivist learning theory emphasizes, among other things, the four concepts listed below, which are also found in the socio constructivist learning theory: (1) knowledge is produced rather than innate or passively received; (2) information is socially invented rather than discovered; and (3) Effective learning necessitates relevant, open-ended, difficult issues for the learner. From a constructivist standpoint, pupils learned by interacting with their peers, according to Alazani (2016). Teachers have difficulties in overcrowded classrooms since they typically contain a significant number of students. This is a national and international issue that limits options for teaching and learning in the classroom. Classrooms get overcrowded when the learner-teacher ratio is exceeded. Community secondary schools in Tanzania are claimed to be overcrowded since the number of pupils enrolled has exceeded the number of teachers. The Tanzanian government has failed to supply enough teaching and learning materials to those community secondary schools. For example, it is typical to see a book shared by more than 20 students while the book was only intended for one student (Hergreaves, 2019).

4.5.2 To determine the factors influencing overcrowding classrooms towards teacher's effectiveness in Temeke district.

Political policy, a lack of classrooms, a lack of teaching-learning tools, and fee-free education appear to be significant variables impacting overcrowded classrooms and teacher effectiveness in the Temeke District. A high proportion of respondents who replied to the questionnaires agreed that the indicated issues have a detrimental impact on the efficacy of teachers. The fee-free secondary education policy has been seen as the cornerstone to the problem of overcrowded classrooms in Temeke district because it was only after its adoption that things began to shift and overcrowded classrooms

began. Fee-free education policies are inextricably linked to the causes that have led to a growth in the number of pupils in primary and secondary schools in general. The elimination of tuition has resulted in enormous enrollment in basic schools. Tuition-free secondary education has increased the number of pupils enrolling in secondary schools in Tanzania. The findings above are consistent with (Kurubone,2018), who contends that by comparing students enrolled in secondary schools before and after the fee-free education policy, one will agree that soon after the abolition of secondary school fees, the number of students increased, resulting in overcrowded classrooms not only in Tanzania's Temeke district, but also in other parts of the world. 4.5.3 To assess problems that limit Overall teacher's effectiveness in community secondary school in Temeke district.

Some of the issues that limit overall teacher effectiveness in community secondary schools are poor public perception, education trends, a lack of parental support, and a lack of government support. Respondents unanimously agreed that the aforementioned concerns were determined to be the foundation of the challenges restricting teacher effectiveness in Temeke district community secondary schools. Addressing these concerns and raising awareness about the educational environment that our teachers and students experience on a daily basis can aid in increasing teacher retention, student success rates, and overall educational quality in our schools. According to (Allen,2018), teachers must deal with a wide range of student needs regardless of the type of school, but community public secondary schools may suffer the most. While private schools can select students based on an application and an assessment of the best fit for the school and community, public community secondary schools in Tanzania and around

the world, such as the United States, are mandated to accept all students. Furthermore, according to (Barth,2019), the diversity of the students leads to teaching being a tough vocation. Each kid has a distinct background, needs, and learning styles. Teachers must be prepared to work with students of different learning styles in every lesson, which requires greater planning and creativity. Overcoming this barrier, on the other hand, may be an empowering experience for both students and teachers. While many of the best teachers go above and above to compensate for a lack of parental support, the optimal method is a collaborative effort from teachers, parents, and kids. Parents are the most powerful and consistent relationship between the child and school since they are present throughout the child's life, whereas teachers change annually.

When a child recognizes the importance of education, it makes a difference. Parents can also help their children accomplish tasks and interact effectively with teachers.

