

**AN INVESTIGATION ON EDUCATION STAKEHOLDERS'
CONTRIBUTION TOWARDS EFFECTIVE TEACHING AND LEARNING
OF ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN
TABORA MUNICIPALITY**

REINFRIDA AUGUSTINE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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2023

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; **“An Investigation on Education Stakeholders’ contribution towards effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality”** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS).



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09/11/2023

.....
Date

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DECLARATION

I, **Reinfrida Augustine**, declare that the work displayed in this dissertation is the first instance. It has never been submitted to any other University or Institution. Where other people's works came to be employed, references have been given. It is in this respect that I affirm this work as surely mine. It is therefore presented in partial fulfillment of the prerequisites for the Degree of Master of Education in Administration, Planning and Policy Studies (Med -APPS).



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Signature

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DEDICATION

This work is dedicated to my beloved mother and my precious children for their encouragement and prayers which have been instrumental to the completion of my study.

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ABSTRACT

This study was an investigation on education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. Specific objectives were: to determine in which ways education stakeholders contribute towards effective teaching and learning of English language in public secondary schools; to explore the extent at which education stakeholders contribute towards effective teaching and learning of English language and to identify the challenges affecting education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. The study adopted a mixed method research methodology with a case study design, a cross-sectional research design and used questionnaires, interview and documentary sources to collect data. The target population for this research was English language teachers and head of schools drawn from six public secondary schools in Tabora Municipality; school quality assurer as well as District Education Officer. It was from this population that 20 respondents were sampled for the study through purposive and simple random techniques. The results of this study revealed that apart from English language subject teachers' other education stakeholders contribute to a low extent towards effective teaching and learning of English language in public secondary schools studied. There are no sufficient English language teachings and learning materials supplied to schools and no regular in service training for teachers; school inspections were not conducted regularly. The study concludes that there is need for the government to involve each education stakeholder to contribute on teaching and learning English language.

Keywords: *Learning: Teaching: Education stakeholder: Stakeholder.*

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EDUCARE	Education and Care
MOE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
SDGs	Sustainable Development Goals
SQA	School Quality Assurer
TTU	Teacher Trade Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The purpose of this study was to investigate education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. This chapter presents the background of the study, statement of the problem, research objectives, research questions, significance, limitations and delimitation of the study. In addition, it provides definitions of key terms used in the study, and organization of the study.

1.2 Background to the Problem

In Tanzania, English language is used as a medium of instruction for some primary schools (English Medium Primary Schools), all secondary schools, tertiary institutions and colleges (United Republic of Tanzania [URT], 2014). English language is very important as a subject and as a medium of instruction in secondary schools in Tanzania since it is the language that links Tanzania and the outside world through technology, commerce and administration. Apparently, teachers and students lack proficiency in English among many secondary schools. Many students could not speak and interact fluently in English (Amaka, 2021).

The process of teaching and learning of English language in secondary schools in Tanzania has changed overtime in order to help students acquire skills and knowledge as well as to have mastery of English language as medium of instruction. However, Allen (2008) observes that there are challenges that exist in the teaching and learning of English language such as the majority of English language teachers

do not have sufficient command of English language and skills to be able to teach it effectively. As teachers and students alike struggle to express themselves clearly in a language they have not mastered, Roy-Campbell and Qorro (1997) argue that Kiswahili often becomes the *de facto* language of instruction as students and teachers switch to the more familiar language for clarification and discussion.

Education stakeholders' contribution is considered vital to the success and improvement of teaching and learning of any language. This study therefore intended to investigate education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora municipality.

1.3 Statement of the Problem

Effective teaching and learning of English language is crucial to mastery of other subjects in secondary school curriculum in Tanzania because at this level English language is used as a medium of instruction. However, in Tanzania, evidence shows that teachers lack sufficient command of English language and skills to enable them to teach the language effectively, and as a result student cannot comprehend, read or even speak English language well (Allen, 2008; Qorro, 2006). Students also experience challenges understanding concepts, acquiring new vocabulary, sentence construction, writing and speaking skills hence their academic performance is negatively affected (Swilla, 2009).

Students were expected to be fluent in English by the time they graduated from primary school, however many of them could not maintain a conversation in English

(Amaka, 2021). Some teachers would have the entire lesson written in English on the blackboard instead of instructing their students verbally (Amaka, 2021). Moreover, most schools lack adequate English language teaching and learning materials including books (Samuel, 2015; Msigala, 2019). It is argued that if such a situation continues, it will negatively affect secondary students on their learning outcomes. Therefore, this study investigated on education stakeholders' contribution towards effective teaching and learning of English Language in public secondary schools in Tabora Municipality, and it suggests some ways of improving teaching and learning of English language subject.

1.4 Research Objectives

1.4.1 General Research Objective

The study aimed to investigate education stakeholders' contribution towards effective teaching and learning of English Language in public secondary schools in Tabora Municipality.

1.4.2 Specific Research Objectives

The study was guided by the following specific objectives:

- i. To determine the ways used by education stakeholders to contribute towards effective teaching and learning English language in public secondary schools in Tabora Municipality.
- ii. To explore the extent of education stakeholders' contribution towards effective teaching and learning the English language in public secondary schools in Tabora Municipality.

- iii. To identify the challenges which hinder education stakeholders to contribute for effective teaching and learning English language in public secondary schools in Tabora Municipality.

1.5 Research Questions

1.5.1 General Research Question

How do education stakeholders contribute towards effective teaching and learning of English Language in public secondary schools in Tabora Municipality?

1.5.2 Specific Research Questions

The study was guided by the following specific research questions:

- i. In which ways do education stakeholders contribute towards effective teaching and learning of English Language in public secondary schools in Tabora Municipality?
- ii. To what extent do education stakeholders contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality?
- iii. What are the challenges that affect education stakeholders' contribution towards effective teaching and learning of English language in public schools in Tabora Municipality?

1.6 Significance of the Study

The findings of this study will create awareness amongst education stakeholders on how important it is for them to contribute in the teaching and learning of English language for improved learning outputs. The findings will also inform policy makers

at district, regional and national levels in formulating relevant policies for teaching and learning of English language in secondary schools in Tanzania. Education stakeholders in this study included district education officer, school quality assurer, head of schools and English language teachers.

1.7 Limitations of the Study

The researcher encountered some challenges during the research process including insufficient funds for stationery, transport and for other important materials. Also, there was shortage of time to collect data since the selected secondary schools for the study were located far apart from each other, while at the same time the researcher was supposed to perform other duties. However, the shortage of funds challenge was solved by receiving financial support from family. The intended data for the study were therefore sufficiently collected. On the other hand, the researcher had to extend time for conducting data collection to ensure that time constraint was overcome and the research findings become useful.

1.8 Delimitations of the Study

Delimitations are the characteristics that limit the scope and define the boundaries of the study; the delimiting factors include the objective of the study, research questions, the theoretical perspective used in the study, the population of the study and the choice of the problem itself (Simon, 2011). This study was confined to studying on education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. Also, the study has specifically included a limited representative sample of six public

secondary schools out of 18 currently present in the municipality involving English language subject teachers, head of schools, school quality assurer and the District Education Officer. Thus, the conclusion of the study will be applied firstly to Tabora Municipal.

1.9 Definitions of Key Terms

This section provides definitions of key terms as they are used in the study:

Stakeholder: Stakeholder is an individual or group with an interest in the success of an organization in fulfilling its mission such as delivering intended results and maintaining the viability of its products, services and outcomes over time (Darden, 2008).

Education stakeholder: Refers to anyone who is interested in the welfare and success of a school and its students; these include but not limited to: school administrators, teachers, staff members, students, parents, community members, local leaders and elected officials such as school board members (MoEST, 2017).

Teaching: Capel, Leask, and Turner (2013) define teaching as the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given skills.

Learning: This is a process by which learners acquire and retain knowledge, understanding, skills and capabilities that can contribute to inherited behavior pattern or physical growth (Farrant, 1980).

1.10 Organization of the Study

This study is organized into five chapters. Chapter one is the introduction which presents the background to the problem, the statement of the problem, research

objective and specific objectives, research questions, the significance of the study, limitations of the study, delimitations, definition of the key terms and organization of the study. Chapter two provides the review of literature. Chapter three deals with the research methodology applied in the study including the research design, research approach, area of the study, study sample, sampling techniques and methods for data collection, data analysis and research ethical considerations. Chapter four provides data presentation and analysis of the findings as well as discussion on the findings. Chapter five presents the summary of the study findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews literature related to education stakeholders' contribution towards effective teaching and learning of English language in secondary schools. The chapter is divided into sub sections including: ways in which education stakeholders contribute towards effective teaching and learning of English language in secondary schools; the extent at which education stakeholders contribute towards effective teaching and learning of English language in public secondary schools; and challenges experienced by education stakeholders towards contributing to effective teaching and learning of English language in public secondary schools.

The chapter also presents the rationale for integrating education stakeholders' contribution in the teaching and learning of English language; and the relationship between education stakeholders' contribution and effective teaching and learning English language. In addition, it provides the conceptual framework for the study and the research gap.

2.2 Ways used by Education Stakeholders to Contribute towards Effective Teaching and Learning English Language in Secondary Schools

Some studies have been conducted on education stakeholders' contribution towards effective teaching and learning English language in secondary schools. For instance, Emilie (2014) investigated education stakeholders' contribution and learning in the Seychelles Eco-School programme within primary school and secondary school contexts. The findings of that study indicated that many of the teachers'

contributions on learning were in dual discussions, organization of curriculum, planning of lessons and teacher professional development sessions. Furthermore, teachers were operating in the core and active group of the Eco-School Community, mostly as leaders, planners of lessons and learning activities. Also, Nomnian (2018) studied school administrators' competencies for effective teaching and learning of English language in Government Primary Schools in Thai.

The findings revealed that English language teachers' attitudes toward English are equally essential since they can provide alternative lens for seeing English as a communicative tool rather than a subject. Another finding was that teacher professional development is a necessity for all teachers that can offer them opportunities to keep up-to-date. Ghimire (2010) carried out a study to identify the perceived attitudes of teachers towards their role in English language classrooms. It was found that teachers have positive opinion towards all the roles that were likely to be played in the classroom; they gave emphasis on the role of facilitator, manager, encourager and guide.

Samuel (2015) studied education stakeholders' views on teaching English language in Kiswahili and English Medium Primary Schools in Moshi District in Tanzania. Using a qualitative case study design he found out that experienced English teachers had good input in students learning of English and acquisition of the skills required. The fact that schools are lacking experienced teachers of English subject might be the reason as to why students are not performing well in English subject and not acquiring the language skills. Another finding from the study was that the shortage of teaching materials and other relevant facilities was a serious problem making the

teachers' work difficult. In addition, the majority of parents do not buy English textbooks at home for their children.

Another study related to ways in which education stakeholders contribute to the effective teaching and learning of English was conducted by Adhiambo (2015). Adhiambo studied on the contribution of education stakeholders to provision of teaching and learning resources in enhancement of English language achievement in public secondary schools in Tanzania. The main finding was that politicians and religious sponsors' contributions to English language achievement in public secondary school were low, the school inspectors' management contributed moderately, while the parents and teachers' contributions were high.

Ndyali (2013) investigated the role of head of schools as education stakeholders in enhancing students' English language performance in community secondary schools in Mbeya District. The main finding was that there was straightforward relationship between the roles of school heads and students English performance in community secondary schools. The findings also indicated that school heads had not been able to administer and execute fully their roles and accountability.

Another study was conducted by Mosha (2014) on the Factors Affecting Students' Performance in English Language in Zanzibar Rural and Urban Secondary Schools. She found out that rural secondary schools had few experienced and knowledgeable English language subject teachers compared to urban schools. Also, the study exposed that there were trained, untrained, and under qualified teachers teaching the

subject. For instance, some teachers were trained and had diploma in education also among them there were teachers who were not trained to teach English but had only Islamic Knowledge.

Another aspect of language teaching improvement involves the school inspectors. Mbwapbo's (1990) study specifically focused on The Inspectorate and Teacher Quality in Tanzania Secondary Schools. It was an evaluative study intended to investigate the school inspectorate's capability in performing supervisory and advisory services to the schools to improve the quality of English language. The main finding was that the rectification of the inspectorate was valid because the inspectors' advice and recommendations helped very much to solve some of English language teachers' problems. However, the current study is different from the above studies since it aimed to investigate education stakeholders' contribution towards effective teaching and learning of English language.

2.3 Extent at which Education Stakeholders Contribute towards Effective Teaching and Learning of English Language in Public Secondary Schools

Education stakeholders' contribution in teaching and learning English is seen in different situations depending on the type of the group of education stakeholders. Epstein (2012) describes as vital to improve school programmes, creating a beneficial learning environment in the school and providing support to teachers for school activities, amongst others. Epstein further points out that when parents, teachers, students, and others view one another as partners in education, a caring community forms around students and learning performance will be good.

2.3.1 Teacher Contribution

The first group of education stakeholders is teachers who teach English language in secondary schools. Teachers are key facilitators of quality education, which is also recognized in the Sustainable Development Goals (SDGs) (Hattie, 2009; UNESCO, 2015). These are the key education stakeholders in interpreting, appropriating and implementing educational policy that introduced English language to be taught in secondary schools in respect to school administration and classroom activities.

Although English language is being taught in all secondary schools in Tanzania, the application of the knowledge of English has been observed to be unproductive due to lack of competent English language teachers and English teachers' professional development opportunities (Davidson, 2005). It is thus crucial that English language subject teachers must be supported by school administrators with suitable teaching materials and resources for effective teaching and learning (Forman, 2016). English language teaching methodologies and materials as well as sufficient application of assessment techniques in English as a second language can improve the teaching and learning of English language.

Studies (e.g. Wu Hsieh, 2008; Bahar & Ayunga, 2008; Bailey et al., 1992) have indicated the existence of important relationship between language teaching materials, methodologies and English language acquisition. Through the teaching strategies, the teacher motivates the students to learn and helps them to focus their attention on the content, teaching and learning materials and objectives of interaction as she/he presents his/her lesson. During practice in organization of the learning, the teacher is supposed to reinforce within the students' learning activities even during

the further/freer practice part of the lesson. Whatever strategy the teacher uses, for a particular topic the aim should be to promote students' learning processes so that they can acquire the target language.

2.3.2 Head of Schools Contribution

The head of school, as community school leader, is seen as a central person in a particular socio cultural context (Sullivan, 2013) in the whole process of language learning. A school head that is in charge of a school has a lot of tasks to perform. For example, developing strategic vision and direction of the school development, supervision of staff, students and finances, supervision and implementation of school curriculum and developing the relationship with the wider community (Business Dictionary, 2013). School administrators must be equipped with strategic thinking and innovation that accommodates with the rapid change of new technological advances in English language education (Kenan Institute Asia, 2017).

In addition, Handy (as cited in UNESCO, 2011) continues that, most of the school heads in public secondary schools are in a difficult position since they are expected to improve students' academic performance in a period of lessen resources. Particularly, Mpondo (2004) claims that the key function of heads of schools is to secure and operate effectively, monitor and control the use of resources. A school head is expected to prepare the school budget that covers different responsible areas for the fulfillment of educational objectives, specifically teaching and learning process.

It is thus essential that English language subject teachers must be supported by school administrators with suitable teaching materials and resources for effective

teaching and learning (Forman, 2016). Managerial leadership is essential for school administrators who need to lead academic and support staff to meet the government's vision and mission as well as the Ministry of Education's policies. In this study, heads of schools are crucial in administering and managing staff and resources to meet the national education goals of teaching and learning English language.

Head of schools are responsible for overseeing all teaching and learning activities that take place in their respective schools. These include encouraging English language subject teachers as teachers to prepare and use their term plan (scheme of work) to plan lessons with activities that are guided by right methods and objectives for the development of knowledge, skills and principles in students through the element of teaching and learning in schools. Head of school also distributes learning support materials to English language teachers that were received as donations from organizations to facilitate English language teaching and learning (MOE, 2010).

2.3.3 Education Officers Contribution

In the Tanzanian context, the main role of the Education Officer (EO) is to advise the policy maker and minister on education matters including the techniques used in teaching and learning English language in secondary schools. These education officers are district education officers and their way of participating in teaching and learning English language is to make sure that the strategies and techniques of teaching which are suggested in teaching English language are used correctly (MOE, 2010). These officers may offer productive criticisms relating to the techniques which are used to teach English language on whether they are suitable for acquiring

English language and offer suggestions on what should be done to acquire quality language (Mbwambo, 1990).

As mentioned by Bandur (2008), education officers enable the schools to create healthier school climate and improved system environments and that provide better teaching and learning English language as taught in secondary schools. Education officers understand also that teachers are crucial in the achievement of English language learning, they insist on teacher accessibility especially trained English language teachers, which is among the important components of quality education (Sumra, 2005).

2.3.4 School Quality Assurers Contribution

School inspection plays an important role in ensuring the quality of education, as it is almost the solitary method by which governments can ensure and evaluate the quality of education. Moreover, governments are unable to implement the national policies and goals without school inspection. (Wilcox and Brian, 2000); Ehren (2012) summarized that the purpose of school inspection is to guarantee that schools meet the requirements of the government. Secondly, school inspection has to encourage schools to provide students with a suitable level of education, and to increase their aptitude for student achievement as well as English language learning.

Another contribution is to maximize the potential of pupils; it is registered that Tanzanian education should allow pupils to reach their fullest intellectual potential in terms of cognitive, emotional and creative capabilities (UNESCO, 2004).

In supporting that notion Matete (2009) says it is the active learning that promotes critical thinking including the application of the knowledge in real life situations. It is, therefore, the responsibility of the Tanzania school quality assurers to ensure that effective learning is taking place in schools, and that teachers accomplish their obligation role to the nation (educating the pupils). Also, with regard to promoting commitment of teachers, according to Ehren and Visscher (2008), school inspection is there to give advice to teachers so that they work hard and comply with the rules and regulations and thus attain high levels of performance in teaching.

Therefore, the contributions of education stakeholders have a great role in changing learners' attitudes to learn English language, help English language teachers to teach English subject effectively by being supported by education stakeholders. Also, education stakeholders help to change the environment of student to learn English language effectively through different ways as mentioned early.

2.4 Challenges affecting Education Stakeholders' contribution towards effective Teaching and Learning of English Language

Wenger (2015) explain that communities are complex social systems sensitive to different factors. These factors may either hinder or strengthen the level of contribution of members in a community as well as in learning and teaching process. The greatest challenge is that teachers as education stakeholders in Tanzania often lack the essential content understanding and acceptable professional environments to execute quality teaching (Mrutu, 2007; Tao, 2013). Large class sizes, lack of teaching and learning materials, low salaries and challenging working conditions

influence teachers' professionalism and incentive in teaching activities, which limit the value of students' learning (Bennell & Mukyanuzi, 2005; Sumra & Katabaro, 2014). Tao (2013) found that even if teachers have ambitions to teach well, they often experience severe personal constraints, for instance poor living conditions or lack of respect from their community that limits their concentration at school. Also personnel shortage is another challenge facing educational stakeholders' contribution (NAO, 2008).

Given that language learning requires a lot of exposure as postulated by Cummins (2006) the teacher of English is left with the sole load of helping learners develop competence in English within a 40-minute lesson because the language outside the classroom and at home for the majority students is Kiswahili in towns and other local languages in rural areas. Thus, it is a challenge which faces the teachers to contribute effectively in the teaching and learning of English language. Tadesse and Meaza (2007) indicate other challenges that include inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards teaching of English language. Hence, the need for better prepared educators, many of whom were poorly prepared for basic teaching. English language teaching was implemented without considering the contextual changes needed to make the strategy of teaching effective.

Another challenge is that educators were expected to select appropriate learning content according to the context and develop a curriculum but the reality is that some teachers did not have the skills, the resources or the time to develop learning content (Educare, 2008).

2.5 Rationale for Integrating Education Stakeholders to Participate in Learning and Teaching English Language

Learning involves teacher, student and other stakeholders. The success of schools depends on how school leaders used their authority to manage their individual schools. As explained by Cranston (2001), schools should always be ready to link with these in order to aid whatever deficiency in schools' teaching amenities and resources. It is accepted that schools cannot exist alone without integrating education stakeholders to support them in different ways so as to learn and in order that schools will be progressive and its goals will be realized; contribution in teaching and learning should therefore be strengthened (Allawan, 2012). The study of Bandur (2008); San Antonio & Gamage (2007); Anderson (2006); and Cranston (2001) believed that education stakeholders are effective for empowering secondary schools in different ways on the basis of teaching and learning whereby they are given greater influence and ability to manage and support the school.

Education stakeholders' engagement conveys in stakeholders' presence in schooling, no matter in formal school space setting or in informal space and it demands joint action from the school and the education stakeholders (Carreon, Drake, & Barton, 2005). When students are learning English, education stakeholders' effective contribution can do great help to support students to learn the language. School-education stakeholders' partnerships were found to be the most influential factors in improving students' achievement, especially for English learners (Auerbach, 1995; Moll et al, 1992; Snider, 2000; Valdes, 2001). Effective education stakeholders' interactions could help children in English language learning (Shim, 2013; Baumann, 1997).

Positive education stakeholders' interactions can lead to valuable results in children's English learning. Without education stakeholders' interactions, there might be misunderstanding among school, parent, teacher, and children. However, when a positive interaction will be created the barriers among all education stakeholders could be less. According to Ngwaru & Kwasi (2010), the positive outcome in children's English learning will be produced naturally. Potential education stakeholders' interaction will therefore be developed.

2.6 Relationship between Education Stakeholders Contribution and Effective Teaching and Learning of English Language in Secondary Schools

The aim of this research was to investigate education stakeholders' contribution towards effective teaching and learning of English language in secondary schools in Tabora Municipality. By having a relationship with students, education stakeholders can offer to students' chances to be motivated and feel engaged in the learning process. A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, 2009).

The relationship between education stakeholders and English language learners affects the quality of students' motivation to learn and classroom learning experiences. According to Davis (2003) it is important to have education stakeholders who care for their learners' needs and strengths, and who hold a supportive relationship with their English language learners, giving them the same

chances and opportunities to participate in the learning process. These opportunities make students feel comfortable and free to interact in the classroom and improve their language learning skills.

A teacher is one who cares about his/her students, transmits knowledge affectively and has good interface with them. In addition, he/she also provides the students the opportunity to create an expressive link. Allen et al. (2013a) suggest that for improving the quality of education, the education stakeholder's contribution within the learning context depends upon a firm perceptive of the environment of effective teaching for learners. Also, Allen et al. (2013b) developed an assessment approach that organizes features of education stakeholders' contribution into three major domains: emotional support, classroom organization, and instructional support.

The emotional support connect makes the students feel comfortable in front of the teacher and class, which is essential for the student's success or failure in learning a language. Classroom organization is the way teachers manage the classroom in order to achieve several goals, first of all subject goals, which encompasses the way that teachers actually arrange the classroom for learning. Instructional support is vital to help teachers to provide the best strategies and support which will better help them to distinguish instruction, and meet all students' needs and endorse their commitment in the learning process.