The finances of community public secondary schools are primarily determined by each individual state's budget and local property taxes, as well as federal support and other sources, but private schools have private funding and often more flexibility in how it is spent. As a result, public school instructors are frequently more affected by a lack of financing and have few options for spending their income. Schools are frequently obliged to make harmful cuts during difficult economic times. Most teachers make do with the resources they are provided or enhance them with their own personal contributions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this research was to investigate the impact of overcrowded classrooms on teacher effectiveness in Tanzania: the case of public secondary schools in the Temeke area. The study's goal was to analyze the issue of overcrowded classrooms in the Temeke district. This chapter focuses on two issues: it summarizes the findings and makes recommendations from the study as well as for future research. 5.2 Summary of the findings

The researcher summarizes the findings that were drawn in regard to the findings of this investigation in this part. The following are highlights from the study: 5.2.1 The situation of classrooms in terms of overcrowding in Temeke district

This study's findings indicate that teachers' experiences in overcrowded classrooms are stressful. Teachers have noticed several stressful situations in an overloaded classroom. Insufficient classroom space, safety and health concerns, minimal student-teacher relationship, disruptive behaviors, teachers having emotional and psychological problems, rising workload, and insufficient time were among these factors. Because desks are heavily packed and pupils are cramped, teachers lack classroom space. Due to the restricted movement, teachers were unable to move around the classroom. The lack of available space has sparked concerns about health and safety. Due to these constraints, it is extremely difficult for the instructor to interact with the students. Because of the little learner-teacher relationship, students feel unimportant, which leads to disruptive behavior. In an overcrowded classroom, teachers became irritated and

unsatisfied, resulting in psychological and emotional issues. The increased burden of teachers is caused by the rising number of students in the classroom. Teachers noted in their remarks that they do the majority of their marking and preparing at home, which interferes with family time and has an impact on their personal lives. There is not enough time to supervise operations and complete obligations. They also spend time addressing arguments, which takes time away from teaching and learning. All of the aforementioned factors suggested that teachers' experiences with overcrowded classrooms are 'stressful.'

5.2.2 Factors influencing overcrowding classrooms towards teachers effectiveness in Temeke district.

According to the teachers' responses and observations, there are numerous and complicated causes contributing to overcrowded classrooms in a selected public secondary school in Tanzania's Temeke District. Poor policy implementation, a fee-free education system, political issues, a lack of adequate school infrastructure such as classrooms, school desks and chairs, a limited number of teaching staff, a poor and limited supply of teaching and learning resources from the government, and a lack of resources were among these factors. The school administration, especially the principal, offers little counsel or aid. The data also indicated that the policies were not being applied properly in several of the secondary schools visited by the researcher. To begin with, enrolment in each classroom exceeds the policy limit.

According to the DBE (2019), the learner-teacher ratio is 31:1. However, in some public secondary schools, the number of students in one stream exceeded 76, making it difficult for the number of school instructors to educate students, showing that the policy is not being implemented in some of the schools. Teachers are also ill-equipped

to deal with overcrowded classrooms, limiting their ability to address the issue. Some schools faced resource shortages, which hampered teaching and learning. Teachers remarked that due to a lack of resources, lessons cannot be enjoyable and exciting. All of the aforementioned factors have greatly contributed to overcrowding in Temeke district secondary schools. 5.2.3 Problems that limit Overall teachers effectiveness in community secondary school in Temeke district.

Although the instructors' experiences with overcrowded classes are difficult, they are dealing with the problem. Teachers mobilize, mobilize, and prepare individual resources to deal with overcrowded classrooms. To engage pupils in active learning, teachers used group work activities, as well as extra work and scheduled lessons. Positive behavior was also rewarded with rewards. Teachers also mentioned that they establish clear guidelines and processes. While some instructors employed inventive tactics to deal with overcrowded classes, others used unpleasant strategies including screaming, shouting, and physical punishment. According to the survey findings, teachers are the most significant component of the global education system. There can be no dynamic teaching without a dynamic instructor.