2.7 Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the information to be studied (Camp, 2001). It describes

the relationship between the main concepts of a study. It is arranged in a logical structure to aid and provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). This study developed a conceptual framework that addresses the relationship holding between education stakeholders' contribution and effective teaching and learning of English language in secondary schools.

It is a widely held view that education stakeholders' contribution toward effective teaching and learning of English language in school is directly related to students' effectiveness and subsequently English language learning; these suggest that education stakeholders' contribution towards teaching and learning English language will lead to the starting point toward the good performance in learning and teaching English language in secondary schools.

The study was guided by four categories of education stakeholders; English language teachers, head of schools, education officers and school quality assurers. These groups of education stakeholders are useful because they were to give the information and views on their contribution towards effective teaching and learning of English language. The second variable is the process on how education stakeholders' contribution is implemented and hence the end results (output) of the interactions (i.e. effects that occur due to education stakeholders' contribution towards effective teaching and learning of English language).

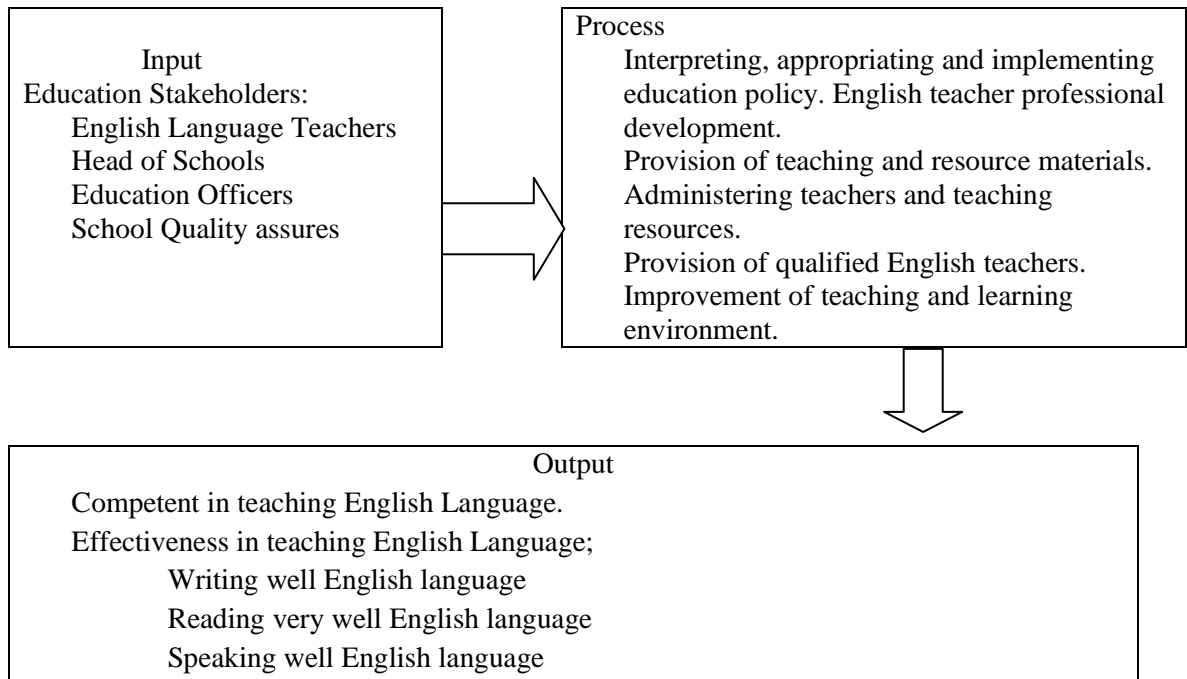


Figure 2.1: Effects of Education Stakeholders' Contributions

Source: Modified from Camp Model (2001).

2.8 Research Gap

Apart from the various contributions of education stakeholders as analyzed in the reviewed literature, there is still shortage in the literature concerning education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. Different challenges in completing the contributions of education stakeholders, the achievement or failure in completing the contributions of education stakeholders and the effect on success or failure on students' learning English language and other social-cultural aspects of the students and the general community, among many other issues also are not addressed in the literature.

However, teaching and learning English language in public secondary schools need more efforts from different education stakeholders and commitment of learners. It

seems, in different studies, that contributions are being done from the ground/family level. This study aimed to investigate how education stakeholders in Tabora Municipality contribute towards effective teaching and learning English Language in public secondary schools. Therefore, the study was carried to find out the important information that will fill the knowledge gap identified in the literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology which was employed in the study. It describes the research design, research approach, and location of the study, population of the study, study sample and sampling techniques. In addition, the chapter presents methods for data collection, data analysis techniques and ethical considerations involved in the study.

3.2 Research Approach

Research approach is an arrangement of appropriate condition and analyzing data in a manner that reflect the research purpose (Kothari, 2004). The study utilized mixed methods research approach to investigate on education stakeholders' contribution toward effective teaching and learning of English language. Mixed methods refer to an emergent methodology of research that advances the systematic integration, or mixing of quantitative and qualitative data within a single investigation. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data (Creswell, & Plano, 2011).

Generally, mixed methods research approach involves using both qualitative and quantitative data collection methods and analysis. Qualitative research explores attitudes, behavior and experiences. It attempts to get an in-depth opinion from participants (Dawson, 2002). Qualitative data-gathering techniques were effective according to the nature of the study as they involve more non quantifiable attributes

such as views, beliefs and practices which were better described in the social context. Quantitative methods, on the other hand, measure variables in quantifiable way. The mixed method approach deemed relevant for the study as it enabled the researcher to use qualitative and quantitative methods to confirm, cross-validate, or corroborate findings (Creswell, 2003).

3.3 Research Design

A research design is the conceptual structure which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2006). This study employed case study research design where by issues were studied in detail. Its strength is to allow use of variety of methods depending on the circumstances and the specialty of the situation (Shuttleworth, 2008).

3.4 Location of the Study

The study was conducted in Tabora Municipality. Tabora Municipality is among the seven districts in Tabora Region, other districts in the region are Uyui, Nzega, Igunga, Urambo, Sikonge and Kaliua. Administratively, it is made up of four (4) divisions, and twenty-nine (29) wards. The district has eighteen (18) public secondary schools. The district was selected for the study because is among the districts where by students do not perform well in English national examination. Also, the selection of the study area was grounded on the fact that the prior studies which have been conducted in this area on education stakeholders' contribution toward effective teaching and learning of English language in public secondary schools left a gap to be fulfilled.



Figure 3.1: Map showing Tabora Municipality

Source: Google, 2019

3.5 Target Population

A target population is the entire population or group that a researcher is interested in researching and analyzing whereby a sampling frame is then drawn from this target population (Creswell and Plano Clark, 2011). The target population of this study involved English language teachers, head of schools, zonal school quality assurer and district education officer in Tabora Municipality.

English teachers were involved in the study because they deal with students throughout the time; they interpret the English language curriculum and convey knowledge to the students. Head of schools were involved because they are the ones who supervise the teaching process in the school in enhancing students' academic performance as well as English language learning. School quality assurer was involved because was the one who is accountable in monitoring and promoting quality assurance and evaluating learning English in secondary schools in the district while the Education Officer was involved because is the one who is supposed to

distribute teaching and learning materials, overseeing professional English teachers, ensuring conducive environment for learning and supervise the education system in the district.

3.6 Sample and Sampling Procedures

3.6.1 Sampling Techniques

Sampling technique or procedure is a definite plan or procedure for obtaining a sample from a given population (Kothari, 2006). Due to the nature of the study, purposive sampling and simple random sampling were applied. Purposive sampling allows the researcher to select respondents purposely to meet resource constraints and accessibility of respondents (Leedy, 1989). Also, purposive sampling was used because the researcher wanted to get reliable respondents who would provide relevant and specific information for the study. This sampling procedure was suitable for this study for the reason that there were specific respondents who served precise roles and had rich information needed to achieve the objective of this study. In this study, purposive sampling technique was used to select the following respondents; head of schools, district education officer and zonal school quality assurer.

Simple random sampling technique is used where all variables especially respondents are assumed to have the same characteristics shared by the population from which the sample will be chosen (Kothari, 2006). This sampling technique was used because it presents equal chance for every member in the target population to be included in the study. In addition, simple random sampling was employed to get the six public secondary schools involved in the study out of the 18 public secondary

schools in the study area and two English language subject teachers at each selected school. In the study the schools are referred to as School A, B, C, D, E and F.

3.6.2 Sample Size

Msaghaa (2008) defines a study sample as a small proportion of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusions. The sample of the study comprised of twelve (12) English language subject teachers teaching in the six selected public secondary schools and six (6) head of schools. The third category was one (1) zonal school quality assurer and one (1) District Education Officer. The total respondents were twenty (20).

Table 3.1: Summary of the Study Sample

English language teachers	Head of Schools	District Education Officer	Zonal School Quality Assurer	Total number of respondents
12	6	1	1	20

Source: Field Data (2019)

3.7 Data Collection Methods and Procedures

Data collection method refers to the process of obtaining evidence in a systematic inquiry to problems (Nkpa, 1997). The study used the following data collection methods; documentary review, questionnaires and interview. A combination of methods was applied because no single data collection method can produce either best data or reliability and validity of the data collection tools. Through these methods, the researcher explored perceptions, views and opinions of the respondents about education stakeholders' contribution toward effective teaching and learning of English language in public secondary schools in Tabora municipality.

3.7.1 Documentary Review

Documentary review involved deriving information by studying written documents. Creswell (2009) states that in documentary analysis the following may be used as sources of data: minutes of meetings, reports, records, tests/examination questions, tests/examination results circulars, and policy documents. In this study school quality assurer's report about English subject, English language supplementary and text books that are available in the schools were reviewed and 2015, 2016, 2017 and 2018 English national examination results were also reviewed. Borg and Gall (1993) describe that by using documentary review, the information that were gathered enable the researcher to cross-check the consistency of the information that was gathered from other data sources such as documentary review schedules (See Appendix E).

3.7.2 Questionnaires

Questionnaires were used to collect data. They were preferred for data collection as they were easy to be administered and helped to collect a lot of information from a good number of respondents within a short period of time. The open and closed ended questions were administered to English language teachers. The use of both open ended and close ended questionnaires items assisted in obtaining rich and valid information about the education stakeholders' contribution toward effective teaching and learning English language in public secondary schools in Tabora Municipality (See Appendix A).

3.7.3 Interview

According to Mears cited in Arthur, Waring, Coe & Hedges (2012) an interview is

an interactive process whereby a researcher investigates and learns what another person knows about a topic, to discover and record what that person has knowledgeable of, what he or she thinks and feels about it, and what importance or meaning it might have. Tuckman cited in Cohen et al., (2011) explain that the purpose of an interview is to provide a point of contact into a person's head in order to determine what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

Cohen, Manion and Morrison (2011) state that an interview is unstructured when it includes open ended questions whereby all interviewees answer similar questions. This helps the researcher to identify correlation in the data provided and an interview allows subjects to provide their interpretations of the situation in which they live and express how they regard the situation from their own point of view. The study used unstructured interviews that were conducted to head of schools, zonal school quality assurer and District Education Officer (See Appendix B, C and D).

3.8 Validity and Reliability

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). In this study, validation was done by seeking expert opinion of the research supervisor who went through the questionnaires and interview questions and made recommendations for improvement. Also, to ensure validity of the findings triangulation method for data collection was used to countercheck any contradictory information from the data collected through different methods.

Reliability refers to the process of the study being consistent, reasonably stable overtime and across researchers (Miles & Huberman, 1994). Also, concerns the extent to which measurement of a phenomenon provides stable and consistent results (Carmines and Zeller, 1979). It is the consistency across the parts of measuring instruments (Huck, 2007). In the study, the responses from the respondents were reliable regardless of the instruments used for each category in the sample. Questionnaires were provided to recruited respondents and they were given sufficient time to answer at their schools or offices. The researcher collected all questionnaires distributed.

3.9 Data Analysis Procedures

Since the study combined both qualitative and quantitative data, different methods of data analysis were used. Qualitative data were analyzed mainly by using content analysis. Content analysis according to Msanghaa (2008) is a method that helps the researcher to analyze text in form of writing, sounds or picture. Content analysis gave the researcher an opportunity to organize information into relevant categories or themes before arriving at the final argument. Qualitative data for the study collected from interviews and questionnaires include respondents' feelings, opinions and suggestions by quoting individuals without disclosing their names.

Kombo and Tromp (2006) pointed out that content analysis method largely restricts the subjectivity of the researcher in the process of data collection and analysis. Qualitative data for the study are presented in narratives. Quantitative data obtained from questionnaires were set in numerical form to allow easy mathematical operations. The numerical data were finally summarized and presented in figures and

tables.

3.10 Ethical Research Considerations

According to Creswell (2003), ethical issues in research include respecting informed consent for one to participate in the study, privacy, anonymity, confidentiality, security, honoring research sites, and reporting research fully and honestly. This study observed all the necessary ethical standards in its conduct in order to avoid unnecessary psychological and physical harm to the subjects. In addition, the researcher ensured confidentiality of subjects' information by restricting its access by anybody without the subjects' consent. Participants' rights and privacy were respected. In honoring research sites, research clearance letter was secured from the Open University of Tanzania and presented to Tabora Municipality Council in order to get the permission to conduct research in Tabora Municipality about the education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents three major areas of research that include presentation of findings, analysis and discussion. The study involved six public secondary schools, namely school A, B, C, D, E and F. It is from these schools that data from heads of schools and English teachers were obtained. Data also came from the Zonal School Quality Assurer and the District Educational Officer (DEO) of Tabora Municipality. Data were obtained from a total of 20 respondents.

The data presented and discussed in this chapter were collected through questionnaires administered to English language subject teachers, interviews held with head of schools, DEO and Zonal School Quality Assurer. Also, data were obtained from documentary reviews of different files and records in respective schools and from zonal school quality assurer's office. Findings were put into themes derived from the objectives of the study which were: To determine in which ways education stakeholders contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality; to explore the extent at which education stakeholders contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality; and to identify the challenges affecting education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. The qualitative and quantitative methods were applied in data collection and analysis.

4.2 Characteristics of the Study Respondents

The first variable the researcher was interested in was to identify the gender of respondents. From the first part of the questionnaires, personal data for every respondent was taken and analyzed. The findings indicate that 11(55%) of all respondents in the field were male and 9(45%) were female. This implies that the study was not biased since both male and female were involved in the study, even if the number of male was higher than that of female. Figure 4.1 shows distribution of respondents with respect to their gender.

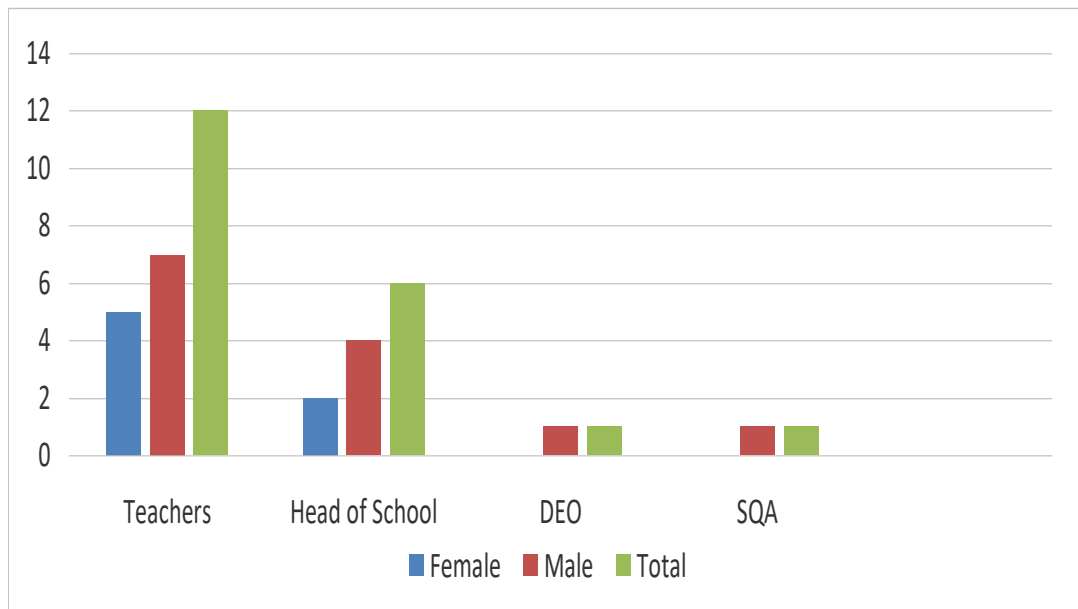


Figure 4.1: Gender of Respondents

Source: Field data (2019)

Also, it was found that 5(25%) of respondents were aged between 26-30 years old, 7(35%) of respondents were aged between 31-35 years old and 8(40%) were above 41 years old as demonstrated on Figure 4.2.

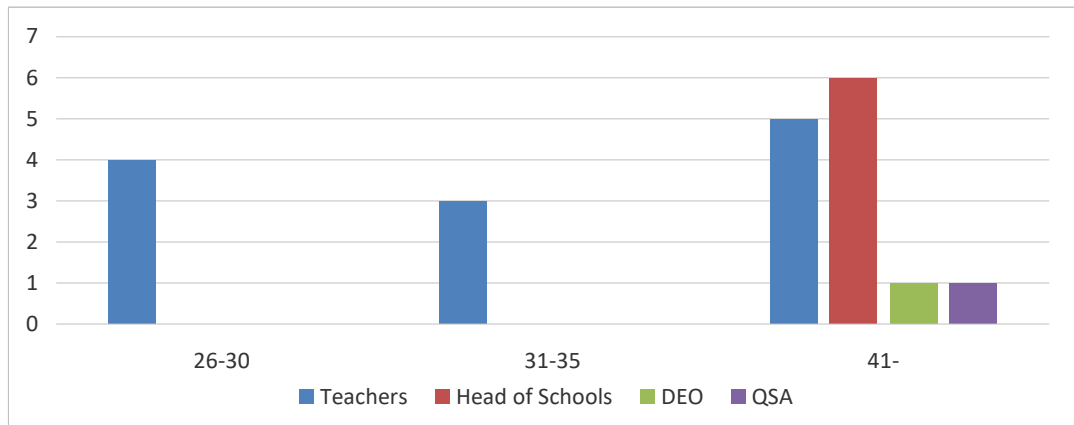


Figure 4.2: Age of Respondents

Source: Field data (2019)

Education qualifications of the respondents are shown on the Figure 4.3 whereby among them there are Diploma holders, Bachelor degree holders and Master degree holders. Therefore, 2(10%) English language subject teachers' respondents are Diploma holders; 75% had Bachelor degree; and 15% are Master Degree holders.

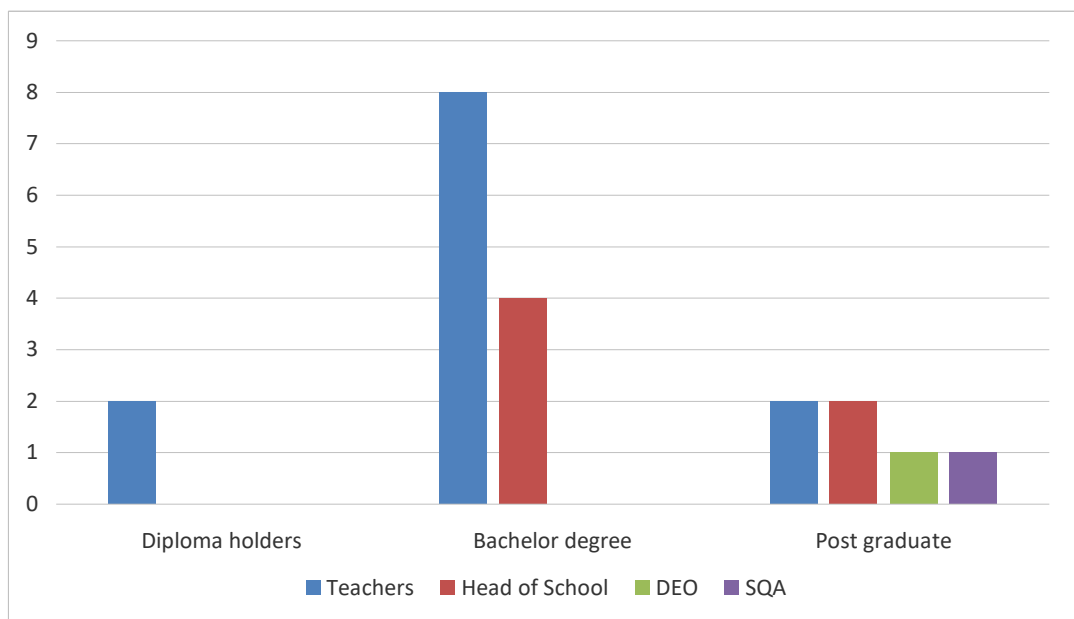


Figure 4.3: Participants' Academic Qualification

Source: Field Data (2019)

The findings show that there are not enough English language teachers in the studied public secondary schools; the situation calls for efforts to be made to recruit more English language teachers in order to fill up the gap of the required number of English language teachers in the schools. Figure 4.4 presents the respondents' working experience as an English language subject teacher in public secondary school, as Head of School, an education quality assurer officer and as a District Education Officer.

Further, the findings show the length of time the respondents have worked on their current positions as follows; 35% of the respondents had worked for between 1 year to 10 years, 50% of the respondents had working experience of between 11 years to 20 years, while 15% of the respondents had worked for between 21 years to 30 years.

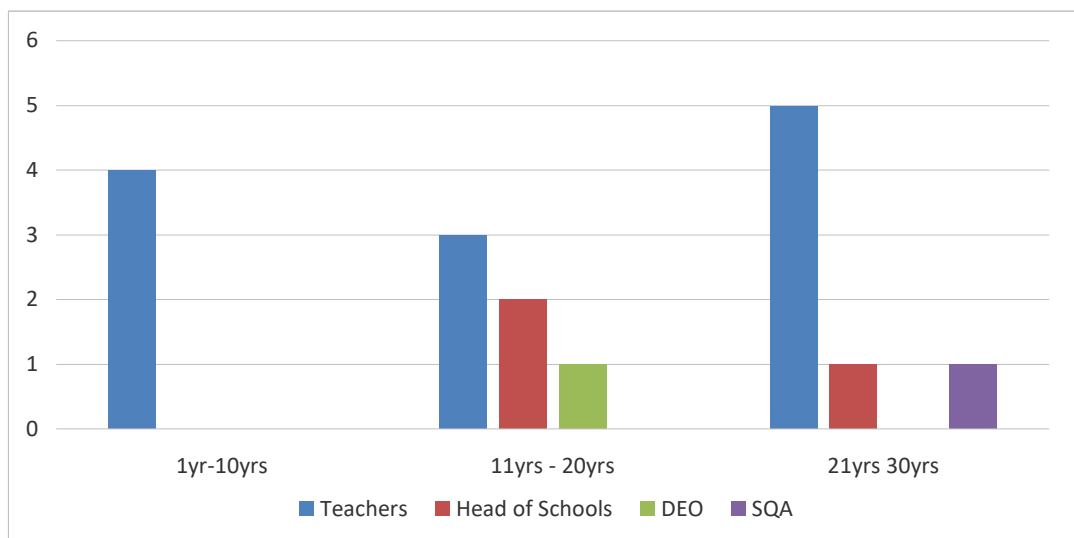


Figure 4.4: Respondents' working Experience

Source: Field Data (2019)

The findings show that most of the English language subject teachers studied had a long experience teaching English language in public secondary schools although their long term teaching experience did not help their students to perform well in

English language subject. The situation could be due to teachers' competency in teaching English language. According to the findings, the head of schools, School Quality Assurer and District Education Officer, also had a long term working experience on their positions but their contribution to teaching and learning English language seems not enough to effectively help teachers and learners in teaching and learning English language subject.