5.1.1 The way on how overcrowded classrooms affect teacher's efficacy in community secondary school in Temeke district.

Overcrowded classrooms have a negative impact on teacher efficacy because they disrupt good teaching since most teachers struggle with instructional challenges, discipline, physical problems, and appraisal issues. Teachers' self-efficacy has a significant impact on both student academic success and teacher effectiveness. Most of the time, teachers' self-efficacy has a significant role in affecting critical academic

outcomes such as student achievement and motivation and welfare in the workplace. instructors' efficacy promotes excitement for teaching, as well as a strong dedication to the profession. It also increases the amount of persistence in both instructors and pupils. Teachers, on the other hand, may lose effectiveness and become less dynamic as a result of their teaching environments. Teachers who deal with teaching challenges may feel inadequate, perplexed, irritated, and lonely. Female teachers encounter considerable educational hurdles in Tanzania. Female teachers' performance diminishes as a result of classroom congestion. The performance of a school's students has an effect on the effectiveness of its teachers. Overcrowding in the classroom has a negative impact not just on student progress but also on instructor effectiveness. Responses also indicated that they remain hopeful and optimistic. They responded with the learners' best interests in mind, stating that they want what is best for the learners. They also admitted that when they are in this situation, they manage.

5.3 Conclusion of the study.

This study focused on the effect of overcrowded classrooms on teacher's effectiveness in Tanzania's public secondary schools in Temeke district. From the findings it can be concluded that overcrowding impairs teacher's ability to pay attention to students while also increasing school violence in the classroom. Students achieve less in these schools, and rates of teacher and student absenteeism are higher than in schools that do not have these issues. By having high number of students in the classrooms, the instructors do not communicate with students effectively in the classrooms. Teachers are unable to help struggling students who require extra attention. Moreover, due to the large number of students in a class, teachers are unfamiliar with the student's names, making them

feel insignificant. Student's personal connections are also deteriorating. From the data it is evident that students and teachers have little interaction in classrooms

5.2 Recommendations

Practically, schools can employ a variety of strategies to develop teachers and school capacities in order to deal with overcrowded classes in secondary schools. The following are some options that the schools under consideration could employ as stepping stones to alleviate congested classrooms. When appropriate, other schools in a similar circumstance can adopt and modify some of the strategies mentioned in this study. Based on the findings, the following recommendations were made for this study:

First, Teachers can reduce stress induced by increased workload by implementing team planning and team teaching. Several guidelines are provided for instructors to read and use as a guide. However, it is recommended that teachers develop their own rules that are specific to their classrooms. Second, debriefing sessions should be held so that instructors can share their concerns and offer moral support to one another. Every Friday after school, debriefing meetings can be arranged so that quick steps can be taken before it's too late. Third, Tanzania's Ministry of Education, Science, and Technology should provide schools with psychological support for teachers who are dealing with the stress of overcrowded classrooms.

In partnership with teachers, particularly those teaching in overcrowded classes, the School Management Team may now construct a "priority" list with defined deadlines for achieving priority. Fourth, School policies should be used as a guide, and the school should seek support from relevant stakeholders if necessary. In these forums, policy implementation should be debated in relation to the enrolment of students in each

classroom. Fourth, the school administration should meet on a regular basis to promote professional development and team building. Fourth should also consider how they may assist instructors with disciplinary and curricular difficulties so that they can dedicate more time to teaching. Teachers' exceptional efforts in dealing with overcrowded classrooms should be acknowledged and rewarded. However, coordinated efforts in schools are essential so that teachers are not burdened alone and are not forced to choose undesirable options.

5.3 Recommendations for further research

In light of the findings of this study, several recommendations are made as strategies to improve the impact of overcrowded classrooms on teacher effectiveness. Education should be prioritized by the government by devoting enough resources to the field. Education receives the largest financing in developed countries, yet it receives the least (13.7%) in Tanzania. Despite being thirteen percent lower than the defense and power industries, corrupt officials devour this (13.7%). Education is critical to society since technological advancement is impossible without it; hence, the government should consider declaring an education state of emergency. The authorities should accept, in terms of limited seats, that admitting all and delivering half education is risky. The government and educators should follow UNESCO's suggestion of a 1:25 teacher-to-student ratio, and aging school structures should be refurbished and new ones built to improve academic achievement

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE FOR SCHOOL TEACHERS

INTRODUCTION

Dear Respondent,

I, Mashaka Dauden, a student at The Open University of Tanzania pursuing a Master of Education in Administration, Planning and Policy Studies, am currently carrying out a study on the **effect of overcrowded classrooms on teachers' effectiveness in Tanzania: the case of public secondary schools in Temeke district**. Remember that the information provided will be used for academic purpose only. Your time in filling this questionnaire is highly appreciated.