4.3 Ways used by Education Stakeholders to Contribute Toward Effective Teaching and Learning English Language in Public Secondary Schools in Tabora Municipality

The first objective of the study was to determine the ways in which education stakeholders contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality.

4.3.1 Supply of English Language Teaching and Learning Materials to the Schools

Teaching and learning resources is core for effective teaching and learning English language especially books, both textbooks and supplementary books. Experience has shown that effective supervision of any educational programme requires good supply of important resources. In this study, focus was on the supply of teaching and learning materials like books in public secondary schools by education stakeholders as one of the most important resources for implementing teaching and learning English language process. The questionnaires administered to English language subject teachers revealed that different education stakeholders supplied textbooks, reference books, supplementary course books and other useful books to the schools

studied.

Generally, school supplies including textbooks are the responsibility of the Ministry of Regional Administration and Local Governments through District Education Officers. However, besides the Ministry, different education stakeholders can make school supplies contributions or donations to schools, in this case, English language teaching and learning materials in the spirit of enhancing effective teaching and learning experiences. The findings of this study indicated that the supply of teaching and learning materials particularly text books, supplementary books and reference books, as contributed by different education stakeholders including the Ministry varied from one school to another.

At School A, the availability of English language teaching and learning text books was 77% by the ratio of one text book per eight students (1:8), while supplementary books were 88% and reference books 87%. At School B, the English language text books were available at 78%, by the ratio of 1 text book for 15 students (1:15) while supplementary books were at 70% and reference books, 80%. At School C, the English language text books available were at 76% by the ratio of 1 text book for twelve students (1:12), supplementary books at 68% and reference books at 80%.

In addition, it was found at School D that the English language text books were available by 86%, by the ratio of 1 text book for 15 students (1:15), supplementary books were at 87% and reference books at 92%. Meanwhile, at School E, the English language text books were available at 92%, by the ratio of one text book per four students (1:4), supplementary books are 90% and reference books are 92%, and at

School F the English language text books were available by 94%, by the ratio of one text per three students (1:3) supplementary books were at 92% and reference books, 90%. Availability of English text books, supplementary books and reference books in the schools involved in the study is summarized on the Table 4.1.

Table 4.1: English Language Teaching and Learning Materials Available at the Schools

School	English Text Books Number and its percentages		Supplementary Books Number and its percentages		Reference Books Number and its percentages	
A	1,155	77%	440	88%	485	87%
B	1,170	78%	350	70%	400	80%
C	1,140	76%	340	68%	400	80%
D	1,290	86%	435	87%	460	92%
E	1,380	92%	450	90%	460	92%
F	1,410	94%	460	92%	450	90%

Source: Field Data (2019).

The teaching and learning materials detailed on Table 4.1 were contributed by different education stakeholders as follows; President's Office Regional Administration and Local Governments (PO- RALG), donors and school friends from abroad to support teaching and learning of the English as indicated on Table 4.2. Apart from that, some of the schools like School E and F conduct fund raising events for the aim of collecting money to buy text books, reference books as well as English story books.

Table 4.2: English Language Teaching and Learning Materials brought by Educational Stakeholders

Contributor	Total Number Brought		
	Text Books	Reference Books	Supplementary Books
Po-Ralg	7545	2655	2475
Donors	0	1200	1887
Friends Of Education	0	1700	2096

Source: Field Data (2019).

Also, a teacher from School E and another from School F responded in the questionnaire that, sometimes they organize fund raising events to funds to buy textbooks for their students including some story books. Despite the supplies made, findings show that English textbooks, supplementary books and other teaching and learning materials supplied or donated to schools are inadequate for effective English teaching and learning. Therefore, the schools are supposed to put in their effort to get teaching and learning materials. School fund raising information is presented on Table 4.3.

Table 4.3: Fund raising

School	Event date	Amount collected
A	-	-
B	-	-
C	-	-
D	-	-
E	12/11/2018	54 Million
F	03/02/2019	67 Million

Source: Field Data (2019).

Apart from contributions on English teaching and learning materials such as textbooks, supplementary books and others from different stakeholders, study findings show that there are some other contributions made in different ways regarding English teaching and learning in schools as follows.

4.3.2 Ways used by English Language Teachers to Contribute Toward Effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality

It is important that teachers need to use a range of pedagogical strategies much more explicitly when teaching English. Findings obtained from English teachers'

questionnaire indicate that teachers employ different teaching and learning methods. These include planning well the English language lessons and applying dual discussions, dual discussion is a group discussion with two moderators, each moderator having different roles for example, one to ensure the smooth running of the group and the other to discuss or explain key issues in the classroom; and use various classroom activities to reach the intended objectives of the lesson.

Teachers revealed that they encourage the language learners (students) to speak English language all the time; also sometimes motivate them by giving them some kind of gifts to those who perform well. In addition, four teachers in the study expressed that English language was used throughout the period and the students responded to questions through English language. Thus, findings obtained from English teachers' questionnaire indicate that different ways were used by English subject teachers to support the learners to acquire English language as demonstrated in their questionnaire responses. For example, by responding to a question about the methods used by teachers when teaching English, one of the teachers at School E, who is among those who has taught for a long period of time between eleven and twenty years, responded that they avoid giving instructions on the air; they make it visual, since English language learners have a hard time processing spoken language. So when they give instructions for classroom procedures it should be written on the chalkboard, whenever possible.

Also, challenging concepts should be diagrammed or supported with pictures. Sometimes showing the students what to do is all they need in order to do it. Not only will this kind of non-linguistic representation improve comprehension for

English language students it also helps all students grasp concepts better. The findings from teacher questionnaire also show that English language teachers put in a lot effort to help their students to learn English language effectively. Also, another respondent from School F wrote in a questionnaire that, they build more group work; students are not just empty glasses to pour stuff into and then at the end of the day they dump it back onto test. If they really want their students to learn, students have got to be engaged.

Study findings further revealed the importance of students to practice academic conversations. One teacher from School F responded in the questionnaire that all students need practice with academic conversations, so they use sentence frames – partially completed such as “I disagree with what-----said...” Such structures show students how to structure language in a formal way. Also, they keep these posted in a highly visible spot in the classroom and require students to refer to them during discussions and while they write. The teacher noted that it is helpful to learners to effectively learn English language.

Although generally the English examinations measure two skills, that is, reading and writing it seems there are some improvements among students in the other language skills, that is, listening and speaking in some of the schools studied. Also, the findings show that English language subject teachers evaluate their students in order to see if they have learned something as a result of the teaching whereby assignments, tests and internal examinations are conducted at school. These evaluations provide a picture on what and how they will perform in their national examination. Summary of the results from the schools involved in the study which

are shown on Table 4.4 indicates some improvement in English language subject performance through the years.

Table 4.4: Trends of English Language Subject Performance in Public Secondary Schools in Tabora Municipal 2015 – 2018

Secondary Schools	Year of Exam	Students sat for English subject exam	Students who passed English subject	Students who failed English language subject
A	2018	54	47	7
	2017	48	41	7
	2016	55	40	15
	2015	77	55	22
B	2018	86	56	30
	2017	86	56	30
	2016	120	59	61
	2015	153	105	48
C	2018	138	98	40
	2017	123	99	24
	2016	128	74	54
	2015	159	71	88
D	2018	98	80	18
	2017	97	73	24
	2016	150	116	34
	2015	108	39	69
E	2018	87	87	0
	2017	101	101	0
	2016	94	94	0
	2015	99	96	3
F	2018	89	87	2
	2017	83	79	4
	2016	93	93	0
	2015	94	89	5

Source: NECTA (2019)

Table 4.4 shows, for example, all schools involved in the study had made some performance improvements in the years 2017 and 2018; this could probably be due to efforts made by teachers and other education stakeholders towards teaching and learning English. Epstein (2012) describes as vital to improve school programmes, creating a beneficial learning environment in the school and providing support to teachers for school activities. The statement has been proved in the study by English language teachers' contributions where they work hard to help their students

learn although the environment for teaching and learning is sometimes not conducive. Also, Forman (2016) shows that generally teachers significantly contribute toward effective teaching and learning English language in public secondary schools. This statement is also supported in this study through the various activities performed by teachers including student assessments and evaluations.

4.3.3 Ways used by Head of Schools to Contribute Toward Effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality

Head of schools play a great role to make sure teachers and students at their schools have favorable environment for teaching and learning English language. Generally, they are supposed to make sure all the necessary English language materials are available when needed, for example text books, reference books, supplementary books and materials for preparing teaching English language subject; and also monitoring the use of English language in the school compound as a rule for students. When the Head of School A was responding a question that asked “as a head of school which ways do you use in helping English language teachers to teach English language subject effectively?” he said:

“We advise English language subject teachers to put more emphasis on time and practice, whereby we insist teachers to provide opportunities to students to practice English speaking in the classroom. If activities are structured to support student-to- student or group interaction, students are required to use English to explain concepts and contribute to work. This gives teachers an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development.”

Also, findings revealed that apart from helping teachers, they support students by making sure that every teacher plays his/her role of teaching, as Head of School D

narrated:

“Although teachers play a critical role in supporting language development also, beyond teaching children to read and write in school, they need to help them become more aware of how language functions in various modes of communication across the curriculum.”

Findings from interviews further show that head of schools also play a great role in supporting teaching and learning English language at their schools as they provide materials which support teaching English language like pronunciation software, talking books and English subject CDs, as Head of School B mentioned;

“For developing academic language during content area instruction we buy different materials to support our teachers in teaching students who come from Swahili medium schools. Therefore, students can listen to different stories and pay attention on how to pronounce different words. Also, we increase writing opportunities where by students will engage in weekly writing activities that will focus on developing a certain skill such as correct vocabulary uses for an essay or the peer editing process.”

The findings revealed further that secondary schools also organized some programmes that they believed if education stakeholders were to be involved in such activities; they will enhance the children’s learning to higher extent. As Head of School A said;

“At our school we plan different study tours where by students meet with different groups of people and the medium used for communication is English. After the tours students are supposed to write a report about what they have learned; so students need to have many positive opportunities to develop writing skills in a variety of writing styles.”

Another finding shows that through meetings, schools establish relationships with different education stakeholders’ such as businessmen, politicians and students’ parents. During stakeholders’ meetings, schools discuss their education visions and goals and how different education stakeholders’ can be involved in achieving these

goals. As Head of School C said;

“We call a parents’ meeting every year, this is helpful to all of us. In such meetings, we ask the stakeholders about their expectations from the school and we tell them our expectations from them. Among other issues, through these meetings, stakeholders also get an opportunity to talk about students’ English language learning progress and challenges.”

The head of school contribution has great impact on learning English language in the schools studied as Mpondo (2004) and Forman (2016) indicated that the key function of head of school is to secure and operate effectively, monitor and control the use of resources. The study findings show that head of schools have played their role to make sure there is effectiveness in teaching and learning English language in the schools and make the environment good for teaching and learning English language.

4.3.4 Ways used by School Quality Assurer to contribute toward Effective Teaching and Learning of English Language in Public Secondary schools in Tabora Municipality

Another category of education stakeholders involved in the study is the zonal school quality assurer. The findings obtained through interview indicated that their office also contributes in different ways in the teaching and learning English language. As the interviewed school quality assurer said;

“We meet with English language subject teachers to discuss on English learners’ progress where by teachers express the techniques they use to help students to learn English language effectively and we share ideas. English language is still a barrier for learners to achieve well. We suggest to teachers to use participatory methods and teach basing on competence based approach instead of content based approach, a student is supposed to participate more in learning.”

Also, it was found that the school quality assurer encourages the English language teachers to communicate with their students in English language, and emphasize on

the implementation of English language clubs and debate sessions which help English learners to learn how to express themselves in English language. As the respondent said;

“When we inspect a school and then inform them on our observations, we expect to find some improvement in the next inspection. Therefore, when we come back we ask if our comments have been worked on and if there are some changes to learners and teachers.”

Another finding shows that the school quality assurers play their role by emphasizing to the teachers to use English language with their learners while teaching and in any communication they make with them so that the students can learn from them. Thus, the school quality assurer added:

“We observe the teachers in classrooms when they are teaching; we engage in discussions with students in order to know the language they use when they are in classrooms and outside the classroom. All of that helps on how to advice English subject teachers on how to help their students.”

Another finding shows that, in government/public secondary schools there are no teachers who teach English language while they are not specialized to teach the subject. In private schools, however, the case is different. The school quality assurer said that;

‘We meet with teachers who are not specialized in English language subject teaching mostly in private schools, whereby we advise the school administration to allow them to go for further studies to be specialized as English language teachers.’

In addition, it was found that school quality assurers do send reports to the government and make requests to the government to play its role of supplying English language materials on time to the public secondary schools, to distribute an equal number of English subject teachers to each public secondary school, and to

implement in door training on the methods of teaching English language.

School Quality Assurers play their role of contributing on teaching and learning English language although they meet some challenges, their contributions have some effects in teaching and learning English language in public secondary schools. As noted by Visscher (2008), school inspection is there to give advice to teachers so that they work hard and comply with the rules and regulations and thus attain high levels of performance in teaching. The study found that SQA in Tabora Municipality visit schools and provide feedback although not as regularly as it is supposed to be done.

4.3.5 Ways used by District Education Officer to contribute toward Effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality

The study findings show that the District Education Officer uses different ways to contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. There are more than one hundred English language subject teachers in Tabora Municipality. Findings from interview show that there are some training programmes that are conducted occasionally for English language subject teachers. Such trainings aim to provide capacity building to teachers, to support and remind them on the techniques to be used in teaching English language subject, as the DEO said;

“Only one seminar per year is conducted in order to improve their teaching capabilities and also to discuss students’ performance on English language subject. Although our target is to have at least four meetings a year, the funds are not enough to call all English language subject teachers in Tabora Municipality for meetings four times a year. So sometimes we end up with one meeting and sometimes a year can pass without meeting.”

The DEO has introduced English language essay writing competition for ordinary level students in the municipality, and it was informed that he makes sure those teaching and learning materials from government and donors are distributed on time in every public secondary school for use, as he said;

“We supply English language materials as we receive them from the ministry and other education stakeholders including education friends of Tabora Municipality. Also, we encourage parents to buy books for their children if they can and we insist the Head of Schools to emphasize to the English language teachers to use the materials they have in their departments.”

As well, the findings show that they receive different books per year as it is shown on Table 4.5. However, the DEO mentioned that the office is aware that books supplied are inadequate compared to the number of students at each school.

Table 4.5: Teaching and Learning Materials Supplied to Schools

Category	Number Of Books For Each School
Text books	120
Reference books	100
Supplementary books	80
Story books	80
English language teaching aids. E.g. phonetic trapezium, parts of speech.	5

Source: Field Data (2019)

It was also found that the DEO's office makes sure that at least the ratio of English language teachers and the learners match although it is difficult to fulfil the requirements for each school, as the DEO said;

“We make sure the distribution of new teachers in schools is done according to the school's needs although available teachers are not enough compared to the number of schools and students. And those teachers are supposed to have been trained and are specialized in the specific subject, so they are good teachers whom can help students to learn English language.”

In addition, another finding shows that the DEO encourages the schools to introduce different activities which will help their students to learn English language well.

“Every school has to plan on what activities can help an English language learner to acquire English language; such activities include study tours, inter class and interschool debate sessions. The use of different methods of teaching could help the students to be conversant in the language. Our public secondary schools receive many students from public primary schools where Kiswahili is the medium of instruction; therefore, much effort is needed to help them learn the language.”

Besides, the findings indicate that there are some improvements in students learning English language subject due to the activities done at schools; the DEO said;

“When students report at school as a form one student, after about two months such a student can use English language to introduce himself/herself and carry a short conversation.”

Generally, the findings of the study demonstrate that the District Education Officer is contributing in different ways to the effective teaching and learning of English in the schools despite the experienced challenges. Bandur (2008) has stated that Education Officer is expected to help schools to create a healthier school environment that provides better teaching and learning. However, in this case, the DEO was supposed to make sure among other things, that there were enough teaching and learning materials and enough English language teachers at the schools.

4.4 Extent at which Education Stakeholders contribute towards Effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality

The analysis was guided by study objective two which sought to identify the extent at which education stakeholders contribute toward effective teaching and learning of English language in public secondary schools in Tabora Municipality.

4.4.1 General Findings on the Extent at which Education Stakeholders contribute towards Effective Teaching and Learning of English Language

Education stakeholders including teachers, head of schools, school quality assurer and the District Education Officer were requested to indicate the extent of their contribution toward effective teaching and learning of English language in public secondary schools. The aim of this question was to get an understanding on how they assess their contribution toward teaching and learning of English language in public secondary schools. The findings obtained from questionnaire and interviews are presented on Figure 4.5. The findings show the responses of the respondents through questionnaires on the extent of their contribution that 41.6% of English teachers, 66.6% of the head of schools, 95% of the District Education Officer and 90% of School Quality Assurer. Their own assessment shows that they contribute very well.

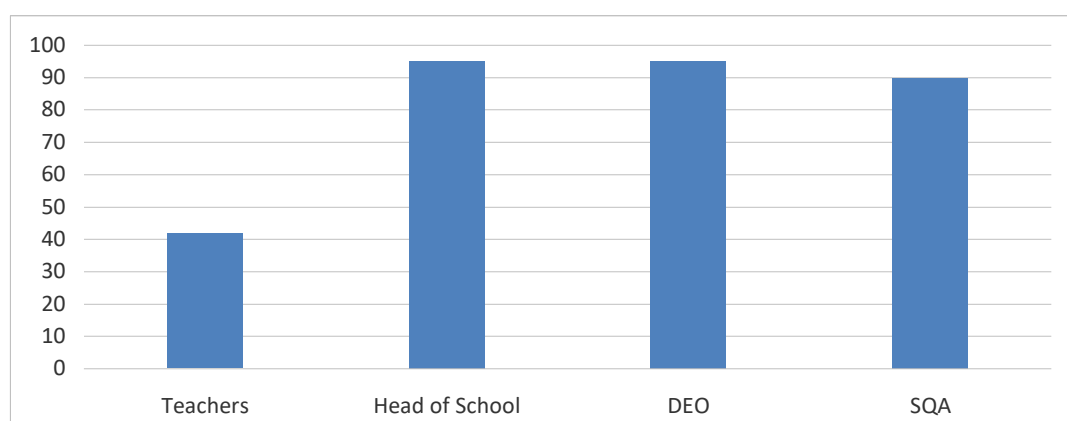


Figure 4.5: Extent of Education Stakeholders' contribution toward Effective Teaching and Learning English Language

Source: Field Data (2019)

4.5 Challenges affecting Education Stakeholders' Contribution towards Effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality

Objective three of the study sought to identify the challenges affecting education

stakeholders' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. English language teachers, head of schools, district education officer and school quality assurer were asked to identify the challenges affecting their contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. The respondents identified the challenges they encountered according to their positions in the education sector. The findings show that each category of stakeholders has its challenges which affect their contributions.

4.5.1 English Language Teachers

The study sought data through questionnaire from English language subject teachers' respondents on the challenges affecting their contribution towards effective teaching and learning of English language in public secondary schools. Findings indicate that 70% of English language subject teachers' respondents experienced the following challenges; the students have poor English language background and students speaking other language or speaking in their native language is the most noticeable issue faced by English teachers. For the students, it is very easy to speak in their native language or other languages which they can readily speak instead of the English language.

Also, the findings revealed that 15% of English language teachers mentioned inadequate teaching materials and other resources such as books for teaching English language and some materials are not compatible. Bahar and Aytunga's (2008) study has observed that one of the advantages of using authentic materials in language learning environments is that they engage both the learners' and teacher's attention in

the language being taught. Also, the study found that there is limited time for teaching the English lesson; time is the most important thing in learning the English language. It takes time for the teachers to observe their students and teach them at their level. The time of the class is very little for the teacher to teach the English language. This is probably not possible for the teachers to complete the topics planned for the lesson in the time provided. This is supported by Dalal Bahanshal (2013) in his article that, teachers in large classes have to pay great attention to their students and the benefits from presented activities is considered to be high.

English language teachers encounter great challenges when teaching large classes as they meet difficulties in knowing all students in the class, having time for all individuals or present effective activities and therefore many students especially the weak ones tend to lose concentration. Related to this, findings show that 10% of the respondents complained on the large number of students in classrooms as another challenge whereby it is not easy for the teacher to help each student effectively as it is needed. The large number of students has also led to an imbalance with the resources available. It is argued that large or overcrowded classes are among the imbalances caused by the increase in enrolment (Makombe, 2010).

In most teachers' responses from the questionnaire, large classes were reported exceeding the Ministry's standards. According to Ministry of Education, Science and Technology a normal class size in secondary schools comprises a maximum of 40 students. However, this is not the reality in schools as respondents noted that most of their teaching classes exceeded 40 students; this is due to lack of enough classrooms in schools and shortage of teachers. Teachers noted that the few classrooms are

utilized maximally to ensure every student is accommodated. Students have to be squeezed into the available classrooms in order to be taught.

As well, 5% of English language subject teachers mentioned that some students are not well motivated and that affects their participation in learning English language, therefore, their readiness to learn English language is unsatisfactory. Sometimes students are not interested in learning and attending the English language lessons. In addition, the findings show that the absence of school debate sessions between classes within a school or between schools denied the students the opportunity to acquire English language skills such as in pronunciation, spelling, tenses, and verb patterns that would help them to maintain their command of the language; hence good performance in the English language examination. English clubs which could also enable the students to be familiar with each other and build a certain kind of self-confidence were not active. Figure 4.6 summarizes the reported challenges affecting English language subject teachers' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality and percentages of teachers who reported them.