SECTION A: Demographic information:

Instruction: Please tick where applicable.

1. Gender: Male () Female ()
2. Age: 20-25 () 25-30 () 30-35 () 35-40 () 40+ ()

SECTION B: Training

1. Highest Level of Education:

1. Certificate () 2. Diploma () 3. Degree () 4. Masters () 5. PhD ()
6. Others ()

SECTION B

A. Study questionnaires

This section assesses to find out. **the effect of overcrowded classrooms on teachers' effectiveness in Tanzania: the case of public secondary schools in Temeke district**.

Please indicate the level of your response by circling the number of your selection. The rating is: 5= Strongly agree, 4= agree, 3= Neutral 2= Strongly disagree 1=Disagree

| To assess the situation of classrooms in terms of overcrowding in Temeke district | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|---|-----------------------|--------------|----------------|--------------------------|-----------------|
| There is High teacher student ratio in classrooms | 5 | 4 | 3 | 2 | 1 |
| There overcrowded classrooms | 5 | 4 | 3 | 2 | 1 |
| Teacher student ratio in your school is more than 80 students in the classroom | 5 | 4 | 3 | 2 | 1 |
| Variety of learning model are used | 5 | 4 | 3 | 2 | 1 |
| Learning habits to the students are constantly structured | 5 | 4 | 3 | 2 | 1 |
| Students participates in learning effectively | 5 | 4 | 3 | 2 | 1 |
| Factors influencing overcrowding classrooms towards teachers' effectiveness in Temeke district | Strongly agree | Agree | Neutral | Strongly | Agree |
| Political policy | 5 | 4 | 3 | 2 | 1 |
| Lack of enough resource's facilities | 5 | 4 | 3 | 2 | 1 |
| Fee free education policy | 5 | 4 | 3 | 2 | 1 |
| Shortage of teaching staff | 5 | 4 | 3 | 2 | 1 |
| Shortage of classrooms | 5 | 4 | 3 | 2 | 1 |
| Shortage of enough teaching and learning resources | 5 | 4 | 3 | 2 | 1 |
| Problems that limit overall teachers' effectiveness | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
| Poor public perception | 5 | 4 | 3 | 2 | 1 |
| Education trends | 5 | 4 | 3 | 2 | 1 |
| Lack of parental support | 5 | 4 | 3 | 2 | 1 |
| Lack of proper funding | 5 | 4 | 3 | 2 | 1 |
| Overemphasis on standardized testing | 5 | 4 | 3 | 2 | 1 |
| Balancing a wide range of students | 5 | 4 | 3 | 2 | 1 |
| Poor support from the government | 5 | 4 | 3 | 2 | 1 |

Thank you so much for your cooperation!

APPENDIX II: RESEARCH INTERVIEW QUESTIONS TO THE SCHOOL

HEAD TEACHERS

INTRODUCTION

Dear Respondent,

I, Mashaka Dauden, a student at The Open University of Tanzania pursuing a Master of Education in Administration, Planning and Policy Studies, am currently carrying out a study on the **effect of overcrowded classrooms on teachers' effectiveness in Tanzania: the case of public secondary schools in Temeke district**. Remember that the information provided will be used for academic purpose only. Your time in filling this interview questions is highly appreciated.

SECTION A: Demographic information:

Instruction: Please tick where applicable.

1. Gender: Male () Female ()
2. Age: 20-25 () 25-30 () 30-35 () 35-40 () 40+ ()

SECTION B: Training

1. Highest Level of Education:

1. Certificate () 2. Diploma () 3. Degree () 4. Masters () 5. PhD ()
6. Others ()

SECTION B

A. Study Interview questions

This section assesses to find out. **the effect of overcrowded classrooms on teachers' effectiveness in Tanzania: the case of public secondary schools in Temeke district**.

1. **The situation of classrooms in terms of overcrowding in Temeke district**

How do you see the situation of overcrowded classrooms in Temeke district?

How is the teacher student ratio in Temeke District?

Students participates in learning effectively at your school?

2. Factors influencing overcrowding classrooms towards teachers' effectiveness in Temeke district

What do you think are the factors that lead to the school overcrowded in Temeke District?

3. Problems that limit overall teachers' effectiveness

What are the problems that cause limit of overall effectiveness to teachers in community secondary schools?

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
-
-

APPENDIX III: RESEARCH INTERVIEW QUESTIONS TO THE SCHOOL

EDUCATIONAL OFFICERS D.E.O

INTRODUCTION

Dear Respondent,

I, Mashaka Dauden, a student at The Open University of Tanzania pursuing a Master of Education in Administration, Planning and Policy Studies, am currently carrying out a study on the **effect of overcrowded classrooms on teachers' effectiveness in Tanzania: the case of public secondary schools in Temeke district**. Remember that the information provided will be used for academic purpose only. Your time in filling this questionnaire is highly appreciated.

SECTION A: Demographic information:

Instruction: Please tick where applicable.

1. Gender: Male () Female ()
2. Age: 20-25 () 25-30 () 30-35 () 35-40 () 40+ ()

SECTION B: Training

1. Highest Level of Education:

1. Certificate () 2. Diploma () 3. Degree () 4. Masters () 5. PhD ()
6. Others ()

SECTION B

A. Study Interview questions

This section assesses to find out. **the effect of overcrowded classrooms on teachers' effectiveness in Tanzania: the case of public secondary schools in Temeke district**.

1. **The situation of classrooms in terms of overcrowding in Temeke district**

How do you see the situation of overcrowded classrooms in Temeke district?

How is the teacher student ratio in Temeke District?

Students participates in learning effectively at your school?

2. Factors influencing overcrowding classrooms towards teachers' effectiveness in Temeke district

What do you think are the factors that lead to the school overcrowded in Temeke District?

3. Problems that limit overall teachers' effectiveness

What are the problems that cause limit of overall effectiveness to teachers in community secondary schools?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Appendix V: The budget of the study.

| The scholar anticipates spending Tsh 1,605,000 as broken down. No Activity Tsh | 1,605,000. as broken down. Qty Unit cost Tsh | Total cost |
|--|---|------------------|
| 1. Proposal drafting and Final drafting | 60,000 | 120,000 |
| Pen and pencils | 4000 | 120,000 |
| Internet service | 60,000 | 300,000 |
| Meals during field work | 150,000 | 24,000 |
| Secretarial service paper | 1 ream 12,000 | |
| 2. Testing questionnaire | | |
| Transport to schools | 2 50,000 | 100,000 |
| Secretarial service | 16,000 | 32,000 |
| Meals during field work | 15,000 | 30,000 |
| 3. Data collection and report writing. | | |
| Transport to school | 4 150,000 | 300,000 |
| Meals during field work | 1 60,000 | 60,000 |
| Secretarial services paper | 5copies 150,000 | 300,000 |
| Transport to consultation | 5 copies 35,000 | 175,000 |
| Typing and printing | 5 copies 20,000 | 100,000 |
| Binding | | |
| GRAND TOTAL | | 1,605,000 |

Appendix VI: Time Schedule

The researcher anticipates taking three months to complete the study as indicated below:

| ACTIVITY | PERIOD | TOTAL TIME |
|-------------------------------------|---------------------------------|-------------------|
| Proposal writing | April – May 2021 | Two months |
| Proposal defense | 1st – 14th June 2021 | Two weeks |
| Testing research instruments | 15th – 30th June 2021 | Two weeks |
| Data collection | 1st – 14th July 2021 | Two weeks |
| Data analysis and interpretation | 15th July – 29th August 2021 | Two weeks |
| Report writing | 30th – 2nd August 2021 | One week |
| Typesetting and binding | 3rd – 8th August 2021 | 5 days |
| Thesis defense | 10th – 24th August 2021 | Two weeks |
| Thesis submission | 1st – 7th September 2021 | One week |

Appendix VII: Recognition Letter**TO WHOM IT MAY CONCERN**

I am a student at the Open University of Tanzania and am presently enrolled for a research module that forms part of the structured Master of Education in Administration, Planning and Policy Studies.

In order to obtain the necessary research knowledge and skills that I need for this module; I am required to complete a fieldwork assignment in school. The assignment requires that I collect data, analyse this data and formulate conclusions. Then I have to write a research report which is submitted and for which I am graded. Kindly take note that both the name of the school and the names of individual participants will be referred to anonymously in my report.

So please I am asking you to grant permission that would allow me to do this research project at your school and that you will agree to certain selected members of your staff being allowed to participate in this research project.

Yours faithfully,

Mashaka Dauden

Appendix VIII: Research Clearance Letter

| | | |
|--|---|--|
| THE OPEN UNIVERSITY OF TANZANIA | | |
| DIRECTORATE OF POSTGRADUATE STUDIES | | |
| P.O. Box 23409 Dar es Salaam, Tanzania http://www.out.ac.tz |  | Tel: 255-22-2668992/2668445 ext.2101 Fax: 255-22-2668759 E-mail: dps@out.ac.tz |
| REF: PG201801064 | | 13th June, 2022 |
| Regional Administrative Secretary, Dar es Salaam Region, P. O. Box 5429, DAR ES SALAAM. | | |
| RE: RESEARCH CLEARANCE | | |
| <p>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 mission is to generate and apply knowledge through research.</p> | | |
| <p>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. Mashaka Dauden No: PG201801064 pursuing Masters of Education in Administration, Planning and Policy Studies M. Ed (APPS). We here by grant this clearance to conduct a research titled "The effect of overcrowded Classrooms on Teachers' Effectiveness in Tanzania: The Case of Public Schools in Temeke District". He will collect his data in Temeke District between 15th June to 31st July 2022.</p> | | |
| <p>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.</p> | | |
| <p>Yours Sincerely,</p> | | |
|  | | |
| Prof. Magreth S. Bushesha For: VICE CHANCELLOR THE OPEN UNIVERSITY OF TANZANIA | | |

Appendix IX: Research Permit Letter

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu: 2203156/2203158/286371
Barua pepe ras@dsm.go.tz
Unapojibu Tafadhali taja:



OFISI YA MKUU WA MKOA,
3 Barabara ya Rashidi Kawawa
S.L.P 5429,
12880 DAR ES SALAAM.

Kumb. Na. EA.260/307/03/321

27 Juni, 2022

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa Temeke,
S.L.P 46343,
Dar es Salaam.

Yah: KUMTAMBULISHA BW. MASHAKA DAUDEN KUFANYA UTAFITI

Tafadhali husika na somo tajwa hapo juu.

2. Ofisi ya Mkuu wa Mkoa imepokea barua na Kumb. Na. PG201801064 ya tarohe 13 Juni, 2022 kutoka Chuo Kikuu Huria Tanzania ikimtambulisha na kumuomba kibali cha kufanya utafiti Bw. Mashaka Dauden katika Halmashauri yako.
3. Mtafiti huyu anafanya utafiti kuhusu "*The Effect of Overcrowded Classrooms on Teachers Effectiveness in Tanzania: The Case of Public Schools in Temeke District*".
4. Kwa barua hii, kibali kimetolewa kuanzia 15 Juni, 2022 hadi 31 Julai, 2022.
5. Asante kwa ushirikiano wako.


Emmanuel S. Musona
Kfya: KATIBU TAWALA MKOA
DAR ES SALAAM

Nakala: Chuo Kikuu Huria Tanzania,
S.L.P 23409,
Dar es Salaam.

Bw. Mashaka Dauden