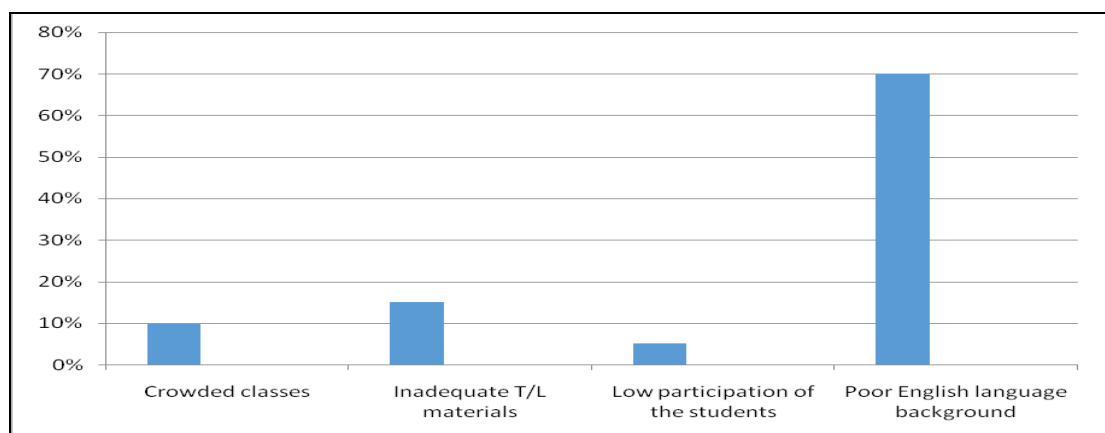


Figure 4.6: Challenges affecting English Language Teachers' contribution
Source: Field data (2019)

4.5.2 Head of Schools

The head of schools respondents were asked to identify the challenges affecting their contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. It was found that 85.7% of head of schools respondents admitted on the existence of challenges while 14.3% respondents denied. One of the challenges that head of schools experience is that they generally allocated with inadequate number of English language teachers which is not proportional with the number of students at their schools.

Apart from that, the study found that some head of schools indicated sometimes at their schools, the English language subject teachers are not competent enough to teach the subject, as they lack skills. As a result, students' performance is negatively affected. This is when head of school has to encourage teachers to improve their teaching skills and in some occasions teachers are recommended for capacity building programmes, as Head of School A mentioned:

“When I find that some English language teachers at my school are struggling in their teaching due to incompetence in teaching the subject, I recommend them for capacity building programmes when such programmes are available.”

Moreover, the study findings revealed that sometimes schools receive students who are very poor in the English language, as a result, head of schools and teachers have to put in a lot of effort to bring them to the acceptable level. Another finding obtained from head of schools interview is that almost all head of schools explained that they receive inadequate teaching and learning materials especially English language books such as story books, novels from the government and other materials. Thus, making teaching and learning difficult for both teachers and

students.

In addition, Head of School D mentioned that: As a head of school he plays his role through making close supervision to teachers and distributing the text materials received from the government and other education stakeholders in each class.

4.5.3 District Education Officer

Through interview, the DEO was also asked to identify the challenges affecting their contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. The DEO acknowledged that they face some challenges. He explained that the teaching and learning materials provided by the government are not at a satisfactory status according to the needs of the schools; particularly, the English language books they receive are about 80% of the requirements.

The findings also indicated the DEO's office, lack adequate funds to run different workshops and seminars for English language that teachers to equip them on how to use different methods and environments to teach English language subject effectively. The funds they receive to run all the office activities is about 85% of what is needed. Also, the findings show that the number of English language teachers they receive from the government is relatively inadequate compared to the total number of public secondary schools in Tabora Municipality, for example, they receive 20% of what they need. The DEO explained:

“Funds from the central government to buy books and other materials are inadequate, the funds are not enough to run capacity building seminars on teaching English language, and inadequate number of trained English language subject teachers compared to the number of students in our schools.

We regularly submit our recommendations to the government asking for English language subject teachers who can teach in our schools.”

Another finding is that the government contribution on teaching and learning English language is not availed on time to the schools, for example the distribution of English books and other teaching and learning materials; besides, they are not enough compared to the total number of the students at the respective schools. Also, another finding is that the distribution of English language teachers to the schools is not proportional to the total number of the English language students, where the number of students is large compared to the available number of English teachers at the schools.

Apart from that, the findings also show that the DEO lacks enough support from different education stakeholders such as parents especially on teaching and learning materials; the contribution from such stakeholders especially parents are currently low because of the free education policy. Figure 4.7 shows the challenges affecting DEO’s contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality.

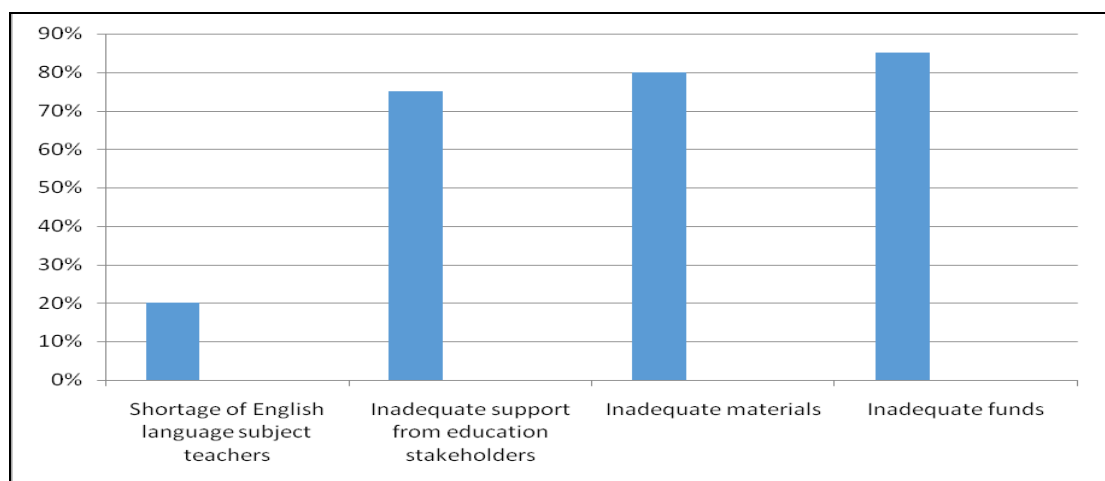


Figure 4.7: Challenges affecting District Education Officer’s contribution
Source: Field Data (2019).

4.5.4 Challenges affecting School Quality Assurer contribution toward effective Teaching and Learning English Language in Public Secondary School in Tabora Municipality

The school quality assurer respondent was asked to identify the challenges affecting them as education stakeholders' on contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. It was found that the main challenge their office encounter is the large number of schools to be visited and inspected compared with the number of quality assurers available; the total number of schools in Tabora Municipality is 26. As the respondent said:

“In the office we are few in number compared to the number of schools in our municipality, and we not only deal with Tabora Municipality, but also with three regions of Tabora, Shinyanga and Simiyu whereby we must be divided into three quality assurers groups in order to be able to visit at least all schools in a year, a situation which does not bring good efficiency.”

Another finding was that the school quality assurers' office lacks enough funds to conduct inspections regularly, where they also give advice to English language teachers on effective ways of teaching English language subject. The respondent said:

“Due to inadequate funding we do not visit schools regularly. So when we go back to the schools we find some teachers teach students basing on content based approach where the teacher is the main speaker while a student is a listener which does not help him/her to acquire the four language skills, especially speaking; instead of the competence based approach.”

Figure 4.8 summarizes the challenges affecting school quality assurers' contribution towards effective teaching and learning of English language in public secondary schools in Tabora Municipality.

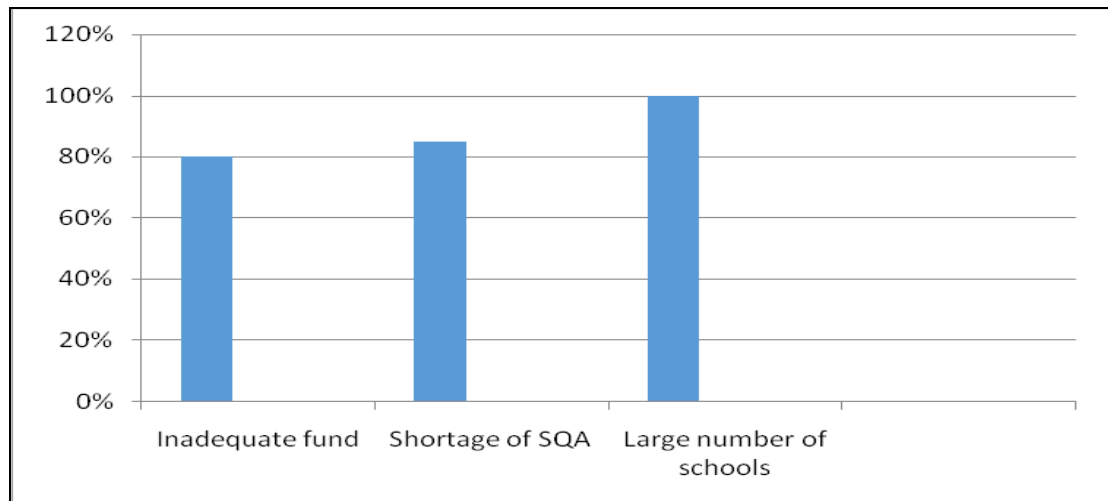


Figure 4.8: Challenges affecting School Quality Assurer's Contribution
Source: Field Data (2019)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings of the study. In addition, it provides conclusion on issues that emerged from the findings and makes recommendations for action and for further research. The purpose of this study was to investigate education stakeholders' contribution towards effective teaching and learning of English Language in public secondary schools in Tabora Municipality. Particularly, the study focused on the contributions of the English language teachers and head of schools in the studied schools, the District Education Officer and zonal school quality assurer.

5.2 Summary of the Study Findings

In general, the study findings showed that, there is an association between learning English language and the contribution of education stakeholders. The summary of the findings is as follows.

The first research objective was to determine the ways used by education stakeholders to contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. Generally, the study findings show that depending on their positions educational stakeholders do contribute toward effective teaching and learning English language in public secondary schools. However, their contributions very much depend on availability of resources that are sometimes not enough in relation to the need for improving learning and teaching English language.

The study found that education stakeholders play different roles in different ways such as teachers applying different teaching methods; others preparing conducive environment for teaching; distribution of learning materials; distribution of English language teachers; conducting capacity building workshops and making follow up on issues observed during earlier visits at schools. All these are implemented to support teaching and learning English language thus leading to effectiveness in teaching and learning of English language.

The second objective was to explore the extent at which education stakeholders contribute towards effective teaching and learning of English language in public secondary schools. The study found that education stakeholders contribute according to their positions in the education system at different degrees, for example, English language teachers employed different teaching techniques, education quality assurer is visiting schools and conducting inspections every year, the DEO is allocating teachers to schools including English language teachers where they are distributed equally to all public schools in the municipal depending on availability, also is providing teaching and learning materials and conducting capacity building seminars and workshops whenever possible.

Objective three of the study intended to identify the challenges affecting education stakeholders' contribution towards effective teaching and learning of English language in public secondary schools. The study found that education stakeholders face some challenges including, large number of students in the classrooms; students' lack of basics of English language; inadequate number of English language teachers availed to the municipal, inadequate teaching and learning materials

received at the municipal level and distributed to schools, and large number of schools to be inspected by the available number of education quality assurers. Generally, each of the education stakeholders studied experienced some challenges toward effective contribution on teaching and learning English language subject in public secondary schools.

5.3 Conclusion

From the findings of the study conclusions are made as follows. The first research objective was to determine in which ways education stakeholders contribute towards effective teaching and learning of English language in public secondary schools in Tabora Municipality. The study concludes that, the education stakeholders play different roles in different ways to support English language teachers to teach English language subject effectively and support English language learners to learn and acquire English language. Their contributions make changes in students' learning whereby progress is demonstrated in the national examination results.

The second objective was to explore the extent at which education stakeholders contribute towards effective teaching and learning of English language in public secondary schools. The study has found that most of the schools studied did not have adequate facilities for effective teaching and learning of English language subject such as English textbooks, novels and enough English teachers. The conclusion is that inadequacy of these facilities negatively affects the efforts of teaching and learning English language subject as a medium of instruction in secondary schools.

The third research objective was to identify the challenges affecting education stakeholders' contribution towards effective teaching and learning of English

language in public secondary schools. The study found that some teachers are not competent enough to teach and help their students learn English language, there were inadequate number of English language teachers, lack of enough funds to conduct indoor training and school visiting. This is a situation that calls for particular efforts to be made by the government to improve English teaching and learning.

5.4 Recommendations

From the findings and conclusions of this study, the following recommendations are made for action and for further research.

5.4.1 Recommendations for Action

5.4.1.1 Recommendations to the Government

Despite of the efforts that have already been made by the government of Tanzania to advance teaching and learning English language in public secondary schools; the study recommends that:

- i. The government should involve all relevant stakeholders to effectively contribute toward effective teaching and learning English language in secondary schools.
- ii. Increase funding for school quality assurance activities which will, for example, enable school quality assurers, to make regular visits and inspections to the schools to help the teachers improve on their teaching and students learning.
- iii. Create conducive environment for teachers with enough teaching and learning materials and facilities; such materials should be made available for students to learn English at school and at home.

- iv. The government should distribute the required teaching and learning materials to districts on time.

5.4.1. 2 Recommendations to the District Education Officers

Focusing on contribution of the District Education Officers towards effective teaching and learning English language in public secondary schools in the country, the following measures are highly recommended:

- i. Make requests to the authorities to provide adequate funds to allow for regular in service training for English language teachers in order to equip them with appropriate knowledge and teaching skills. Such skills will improve the teaching and learning English language subject.
- ii. Distribution of English language teachers available should as much as possible correspond to the number of the students in public secondary schools.

5.4.1.3 Recommendations to English Language Teachers

- i. Teachers should consider employing varied teaching methods including participatory methods which give students an opportunity to practice English language through listening, speaking, reading and writing.
- ii. Parents and teachers to collaborate in designing extra curriculum activities which encourage students to practice using English language outside the classroom environment.
- iii. English Language teachers should use a variety of teaching and learning materials to help students to practice the use of English language.

5.4.1.4 Recommendations to the Head of Schools

- i. Head of school should make follow up on the availability of teaching and learning materials, and on time, including those on English language subject at their schools.
- ii. Head of school should cooperate with the teachers to involve the parents in the school, like many other forms of community partnerships, this helps to improve students' success especially in learning.
- iii. School to build strong relationships with parents, various researchers have argued that schools should incorporate different strategies, for example, to organize informal gatherings and cultural activities. Such activities help teachers to understand education stakeholders' views.

5.4.2 Recommendations for Further Studies

Since this study employed a case study design and a mixed method approach whereby a small sample of respondents were involved, a similar study on the role of education stakeholders in teaching and learning English language in secondary schools can be conducted in other geographical locations and with larger samples.

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APPENDICES

APPENDIX A: Questionnaire for English Language Teachers

Dear Sir/Madam,

I am Reinfrida Augustine, a student of the Open University of Tanzania. I am conducting a study as a partial fulfillment for the degree of Master of Education in Administration, Planning and Policy Studies. My study is an Investigation on Education Stakeholders' contribution towards effective Teaching and Learning of English Language in Public Secondary Schools in Tabora municipality. Kindly, I request you to provide me with information required to complete my research work. I assure you that any information/data which you will provide during the progression of this study will be treated with great confidentiality, and will be used only for academic intentions and not otherwise.

SECTION A: PERSONAL DATA

(Put a tick [✓] at the correct word or phrase that applies to you mostly)

1. Gender: Male () Female ()
2. Education level: Diploma () Degree () PGDE () MA () PhD ()
3. What of the following categories best describes your age?
 - 21 – 25years
 - 26 – 30years
 - 31 – 35years
 - 36 – 40years
 - Above 41years
4. How long since you have been an English language teacher?
 - 1 – 10years

11 – 20years

21 – 30years

Above 31years

SECTION B:

5. What ways do you use that lead to effective teaching and learning English in your school?

Ways used	Tick
Dual discussions in classroom	
Organizing of curriculum	
Planning of lessons	
Classroom activities	

List reasons for using the selected ways:

.....

6. Do you motivate your English learners in learning English at your school? Yes (), No ()

If the answer is “yes”

how.....

What teaching materials do you use in order to help students to acquire English

language.....

.....

7. How do you measure the English Language skills acquired by your students?

Tick (✓) the correct response: (a) Through writing (), (b) Teacher- Student interaction (), (c) Speaking (), (d) All of them ()

8. (a) Are there any strategies that you specifically use to promote English language development at your school? Yes (), No ()

(b) If the response is “yes” what are those strategies?

.....

9. Comment on the degree/extent of contributions towards effective teaching and learning of English language at your school of the items in the following table by ticking (✓) in the appropriate spaces for each of the items:

Items	Extent of contribution		
	Well contributed	Average contributed	Poorly contributed
i. Interpreting the curriculum of English language			
ii. Application of teachers knowledge of English language			
iii. The use of teaching materials and resources			
iv. Application of English language teaching methodology			
v. Application of assessment techniques			
vi. Motivating students to learn English language			

10. For each of the items below, provide reasons in the spaces provided below as to why the item is not contributing on teaching and learning English language.

(a) Interpreting the curriculum of English language

Reason (i).....

(ii).....

(b) Application of teachers’ knowledge of English language

Reason (i).....

(ii).....

(c) The use of teaching materials and resources

Reason (i).....

(ii).....

(d) Application of English language teaching methodology

Reason (i).....

(ii).....

(e) Application of assessment techniques

Reason (i).....

(ii).....

(f) Motivating the students to learn English language

Reason (i).....

(ii).....

11. As an English language teacher what are challenges that affect your teaching of English language subject.

(i).....

(ii).....

12. In your opinion, what should be done to advance the teaching and learning of English subject in public secondary schools?

.....

.....

Thank you so much for your cooperation.

APPENDIX B: Interview Guide for Head of School

Dear Sir/Madam,

I am Reinfrida Augustine, a student of the Open University of Tanzania. I am conducting a study as a partial fulfillment for the degree of Master of Education in Administration, Planning and Policy Studies. My study is an Investigation on Education Stakeholders' contribution towards effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality. Kindly, I request you to provide me with information required to complete my research work. I assure you that any information/data you will be provide during the progression of this study will be treated with great confidentiality, and will be used only for academic intentions and not otherwise.

SECTION A: PERSONAL DATA

1. How long since you have been the Head of School?

SECTION B

1. (a) As Head of School which ways/means do you use in supporting English Language teachers to teach English Language subject effectively?
(b) Which ways/means do you use in helping the students at your school learn English Language subject effectively?
2. (a) Are there any materials that you provide to English language subject teachers in order to support them in teaching English language?
(b) How do those materials support teaching and learning English language at your school?
3. How do you make follow-up on teaching and learning English language at your

school?

4. At what extent since you became Head of School do you help in the teaching and learning of English language at your school?
5. What are the achievements made regarding teaching and learning English at your school?
6. As an education stakeholder at what extent do you contribute in improving teaching and learning English at your schools? Well, average or poorly?
7. What challenges affect your contribution toward effective teaching and learning English language at your school?
8. What is your suggestion on your contribution toward effective teaching and learning English language in secondary schools?

Thank you so much for your cooperation.

APPENDIX C: Interview Schedule for District Education Officer

Dear Sir/Madam,

I am Reinfrida Augustine, a student of the Open University of Tanzania. I am conducting a study as a partial fulfillment for the degree of Master of Education in Administration, Planning and Policy Studies. My study is An Investigation on Education Stakeholders' contribution towards effective Teaching and Learning of English language in Public Secondary Schools in Tabora municipality. Kindly, I request you to provide me with information required to complete my research work. I assure you that any information/data which you will provide during the progression of this study will be treated with great confidentiality, and will be used only for academic intentions and not otherwise.

SECTION A: PERSONAL DATA

1. How long since you have been the District Education Officer?

SECTION B

1. (i) How many English language subject teachers do you have in your District?
2. Do you conduct any English language workshops or capacity building programmes in your district on teaching and learning English Language?
 - (i) How many seminars and workshops do you conduct per year?
 - (ii) If the answer is No, what causes this problem?
 - (iii) Do you supply English books and any other teaching and learning materials to your schools?
 - (iv) Which books and which teaching and learning materials?

- (v) How many in each category did you supply per school in the previous year?

CATEGORY	NUMBER OF BOOKS
Reference Books	
Story Books	
Text Books	
Teaching and learning aids	

- (vi) Are the English books and teaching and learning aids enough according to the needs of the students in the district?

If the answer is “No” what are your strategies or ways in order to contribute to the effective teaching and learning English language?

- (vii) Are your teachers competent in teaching English language?

If the answer is “No”, what kind of strategies do you use to help them become competent to teach English language subject?

7. (a) As an education stakeholder at what extent do you contribute in improving teaching and learning English in secondary schools? Well, average or poorly?
- (b) Do your contributions have effects in effective teaching and learning English language in the secondary schools? If “Yes”, how? If “No”, why?
8. Are there any challenges that affect your contribution towards effective teaching and learning English in secondary schools?
9. What is your suggestion on your contribution towards effective teaching and learning English language in secondary schools?
10. Is there any other comment you would like to make on your contribution towards effective teaching and learning English language in secondary schools in this district as an education stakeholder?

Thank you so much for your cooperation.

APPENDIX D: Interview Schedule for School Quality Assurer

Dear Sir/Madam,

I am Reinfrida Augustine, a student of the Open University of Tanzania. I am conducting a study as a partial fulfillment for the degree of Master of Education in Administration, Planning and Policy Studies. My study is An Investigation on Education Stakeholders' contribution towards effective Teaching and Learning of English Language in Public Secondary Schools in Tabora Municipality. Kindly, I request you to provide me with information required to complete my research work. I assure you that any information/data which you will provide during the progression of this study will be treated with great confidentiality, and will be used for academic intentions and not otherwise.

SECTION A

1. How long since you have been the School Quality Assurer;

SECTION B

1. (i) As a school quality assurer what ways/steps do you take after school inspection to help English language subject teachers toward effective teaching of English language subject?

(ii) Are the ways/steps mentioned effective in teaching and learning English language at schools?
2. In which ways do you help students to learn English language subject effectively?
3. During your school inspection do you find teachers who teach English subject but they are not specialized to teach the subject? If so, how do you

help them?

4. Do you find at the schools enough English language teaching and learning materials for secondary schools?

If the answer is “Yes”, how do teachers use them toward effective teaching and learning English language?

If the answer is “No” how do you help teachers in order to have effectiveness in teaching and learning English language?

5. As a school quality assurer at what extent do you contribute toward effective teaching and learning of English language in public secondary schools? Well, average, poorly?
6. How does the school inspection help English language subject teachers to improve teaching English language at secondary schools?
7. As an education stakeholder what challenges affect your contribution toward effective teaching and learning English language?
8. What do you think should be done so that school inspections can have a positive contribution towards effective teaching and learning English language in secondary schools?

Thank you so much for your cooperation.

APPENDIX E: Documentary Review Guide

1. Report from quality assurer

YEAR	SCHOOL	
2018	A,B,C,D,E,F	
2017	A,B,C,D,E,F	
2016	A,B,C,D,E,F	
2015	A,B,C,D,E,F	

2. National Examination results for English subject

YEAR	SCHOOL	CANDIDATES	PASS	FAILED
2018				
2017				
2016				
2015				

APPENDIX F: Research Clearance

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
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Our Ref:HD/E/119/T.11

Date:25th January 2019.

Director,
Tabora Municipal Council,
P o. Box.25,
Tabora.

RE: RESEARCH CLEARANCE

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

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.AUGUSTINE, Reinfreda** RegNo:HD/E/119/T.11 pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS).We here by grant this clearance to conduct a research titled *"An investigation on stakeholders' contribution towards effective Teaching and Learning of English Language in Public Secondary schools in Tabora Municipality."* She will collect her data in Tabora Region from 6th February 2019 to 06th 2019.

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 thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA