**SECONDARY EDUCATION DEVELOPMENT PROGRAMME AND THE IMPROVEMENT OF ACCESS AND QUALITY OF EDUCATION IN ILALA DISTRICT**

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**A DISSERTATION SUBMITTED TO OPEN UNIVERSITY OF TANZANIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION ADMINISTRATION,PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA**

**2014**

# CERTIFICATION

I, the undersigned certify that, I have read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: ‘’ Secondary Education Development Programmes and the Improvement of Access and Quality of Education in Ilala District’’

…………………………………………

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I Engetraud Ndafick do hereby declare that this research report is the outcome of my field work that took place at Ilala Municipality council. It is my own work and has not been submitted to any learning institutions for the purpose of academic award.

………………………………

Signature

……………………………………

Date

# DEDICATION

This thesis is dedicated to my father Mr Petro Mwambeleko and my mother Mrs Otilinda Haule for giving me unconditional love and sacrifice that made me the foundation of my studies and continue to support me morally and spiritually throughout all my life.

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# ABSTRACT

This research examines the contribution of SEDP to the improvement of access and hquality education in Ilala Municipality. The study adopted a case study design. The research area of the study was purposely selected. Random and purposive sampling procedures were used to get sample of this study. A total of 214 participants were included in the sample. Interviews questionnaires and observation were used for data collection. Data were processed using SPSS. The findings show that the surveyed schools has been either built or improved by SEDP for example SEDP contributed much in increasing access by increasing the number of secondary schools from 8 before 2004 to 49 in 2009, in Ilala Municipality. SEDP Provided with various materials, like books, and magazines, were rarely found. Findings also revealed that although there were some improvements in the access and quality of education after the introduction of SEDP, the services offered did not meet learning and teaching needs. The quality of education remained a challenge due to increasing rate of failures as Division Zero in national examinations at Form IV. There were few books, and space and furniture were inadequate. Findings shows that, The main problem found is low information and not having circular on the introduction of Ward Secondary Schools and unequal distribution of capitation grants. It is recommended that The government should ensure equal distribution of capitation grant among those government secondary schools, Government should allow the capitation given to schools to be utilized according priority Lastly, Education programmes like SEDP should include all education stakeholders,

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# CHAPTER ONE

# BACKGOUND OF THE STUDY AND STATEMENT OF THE PROBLEM

# 1.0 Introduction

The purpose of this research is to assess the contribution of Secondary Education Development Programmes (SEDP) on improvement of access and quality of education in Tanzania. The aim is to get familiar with the activities associated with SEDP to secondary schools. This chapter covers background of the study, statement of the problem, organization background, and objective of the study, research questions, conceptual framework and ethical consideration

# 1.1 The Background of the Study

**Trends in Secondary Education Expansion and Some Approaches to Educational Planning**

The Missionaries introduced secondary education in the 1933 for the first time in Tanzania (Masudi, 1996). Since then some more secondary schools were opened in different limited parts of the country by religious denominations. These few secondary schools aimed at helping the missionaries in spreading Christianity. On the other hand, the colonial government established few secondary schools for the production of few Africans who could work as clerks and occupy other junior posts in the colonial government machinery. In the 1950s, after more than a half-century of colonial rule, there were only 2,409 African students in standards IX to XII (Morrison, 1976). There was an introduction of Five Year Education Plan (1956-1961) that aimed at putting more emphasis of secondary education and improves quality of education (Mushi, 2009). This shows that few Tanzanians received secondary education during the colonial regime.

Soon after independence in 1961, it was observed that very few children were in secondary school and therefore, the government of Tanzania had to undertake an expansionary strategy in education so as to fill the vacant posts left by the colonialists, thus the Three-Year Development Plan (1961-1964) was formulated in which education was a component (Mushi, 2009). In this plan, therefore, secondary education received the highest priority, to meet the higher-level workforce requirements. This is also underscored by (Ishengoma, 1989:1) as he observes; ‘after achieving her political independence in 1961, Tanzania like other developing countries faced an acute shortage of skilled national manpower’.

Secondary education was thought important for production of the needed manpower. Skorov (1966) puts “the government adopted the manpower approach for expanding secondary education since 1961”. Knowing that the colonial education was segregative in terms of religious grounds and social status of students such as the children of chiefs and those of normal citizens, the policy stance during the post independence phase (1961-1966) was thus featured mainly with decentralization and nationalization of education.

This increased access to secondary education across the board, to children from indigenous and poor African backgrounds. To make possible the expansion of secondary access, the government adopted the self-reliance and expansion collective national thought” as a policy stance for provision of education. One of the notable changes in the development of secondary education in this phase was the nationalization of all secondary schools especially in 1969; “the nationalization policy” came after the promulgation of the Arusha declaration in February 1967.

Through the Education Act of 1969, the Government nationalized all private and mission secondary schools (Mushi, 2009). This policy stance of nationalizing the private and mission schools had multiple consequences as far as expansion of secondary education is concerned. In the same period for instance there, was the emphasis that higher education should be offered only for satisfying the requirements for high level manpower needs of the country and therefore selecting few secondary graduates and thus underscored the need for the government to expand secondary education (ibid).

During the late 1970’s emerged the need to meet the social demand for secondary education where the ruling party was compelled to introduce ‘Wazazi’ secondary schools which were community based. “By 1977 there were 20 ‘wazazi’ secondary schools in Tanzania (Kweka, 2000). This policy stance of introducing ‘wazazi’ secondary schools is the result of the interventions of the ruling party, CCM, in meeting the growing social demands for secondary education. The demand was however not met over times. Likewise, between 1970s and 1980s the United Republic of Tanzania made a declaration of enhancing secondary education within the context of the Universal human right to education as provided by the UNESCO Convention and Recommendation against Discrimination in Education (1960).

During 1990’s the major reforms and policy features in this phase include the Education and Training Policy (ETP) and vision 2025, civil and institutional financial reforms, education sector development programme, poverty reduction strategy and debt relief initiative. The ETP of 1995, aimed to decentralize education and training by empowering regions, districts, communities and educational institutes to manage and administer education and training (Mushi, 2009). This period seem to suit the cost benefit analysis and rate of return approach in educational planning that primarily calculates the return to expenditure on education as an investment. The main focus in calculating the return is both individual and society, by comparing costs incurred and benefits or return rate.

In this phase education is viewed as an instrument of economic and qualitative change. As a result of the above view, every individual and family demands to access education especially secondary and higher education which registers higher private returns as compared to their social returns. The results of the vision 2025 includes the secondary education development programme (SEDP) which aims at enrolment expansion, equity improvement, quality improvement, students performance improvement, management reform and system management efficiency. The implementation of SEDP seems to achieve quantitative expansion. There has been an increase in the number of secondary schools both government and non-government(URT,2005). The programme was in implementation in 2005 in which among other objectives, aimed at involving the community to build more secondary schools (form1-4) in each ward in order to create more opportunities for standard seven leavers who pass their exams to join secondary education (URT, 2005).

# 1.1.2 Secondary Education Development Plan (SEDP)

Since 2001, Tanzania has taken major strides to revamp its primary and secondary education sectors. The Primary Education Development Plan (PEDP, 2002-2006) and the Secondary Education Development Plan (SEDP) implemented starting in 2004 have led to significant improvements in provision of basic education in Tanzania. Secondary Education Development Plan (SEDP) was launched by the Government of Tanzania in July 2004 in phase one, following the PEDP which increased the number of students who joins primary schools. As a result the number of students who selected to joined secondary schools also increased. In order to make sure that all students who qualify to enter secondary schools get chances to join secondary schools, the SEDP had to be introduced to rescue the situation.

After the introduction of SEDP the problem of access of education in government secondary schools was almost taken care of but the challenge remains on the quality of education offered in those government secondary schools in Tanzania. Four years after SEDP 2008, the government introduces decentralization by devolution to simplify the process of giving schools necessary teaching and learning materials to improve quality of education in government secondary schools, but the quality of education continue to go down since the numbers of students who get Division (Div) zero continue to increase as years goes on.

The Secondary Education Master Plan, (SEMP 2011-2015) states that one of the indicators of quality of education is the results of the National Form Four and Form Six examinations. Examination results in most Ward Government Secondary Schools in Tanzania portray a disturbing picture. Ordinary level (form four) achievements are very low because a quarter of the candidates fail while more than 50% of the candidates acquire division IV. A student needs only two passes out of seven subjects to score division IV. Less than quarter of the candidates achieve between division 1 and 111 and those who get division I and II hardly exceeded 10% between 1996 and 2011 while marginal passes and failure exceeded 75%. Secondary Education Master Plan, 2011-2015, (p.15)

Tanzania needs to have people who have developed mindset and competitive spirit. This attributes are driven by education and knowledge and are critical in enabling the nation to effectively utilize knowledge in mobilizing domestic resources for assuring the provision of people’s basic needs and for attaining competitiveness in the regional and global economy. Tanzania would braise itself to attain creativity, innovativeness and a high level of quality of education in order to respond to developmental challenges and effectively complete regionally and internationally, cognizant of the reality that competitive leadership in the 21 first century will hinge on the level and quality of education and knowledge, (Nyerere available at www. africa-elites.com, 2011).

# 1.1.3 Introduction of SEDP

The government introduced SEDP 2004-2009 which was essential and timely sequel to PEDP. The aim of SEDP is clear that, without the expansion in access stipulated in SEDP, the transition from primary to public secondary schools would drop dramatically. This would be unacceptable, not only to the government, but also to the parents. It certainly would help acted as dis-incentive to primary school enrollment, retention and completion. This expansion of access calls the increase of the number of teachers’ employments.

Table 1. 1: New Teachers employments 2004-2009 in Tanzania

|  |  |
| --- | --- |
| Qualifications |  YEARS |
| 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | TOTAL |
| Degree | 254 | 610 | 500 | 401 | 980 | 3,893 | 7,681 |
| Diploma | 2,508 | 2,484 | 3,700 | 3,070 | 4,015 | 4,910 | 17,196 |
| License | 615 | NA | NA | 6,000 | NA | NA | 6,615 |
| Retirement | NA | NA | NA | 250 | NA | NA | 250 |
| Total | 3,377 | 3,094 | 4,200 | 9,721 | 2,547 | 8,803 | 31,742 |

Source: Ministry of Education

The main goals objective of SEDP is to increase the proportion of Tanzanian youth completing secondary education with convincing passes. The plan will concentrates in the following area; improvement of access, equity, quality, management reform and devolution.

Since the introduction of SEDP, improvement in different areas has been very slow, although there is a big improvement in percentage of students passing from primary to secondary schools. In 2007 approximately 65 percent of the children in Primary Schools managed to pass standard seven national examinations and selected to join government secondary schools but other necessities that help students to pass exams in secondary schools was not considered as the result Poverty and Human Development Report (2010) massive failure in National Form Four examinations.

SEDP help the expansion of the number of students who join government secondary schools quickly, but that expansion did not correspond to the increase of number of teachers, increase of teaching and learning materials, text books, teaching aids and other necessary things that help to raise students morally to learn and increase performances in form four and form six national examinations hence improve quality of education in the country.

The targets of SEDP from 2004 up to 2006 was to construct 1914 classrooms but 1569 classes were constructed which constitute 82 % of the target and also 908 teacher’ houses out of 958 was constructed equal 95 % of the target (URT). 55 dormitories constructed, 124 assembly halls was constructed out of 124 assembly halls target, 40 schools has been rehabilitated out of 40 schools target and 121 toilet holes out of 121 toilet holes. (URT, 2006 Annual Performance Report)

# 1.1.4 National Educational and Training Policy of 1995

Educational policy of Tanzania is effective on two fronts: on the **quantitative level**, to ensure access to education and equity in the distribution and allocation of resources to various segments of the society, and on the **qualitative level** so as to ensure that the country produces the skills needed for rapid social and economic development.

The structure of formal Education and Training System is 2-7-4-2-3+ (that is, 2 years of pre-primary education, 7 years of primary education, 4 years of secondary Ordinary level, 2 years of secondary Advanced Level and a minimum of 3 years of university education.) Government promotes pre-school education for children aged 0-6 years. This education ensures the maintenance of our cultural values. Pre-primary school education for children aged between 5 and 6 years was formalized and integrated in the Formal School System. Primary Education continues to be of seven years duration and compulsory in enrolment and attendance.

Secondary education continues to be four years for the Ordinary Level and two years for the given Advanced Level besides the Government has liberalized and given incentives for the promotion of Vocational Education and Training. The Government has re-introduced trade schools in the education system and promoted their establishment.

The Government has also introduced and formalized the establishment of polytechnics in the education system additionally, non- formal education and Training has been recognized promoted, strengthened, coordinated and integrated within the Formal Education and Training system.

Implementation of PEDP facilitated the increase of the number of children who complete primary schools as the result the higher the demand for the secondary schools. The SEDP key policy aimed to be met up 2025 and the National Strategy for Growth and Reduction of poverty (NSGRP or MKUKUTA in Kiswahili) documents, which identifies education as critical to the countries overall economic and social development, (Hakielimu, 2007: 23).

SEDP is the second outcome of the Education Sector Development Programme (ESDP), and will cover all levels of secondary education. It builds on the analysis and recommendations of the master plan, the March, 1999 ESDP appraisal exercise and series of studies including the Secondary Education status – (2003), which were commissioned to analyze key Areas of secondary education and recommendations on specific policies, programmes, reforms and development.

The achievements of greater access to education in secondary schools was among the aims of SEDP another aims was the processes of tackling equity, retention, quality and management issues. SEDP also addresses the Government policy on Decentralization of management of delivery of social services, including education and focuses on capacity building for the central government in order to improve execution of core functions of policy formulation, provisions of regulatory framework, quality assurance and improved monitoring and evaluation. This is the visionary plan which expects that in 2010 when it is expected to achieve 50 per cent primary- secondary transition rate that may translate into having over 500,000 pupils joining Form one in secondary schools annually which would be about five times the rate in 2004, (URT, 2004: 35).

Education is the fundamental unity for the development and brings democracy of every nation in this world. The importance of education led the government of Tanzania to launch the Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP) so as to ensure that more Tanzanian children access quality education. Objectives of SEDP are as follows; to widen access and equity in basic education through equitable distribution of institutions and resources, to expand and improve girls’ education, to provide facilities in disadvantaged areas, to improve the quality of education through strengthened in-service teacher training, adequate teaching and learning materials, rehabilitation of physical facilities, consolidated pre-service teacher training and strengthened monitoring and evaluation system, to decentralize management of institutions so as to devolve more powers of management and administration to regions, districts, communities and institutions. Other objectives were to involve the private sector to expand provisions of both formal and non formal education and training and to promote life-long learning through non formal and distance education programmes. (URT, 2004: 36).

The purpose of the programme is to support the SEDP has its basis in the government’s Education and Training policy and the Education Sector Development Programme ( ESDP) which provides the direction in the development of education and it based on a comprehensiveness analysis of the education sector in Tanzania. Mostly the plan defines the country’s educational priorities and was developed with extensive participation of all stakeholders. Under the USDP, a PEDP for the period 2002 -2006 and SEDP for the period 2004 and 2009 were also developed. The proposed ADF is planed to fit into this educational development framework by supporting the strategies expressed in the ESDP and the implementation of the program continues in SEDP. The Nation Strategy for Growth and Reduction of Poverty (NSGRP) 2005/6 to 2009/10 is the current organizing framework for Economic and Social development in Tanzania. The NSGRP is committed to the Millennium Development Goals (MDG) and seeks to reduce poverty by focusing on the following three clusters as follows; growth and reduction of poverty, improvement of quality of life and social well beings and good governance. The plan will support education development in the country so as to improve national development at large.

# 1.1.5 Development of Education in the Ilala Municipality

Ilala Municipal is in Dar es Salaam Region in Eastern Tanzania. Tanzania is located in East Africa and has a population of 46 million. Its political capital is Dodoma, while its main commercial city is Dar es Salaam. Dar es Salaam is divided into three districts which form three municipalities, which are Kinondoni, Ilala and Temeke. Kiswahili is Tanzanians official language and it is used as medium of instructions in primary schools and is taught as a subject. In secondary schools English is used as the medium of instructions and also taught as a subject.

Provision of education in Ilala Municipality has risen dramatically in recent years compared to the period before the launching of Primary Education Development Programme (PEDP) in 2002 and Secondary Education Development Programme (SEDP) in 2004. This was the result of political awareness of the importance of secondary education as the means of better life to the modern world. The increase in demand for secondary education has led to increased effort in building government secondary schools in various parts of Ilala Municipal. There are plans to have at least one secondary school for every ward in Tanzania. The construction of more secondary schools has caused a high demand for secondary school teachers, teaching and learning facilities, text books and high demand for motivation for both teachers and students in the country so as to rise students academic performance eventually improve quality of education in the country.

Before 2005, Ilala district had only 8 government secondary schools which were built during the colonial period, namely: Benjamin William Mkapa which was formally known as Uhuru Secondary School, Kisutu secondary school, Pugu Secondary school, Azania secondary school, Jangwani Secondary School and Tambaza Secondary School. In 2006, 38 new governments secondary were constructed bringing the total to 46. This was a 92% increase within a year. All students who passed the class seven National Examinations in the year 2006, 2007, 2008 and 2009 were registered in form one in those government secondary schools. This increased raise the demand for more teachers, teaching and learning facilities, books, laboratories, good learning environment and students motivation to learn in Ilala Municipal. Since the demand for teachers did not match to the ability to supply the required number of teachers, the shortage of teachers has continued to grow as more schools are constructed (Regional Education Officer (REO), 2008 p. 5-6; 2009 p.2).

The increased number of schools and classes did not match to the increase of other important facilities that would necessitate students morale to learn as the result most of the newly built schools have low students academic performances hence low quality of education in Ilala Municipal in particular and Tanzania in general.

# 1.4 Statement of the problem

The establishment of these schools was accompanied by political zeal, which led to the establishment of many Community Secondary Schools (CSSs) without considering the quality delivery (URT 1995). There were a relatively high number of standard seven leavers, who were not accessing secondary education due to limited chances offered by government secondary schools. Private schools had their access limited to children from parents who can afford paying of school fees. This situation created a high need for the establishment of Government CSSs (Seni, 2008). However, need is not equal to demand. For need is a wish, and demand is willingness and ability. So these CSSs, though highly needed yet there is doubt on the types and extent of support they get from the community, one of the actors for financing CSSs others being the government, and donors. Most of these schools are opened without the necessary minimum requirements such as administration block, teacher’s houses, laboratory and library (ibid).

URT (2004) indicates that there were only 737 CSSs throughout the country, while URT (2006) indicates that by 6  th  June, 2006; there were a total of 1,583 CSSs. This is an increase of 144%, such a massive increase creates a doubt on whether such schools have basic minimum requirements and so the adequacy of the support they get from the community and the government in the course of functioning (Seni, 2008). In the similar vein, secondary education was expanded, for instance the number of secondary schools in the country was later to increase from 1,745 in 2005 to 4,102 in 2009 (URT, 2005), while enrolment in secondary schools (form 1-6) increased by 253.9% from 432, 599 in 2004 to 1,222,403 students in 2008 (URT, 2008). Also the education sector budget has been increasing gradually over the last eleven years from 11.6% of total budget in 1998/1999 to 19.8% in 2008/2009, while showing an increasing trend from 1.7% of GDP in 1998/1999 to 5.3% in 2007/2008 (ibid).

As the number of schools, enrollment and budget expands, the education sector has also been facing a number of challenges. However, the communities, parents and students have not been directly involved in construction of classrooms, teachers’ houses, making decisions about their schools and management of those schools; hence affected the development and provision of secondary education in the country (URT, 2005). Despite the challenges, however,

However, to obtain quality education involves commitments of teachers as well as students and the availability of teaching and learning materials.

***Research purpose and Objectives***

The main objective of the research is to find out the contribution of SEDP in Education Sector in Ilala Municipality

# 1.4.1 Purpose of the Study

The main purpose of this research is to examine the inputs of SEDP in relation to access and quality of secondary education in the country.

# 1.4.2 Specific Objectives of the Study

1. To assess the contribution of Secondary Education Development Programme (SEDP) on students enrolment and access to secondary school
2. To examine the quality improvement of education reached by SEDP efforts in secondary schools
3. To assess the sufficiency of SEDP inputs on five best performing schools and five worst performing schools in 2012 National IV Examinations versus the needs of the schools.

# 1.5 Research Questions

* 1. What are the contributions and Indicators of SEDP in Ilala Municipal
	2. How did the SEDP contribute on improvement of access and quality in Ilala Municipal
	3. How sufficient were SEDP services on raising quality of Education in the country

# 1.6 Conceptual model of the study

Figure 2.1Model that assesses the contribution of the secondary school development plan to quality of education

CONTEXTUAL VARIABLES

Dispersion of Authority

Poor government contribution

**PRODUCT**-Quality of education

InfrastructureHigh students’ academic performance increase

Dv I, II, III, IV and zero

schools

increase

 classes-increase students enrollment

 -Teaching and Learning materials

**PROCESS-**

-Students morale to learn

- Students commitment

-Teachers management attitudes

School Management

Student motivation

Speed of doing things

eximinations

**INPUTS**

-The contribution of secondary education development plan (SEDP) to quality of education

investments in schools

books, teachers

Figure 1. 1: Conceptual Model for the study

**Source: (**Omari 2011: 45)

The CIPP model of evaluation was developed by Daniel Stufflebeam and colleagues in the 1960s, out of their experience of evaluating education projects for the Ohio Public Schools District. Stufflebeam, formerly at Ohio State University, is now Director of the Evaluation Centre, Western Michigan University, Kalamazoo, Michigan, USA. CIPP is an acronym for Context, Input, Process and Product. This evaluation model requires the evaluation of context, input, process and product in judging a programme’s value. The four aspects of evaluation in the CIPP model support different types of decisions and

questions (see Figure 2).

Table 1. 2. The CIPP model of evaluation

|  |  |  |
| --- | --- | --- |
| Aspect of evaluation  | Type of decision | Kind of question answered  |
| Context evaluation | Planning decisions | What should we do? |
| Input evaluation | Structuring decisions | How should we do it?  |
| Process evaluation | Implementing decisions | Are we doing it as planned? And if not, why not?  |
| Product evaluation | Recycling decisions | Did it work? |

**The four components**

All four components of Stufflebeam’s CIPP evaluation model play important and necessary roles in the planning, implemen- tation, and assessment of a project. According to Stufflebeam (2003),

**Component I: Context**

The objective of context evaluation is to define the relevant context, identify the target population and assess its needs, identify opportunities for addressing the needs, diagnose problems underlying the needs, and judge whether project goals are sufficiently responsive to the assessed needs. The methods for the context evaluation include system analyses, surveys, document reviews, secondary data analyses, hearings, interviews, diagnostic tests, and the Delphitechnique (Dalkey & Helmer, 1963). the objective of context evaluation is to assess the overall environmental readiness of the project, examine whether existing goals and priorities are attuned to needs, and assess whether proposed objectives are sufficiently responsive to assessed needs.

**Component II: Input**

Input evaluation helps prescribe a project to address the identified needs. It asks, “How should it be done?” and identifies procedural designs and edu “The success of educational strategies that will most service-learning likely achieve the desired results. The result of the input evaluation step is a project designed to meet the identified needs. Literature searches, visits to exemplary projects, employment of advocate teams, and pilot trials are all appropriate tools to identify and assess alternative project approaches. Once a project plan is developed, it can be evaluated (using techniques such as cost analyses, logic models, Program Evaluation and Review Techniques [PERT], and various scales) according to the criteria that were identified in the input evaluation step (Stufflebeam& Shinkfield, 2007). The purpose of an input evaluation is to help prescribe a program by which to make needed changes. During input evaluation, experts, evaluators, and stakeholders identify or create potentially relevant approaches. Then they assess the potential approaches and help formulate a responsive plan

**Component III: Process**

Process evaluation monitors the project implementation process. It asks, “Is it being done?” and provides an ongoing check on the project’s implementation process. Important objectives of process evaluation include documenting the process and providing feedback regarding (a) the extent to which the planned activities are carried out and (b) whether adjustments or revisions of the plan are necessary. Process evaluation methods include monitoring the project’s procedural barriers and unanticipated defects, identifying needed in-process project adjustments, obtaining additional information for corrective programmatic changes, documenting the project implementation process, and regularly interacting with and observing the activities of project participants (Stufflebeam& Shinkfield, 2007). Process evaluation techniques include on-site observation, participant interviews, rating scales, questionnaires, records analysis, photographic records, case studies of participants, focus groups, self-reflection sessions with staff members, and tracking of expenditures. Process evaluation affords opportunities to assess periodically the extent to which the project is being carried out appropriately and effectively. Product evaluation identifies and assesses project outcomes, both intended and unintended.

**Component IV: Product**

 Product evaluation identifies and assesses project outcomes. It asks, “Did the project succeed?” and is similar to outcome evaluation. The purpose of a product evaluation is to measure, interpret, and judge a project’s outcomes by assessing their merit, worth, significance, and probity. Its main purpose is to ascertain the extent to which the needs of all the participants were met. Stufflebeam and Shinkfield (2007) suggest that a combination of techniques should be used to assess a comprehensive set of outcomes. Doing so helps cross-check the various findings. Stufflebeam and Shinkfield (2007) suggest the employment of stakeholder review panels and regularly structured feedback workshops. They stress that the communication component of the evaluation process is absolutely essential to assure that evaluation findings are appropriately used. Success in this part of the evaluation requires the meaningful and appropriate involvement of at least a representative sample of stake-holders throughout the entire evaluation process. Product evaluation used in service-learning projects can serve at least three important purposes. First, it provides summative information that can be used to judge the merits and impacts of the service-learning project. Second, it provides formative information that can be used to make adjustment and improvement to the project for future implementation. Third, it offers insights on the project’s sustainability and transportability, that is, whether the project can be sustained long-term, and whether its methods can be transferred to different settings.

The model explains the possible factors from SEDP that contribute tolower quality of education and students’ academic performances in government secondary schools in Ilala Municipality. In sum, Tanzania has experienced tremendous progress in education in the last five years. After decades of neglect, these efforts were sorely needed. The Government’s political commitment has been exemplary – from President Mkapa’s second term in office to the steadfast resolve in the current government exhibited by President Kikwete, Prime Minister Lowassa and Minister Sitta. But this does not mean that the future is going to be any less challenging. As the numbers in primary education swell and the momentum to expand secondary education gathers steam, even greater strategic policy clarity will be needed to guide prioritization, resource allocation and implementation. We suggest the following five challenges are the most critical today.

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# 1.7 Ethical Considerations taken into account

The researcher insured confidentiality of information Additionally, the researcher revealed fully her identify, background, credibility and competence makes clear to participants that they have the chance to withdraw from the study at any stage if they wish. Support and counseling services was available to participants through the social welfare office at the research setting stations. During the study process, researcher assistant introduced to each potential participant before the face to face.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.0 Introduction

This chapter review the literature of different aspects related to secondary education. The chapter will discuss the different theories and real situations in Tanzania particularly in Ilala Municipality. The researcher also discussed the policies that were relevant for this study and also discussed theories of education from different writers hence identified the gap that needs to be taken care off.

# 2.1 The Concept of SEDP

SEDP aims at improving the status of Secondary Education in the country. One among many objectives of SEDP is the improvement of access and quality of education in the country. These objectives can be achieved only if there are enough teachers in schools, availability of teaching and learning materials, good policies, rules and laws that can help SEDP to achieve its goals.

# 2.1.1 Primary school enrolment

The most impressive achievement has been expanded enrolments. Enrolment in primary

education increased from 4,839,361 in 2001 to 7,959,884 in 2006. The Net Enrolment Ratio (NER) in primary schools increased from 65.5% in 2001 to 96.1% in 2006. This means that nearly all the children of primary school age are now enrolled in primary schools, (The Millennium Development Goals Report 2006, United Nations)

# 2.1.2 Secondary School Enrolment during SEDP I

Increased primary enrolments created increased pressure further up the pipeline at the secondary level. Expansion of secondary enrolment has been equally impressive, though far from reaching the levels attained in primary education. Enrolment in Form 1, the first year of secondary education, increased from 2003 to 2006 as follows

Table 2. 1: Secondary School Enrolment during SEDP I

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Enrolment | GER | NER |
| 2003 | 99,744 | 10.2% | 6.3% |
| 2006 | 243,359 | 20.2% | 13.4% |

Source The Millennium Development Goals Report 2006, United Nations

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# 2.1.3 Infrastructure Improvement

Increases in enrolments are matched by improvements in school infrastructure. New classrooms have been built and new schools constructed. Primary schools across the country are characterized by new classrooms. More than a thousand new government secondary schools were built between 2003 and 2006; and the number of secondary schools has increased from 1,083 in 2003 to 2,289 in 2006, largely through the establishment of new government secondary schools (whereas prior to SEDP much of the increase in recent years was led by private secondary schools). Toilets (pit latrines) and teachers’ houses have also been constructed in large numbers too, though at a lower pace as compared to new classrooms (URT,2006).

# 2.1.4 Books and Teachers Supply Improvement

In recent years the provision of books to the school level has increased dramatically, primarily through the ‘capitation grant’. The pupil: book ratios have improved, though are yet to reach adequate levels, possibly because the full capitation grant has not reached the school level on time. The supply of teachers has also gone up, with over 32,000 new teachers recruited in the first three years of PEDP alone. However, the increase in pupils has outstripped the recruitment of teachers. Albeit belatedly, greater attention and resources are given to recruiting teachers for secondary, who need to be better equipped than primary school teachers. In August 2006 President Kikwete announced that all university BA students in education will get a full scholarship in a move to spur the supply of competent teachers. Basic Education Development Committee (BEDC, 2008)

# 2.1.5 SEDP II

The Secondary Education Development Programme II (SEDP II) is a continuation of SEDP I, which was implemented between 2004 and 2009, building on the national goals of secondary education provision. It also builds on national and international reforms regarding the education sector which have taken place in the last 15 years. Some of these reforms are based on key policy documents such as the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP – commonly referred to by its Kiswahili acronym: MKUKUTA), the Education and Training Policy of 1995, the Education Sector Development Programme (ESDP, 2001) and the Millennium Development Goals (MDGs)

**Objectives of SEDP II**

The overall objectives of SEDP II is to increase the proportion of Tanzania youths

Completing secondary education with acceptable learning outcomes.

The Programme has five priority areas as follows:

* Improvement of quality and relevance;
* Enhancement of access and equity;
* Improvement of the teaching force and teaching process;
* Improving management efficiency and good governance; and
* Institutionalization of cross-cutting issues.

Improvement of the Quality and Relevance

The demand for secondary education in Tanzania is high due to rapid improvement of Primary education. The secondary education has been able to triple enrolments in a span of four years, from 432,599 in 2004 to 1,466,402 in 2009. During the same period enrolment in the open and distance learning has increased from 16,801 toSEDP II – FINAL DRAFT – MAY 2010 1835,804. The number of secondary schools (both Government and Non Government) has also increased from 1,291 in 2004 to 4,102 in 2009.

Overall the objectives of SEDP I was to improve access with equity, quality, management and delivery of secondary education in Tanzania. Review of SEDP I implementation has shown that the Programme was most successful in improving access and equity. The number of secondary schools has more than tripled between 2004 and 2009 to serve different underserved communities and so has the number of enrollees. The responsibilities of PMO-RALG in SEDP II will focus on coordination of the implementation of the Programme in the LGAs.

# 2.1.6 The responsibilities of PMO-RALG in SEDP II will focus on coordination of the implementation of the Programme in the LGAs:

Monitor the employment of new teachers and non-teaching staff in Regions and LGAs, initiating and monitoring transfers of teachers and non-teaching staff from one region to another, monitor the appointments of Heads of Secondary Schools, monitor the appointment of School Boards Members and their training on school management, monitor in-service training for teachers and capacity building for non-teaching staff, coordination of provision of Government scholarship for children from poor families, coordination of sports and games in the LGAs, participation in coordination of Form 1 and 5 selection in collaboration with MOEVT, coordination and mobilization of local resources for implementation of SEDP II, conduct monitoring and evaluation of SEDP II, in collaboration with MOEVT, and preparation of Education Sector Performance Report (physical and financial) including SEDP II, in collaboration with MOEVT.

|  |
| --- |
|  |

# 2.1.7 The Meaning of Access in Education

In education, the term **access** typically refers to the ways in which educational institutions and policies ensure or at least strive to ensure that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs (McHug2005). Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels in addition to factors such as relative community affluence, geographical location, or school facilities may contribute to certain students having less “access” to educational opportunities than other students.

# 2.1.7.1 The Importance of access in education

Over 60 million children of primary school age are not in school. Most are in Sub Saharan Africa and South Asia. Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has utility is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality.

Encouragingly, enrolment rates in primary schools have improved and the estimated numbers of children out of school in sub-Saharan Africa (SSA) have fallen from about 42 million in 1999 to about 29million in 2009, and from 37 million to 18 million in South Asia.

Gross enrolment rates across SSA now average 102%, and 106% in South Asia, suggesting that more children are enrolled than there are in the six- to 11-year-old age group but that many are overage. Net enrolment rates, which exclude the overage, are less, averaging 76% (86% in South Asia). This confirms that only about three-quarters of primary school age children in SSA are enrolled

Table 2. 2: Number of children out of school in Sub-Sahara Africa and South Asia

|  |  |  |  |
| --- | --- | --- | --- |
|  Year | Decreasing rate |  GER in SSA |  NER in S.ASIA |
| SSA | S. ASIA |
| 1999 | 42million | 37million | 102% | 76% |
| 2009 | 29million | 18million | 106% | 86% |

Source World Bank, 2012

The gap between the low enrolment countries and those that are rapidly developing is wide. In China almost all children are enrolled in secondary school as they are in most of south India, but not in the less developed northern states. Africa is dramatically under educated at secondary level when compared to all other regions. Economic growth, which underpins the ability to make a reality of universal access to education, depends on the knowledge and skill that post primary schooling can nurture. Foreign direct investment more often than not flows towards more rather than less educated populations.

In reality there are far moiré than 60 million primary age children whose right to basic education is denied. Many fail to attend regularly, are seriously over age for the Grades they attend, and alarming numbers do not achieve basic skills after 6 years or more of schooling. If these “silently excluded” children are counted then the numbers without meaningful access to primary schooling are well over 250 million. And, if the basic education cycle includes lower secondary, then this number is itself a substantial underestimate of the children whose right to education is compromised. In 1990 national leaders and international development agencies met in Jomtien in Thailand and committed themselves to universalising access to primary schooling by 2000. In 2000 in Dakar, Senegal, they met again, reviewed progress that had fallen short of expectations, and moved the target to 2015, (World Bank, 2012)

The Millennium Development Goal to universalise access to education is now only four years away. For that target to be met, all school-age children would now have to be securely enrolled in school and on track to graduate from primary schooling successfully by 2015. This remains far from the truth for many countries in sub-Saharan Africa, and in some parts of South Asia.

The commitments to Education For All should have resulted in a more equitable participation in basic education; lower levels of gendered inequity; smaller variations in enrolment rates between rich and poor and urban and rural areas; and a smaller spread of achievement between the best and worst performing schools. It should also have reduced the proportions of children who are significantly overage for their grade.

But research shows that this has often not been the case. Sub-Saharan Africa remains by far the most undereducated part of the world despite allocating proportionally as much or more finance than other regions to education. In South Asia growing inequalities have accompanied economic development and led to very uneven access to basic education and continued marginalisation of the poorest.

In a little more than two decades, governments and development agencies have twice fallen short of aspirations to ensure all children complete schooling successfully. This is a tragedy. It betrays the promises made in 1990 and 2000 to those who were children then, and who are now young adults.

If all children are to attend school regularly at the right ages and reach levels of achievement that national norms identify, then consistent action is needed tailored to different national systems. Create has generated a 12-point plan that identifies actions critical to making the right to education a reality.

The targets to universalise access to education in the region will not be achieved and will be revised at some point before 2015. Any new targets, which will probably be set for 2025, need to recognise that access is more than enrolment, and that quality, equity and valued outcomes are inseparable if meaningful access to education is to be achieved.

Most of what needs to be known to universalise access is known but is often not applied in practice. The most powerful reasons why so many children miss out on their right to a basic education lie with the political economy of commitments to widen access to opportunity mobilise domestic resources and manage public services effectively towards clear goals.

There are no good reasons why all children will not attend and complete basic education successfully in 2015. If it does not happen it will be testimony to the failure of one generation of adults to believe in the futures of the next

# 2.1.8 PEDP and the Improvement of Access/Quality of Education

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes: „ Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; „ Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; „ Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; „ Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; „ Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society, (HakiElimu Working Paper Series No. 2003.6 )

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. This paper will examine research related to these dimensions. It is important to keep in mind education’s systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Pipho, 2000), while ensuring that5 national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993). Establishing a contextualized understanding of quality means

including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O’Gara & Miske, 1999). Indeed, each of us judges the school system in terms of the final goals we set for our children our community, our country and ourselves (Beeby, 1966).

 Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education’s challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

#

# 2.1.9 The Equity and Quality Equation in Education

Y. Sayed (1997) ‘The concept of quality in education: a view from South Africa’ Sayed analyses the „quality movement‟ as having emerged in response to economic crisis in the 1970s, spawning management approaches such as Total Quality Management. He identifies the political and ideological nature of the application of this movement and its techniques to education as „the new right’s assault and transformation of educational practices‟, essentially concerned with the marketisation of education as the only legitimate device for promoting educational quality. „Quality‟ in this case is defined in terms of efficiency, value for money and meeting the demands of “educational consumers”.

In seeking an alternative to this new rightist approach, Sayed contrasts „idealist‟ and „fitness for purpose‟ definitions of educational quality. The former identifies educational quality as a judgement of the level of achievement in some defined attribute relative to a standard – a „gold standard‟. In contrast, „fitness for purpose‟ approaches define quality in terms of the production of goods or services to fulfil perceived needs or to conform to specific criteria in their production – two variants. Described as consumer-oriented or producer-oriented approaches to quality. Sayed critiques both of these paradigms as providing only partial definitions of quality, where „partial‟ here means both incomplete and also relying on the judgment of only part of society.

He goes on to suggest a resolution to this problem of the existence of these two distinct approaches by drawing on a model that appears in the ANC‟s Education And Training Policy document. This model is interesting in that it attempts to deal with what is commonly seen as a tension between the concepts of quality and equality in education. (See for example, the collection edited by Welch, 2000). This is done by using a notion of „quality as entitlement‟, essentially including the idea of equity within that of quality. A closer examination reveals that this does not actually remove the tension between quality and equity in practice but, it does ensure that „the notion of quality is disconnected from narrow concerns of costs which may result in practices that either marginalize some or privilege others.‟ It further builds into the concept of quality the recognition of its essentially moral, political and ethical nature. Sayed argues that this understanding of the concept becomes meaningful if it is combined with greater transparency in public life that exposes educational decision-making to critical and informed dialogue.

The Delors Report (1996)

 J. Delors et al. (1996) ‘Learning: the treasure within’ Delors‟ report essentially contains UNESCO‟s vision for a global education. The basis of the report is the four pillars of education described in chapter 4, which are

* Learning to know – this is concerned with acquiring a sufficiently broad general knowledge and mastering the tools of knowledge and understanding. Apart from being the basis of most traditional knowledge, the first pillar also comprises „learning to learn‟. Knowledge from this point of view serves both as a means and as an end. As a means, knowledge enables people to develop occupational, critical thinking, and communication skills; to understand their environment and be able to lead their lives with dignity. As an end, it satisfies intellectual curiosity.
* Learning to do – developing the competence to deal with different situations and form the aptitude for teamwork. This pillar is closely associated with vocational training and implies a shift from certified skills to technical/vocational skills; communication/interpersonal social skills. Applying this in the context of young people, learning to do implies involving young people in formal and informal social work.
* Learning to live together – refers to family and community as well as the global context. It addresses the skills for understanding self and others; taking responsibility for participating in and contributing to society; collaborating for the common good and learning to manage conflicts.
* Learning to be – refers to the development of individual potential. Education must take into account all aspects of a person‟s potential, memory, reasoning, aesthetic sense, physical capacities and communication skills. This pillar is concerned with uncovering hidden talents - „the treasure within‟.

The Delors Report has been influential on the development of the concept of Life Skills, particularly as elaborated in the Dakar Framework for Action (World Education Forum, 2000). Life Skills encompasses social attitudes, basic knowledge and practical skills. It includes but is considerably broader than vocational skills, practical skills and knowledge that lay the foundation for children to be economically productive when they enter the world of work. „New‟ curricular areas or cross-cutting themes, such as peace education, health or education for sustainability, can be viewed as focusing on the relatively neglected pillars of learning to live together and learning to do

# 2.1.10 The Concept and Role of Education in Development

Education in its general sense is a form of [learning](http://za.ask.com/wiki/Learning?qsrc=3044&lang=en) in which the [knowledge](http://za.ask.com/wiki/Knowledge?qsrc=3044&lang=en), [skills](http://za.ask.com/wiki/Skills?qsrc=3044&lang=en), and [habits](http://za.ask.com/wiki/Habit_%28psychology%29?qsrc=3044&lang=en) of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any [experience](http://za.ask.com/wiki/Experience?qsrc=3044&lang=en) that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as [preschool](http://za.ask.com/wiki/Preschool?qsrc=3044&lang=en), [primary school](http://za.ask.com/wiki/Primary_school?qsrc=3044&lang=en), [secondary school](http://za.ask.com/wiki/Secondary_school?qsrc=3044&lang=en) and then [college](http://za.ask.com/wiki/College?qsrc=3044&lang=en), [university](http://za.ask.com/wiki/University?qsrc=3044&lang=en) or [apprenticeship](http://za.ask.com/wiki/Apprenticeship?qsrc=3044&lang=en).

A [right to education](http://za.ask.com/wiki/Right_to_education?qsrc=3044&lang=en) has been recognized by some governments. At the global level, Article 13 of the [United Nations](http://za.ask.com/wiki/United_Nations?qsrc=3044&lang=en)' 1966 [International Covenant on Economic, Social and Cultural Rights](http://za.ask.com/wiki/International_Covenant_on_Economic%2C_Social_and_Cultural_Rights?qsrc=3044&lang=en) recognizes the right of everyone to an education.  Although [education is compulsory](http://za.ask.com/wiki/Compulsory_education?qsrc=3044&lang=en) in most places up to a certain age, attendance at [school](http://za.ask.com/wiki/School?qsrc=3044&lang=en) often isn't, and a minority of parents choose [home-schooling](http://za.ask.com/wiki/Home-schooling?qsrc=3044&lang=en), [e-learning](http://za.ask.com/wiki/E-learning?qsrc=3044&lang=en) or similar for their children

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during [adolescence](http://za.ask.com/wiki/Adolescence?qsrc=3044&lang=en). It is characterized by transition from the typically compulsory, comprehensive [primary education](http://za.ask.com/wiki/Primary_education?qsrc=3044&lang=en) for [minors](http://za.ask.com/wiki/Minor_%28law%29?qsrc=3044&lang=en), to the optional, selective [tertiary](http://za.ask.com/wiki/Tertiary_education?qsrc=3044&lang=en), "post-secondary", or "[higher](http://za.ask.com/wiki/Higher_education?qsrc=3044&lang=en)" education (e.g. [university](http://za.ask.com/wiki/University?qsrc=3044&lang=en), vocational school) for [adults](http://za.ask.com/wiki/Adult?qsrc=3044&lang=en). Depending on the system, schools for this period, or a part of it, may be called secondary or [high schools](http://za.ask.com/wiki/High_school?qsrc=3044&lang=en), [gymnasiums](http://za.ask.com/wiki/Gymnasium_%28school%29?qsrc=3044&lang=en), [lyceums](http://za.ask.com/wiki/Lyceum?qsrc=3044&lang=en), middle schools, [colleges](http://za.ask.com/wiki/College?qsrc=3044&lang=en), or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and [Australia](http://za.ask.com/wiki/Australia?qsrc=3044&lang=en) primary and secondary education together are sometimes referred to as [K-12](http://za.ask.com/wiki/K%E2%80%9312_%28education%29?qsrc=3044&lang=en) education, and in New Zealand Year 1–13 is used. The purpose of secondary education can be to give [common knowledge](http://za.ask.com/wiki/Common_knowledge?qsrc=3044&lang=en), to prepare for [higher education](http://za.ask.com/wiki/Higher_education?qsrc=3044&lang=en) or to train directly in a [profession](http://za.ask.com/wiki/Profession?qsrc=3044&lang=en), (Committee of Ten on Secondary School Studies. 1894)

The emergence of secondary education in the United States did not happen until 1910, caused by the rise in big businesses and technological advances in factories (for instance, the emergence of electrification), that required [skilled workers](http://za.ask.com/wiki/Skilled_worker?qsrc=3044&lang=en). In order to meet this new job demand, [high schools](http://za.ask.com/wiki/High_school?qsrc=3044&lang=en) were created, with a curriculum focused on practical job skills that would better prepare students for [white collar](http://za.ask.com/wiki/White-collar_worker?qsrc=3044&lang=en) or skilled [blue collar](http://za.ask.com/wiki/Blue-collar_worker?qsrc=3044&lang=en)work.

This proved to be beneficial for both employers and employees, for the improvement in human capital caused employees to become more efficient, which lowered costs for the employer, and skilled employees received a higher wage than employees with just primary educational attainment, (The Elementary and Secondary Education Act of 1965)

In Europe, grammar schools or academies date from as early as the 16th century, in the form of [public schools](http://za.ask.com/wiki/Public_education?qsrc=3044&lang=en), [fee-paying schools](http://za.ask.com/wiki/Fee-paying_school?qsrc=3044&lang=en), or charitable educational foundations, which themselves have an even longer history

Education is the great engine of personal development. Through education children of peasants will manage to acquire important professions in life, the daughter of peasant can become a doctor that the son of the mine worker can become the head of the mine or a president of a great nation, Mandela, (2005: 78). Secondary School Education refers to post-primary school education offered to successful students who score the required grades for admission

# 2.2 Education Declarations and Policy Statements in Tanzania

The Tanzanian government's commitment to education as an integral part of its social and economic development started shortly after independence. Before independence, educational access was very restricted. The [Arusha Declaration](http://en.wikipedia.org/wiki/Arusha_Declaration) was followed in 1967 by the policy document "Education for Self-Reliance", in which education was assigned a seminal role in the transformation of Tanzania to an African socialist society. Universal primary education (UPE) was emphasized in the [Musoma Declaration](http://en.wikipedia.org/w/index.php?title=Musoma_Declaration&action=edit&redlink=1) of 1974 as a way of transforming rural society and agriculture, from which it was acknowledged the vast majority of the population would derive their livelihood.

By the early 1980s, external shocks (oil crises, low coffee prices, drought, and war with Uganda) and deficient economic policy caused an economic crisis that needed to be resolved through economic restructuring and recovery. Tanzania's relationship, however, with the [World Bank](http://en.wikipedia.org/wiki/World_Bank) and the [International Monetary Fund](http://en.wikipedia.org/wiki/International_Monetary_Fund) (IMF) was tense because of differing perspectives on the root causes of the economic crisis and how to handle it. Tanzanian policy makers attributed the crisis to exogenous shocks, while the World Bank and the IMF stressed deficient economic policies and institutions as the root cause. For the education sector, this period saw a huge reduction in resources that lead to a reversal of progress made towards UPE during the 1970s and declining quantity and quality at all levels of education.

Despite subsequent progress from the economic reform efforts of the late 1980s and 1990s, social indicators were stagnating, including progress towards UPE. In 1995, the Ministry of Education prepared an Education and Training Master Plan. This was updated and further elaborated in a new phase of government policy embodied in the Education Sector Development Program (ESDP) of 1997 (revised in 2001), a program formulated to run from 1998 to 2007 and to have large scale impact that would accelerate progress on stagnating education indicators. The government also committed to the goals listed in the [World Declaration on Education for All: Meeting Basic Learning Needs](http://en.wikipedia.org/w/index.php?title=World_Declaration_on_Education_for_All:_Meeting_Basic_Learning_Needs&action=edit&redlink=1), which was issued in Jomtien, Thailand in 2000.

Within the larger ESDP, the government, together with civil society stakeholders and donors, formulated a Primary Education Development Program (PEDP) that took effect 2 January 2002 and ran to 2009. The World Bank supported the PEDP with a US$150 million Sector Adjustment Credit in 2001, which was supplemented by a US$50 million contribution by the Netherlands. The objectives of the PEDP were to: (1) expand school access; (2) improve education quality; and (3) increase school retention at the primary level. These objectives would be achieved through improved resource allocation and utilization, improved educational inputs, and strengthened institutional arrangements for effective primary education delivery. The PEDP introduced, among other reforms, Capitation and Development Grants for direct disbursement to primary schools.

The government's National Strategy for Growth and Reduction of Poverty (2005) included a focus on education as part of its second cluster that deals with social well being and quality of life.

However the results have been exactly the opposite. Funding for public schools has been cut radically by the government resulting a drastic drop to resources and the quality of teachers. According to mothers of the children in Tanzania the young people have divided between to those, who have had privilege of education in private schools, and to vast majority who have been left uneducated, by the public schooling system.

# 2.2.3 The Implementation of the SEDP Programme

The Ministry of Education and Vocation Training, in collaboration with the Prime Minister’s Office Regional Administration and Local Government, is responsible for the implementation of SEDP. The ADF program will support the implementation of SEDP. Therefore it will use the institutional arrangements already in place for the implementation of SEDP. The preparation of the work plans and their execution are decentralized and are carried out at the school and local government council levels. The proposed program responds to Tanzania’s need to increase access and improve the quality and equity of education. “The education sector is one among the social sectors, which have been affected by economic measure undertake by the Tanzania government to rectify the longtime ailing economy, the adopted measures included the World Bank advocated policies especially the National Economic Survival Programme (NESP), the Structural Adjustment Programmes (SAP) and the Economic Recovery Programmes (ERP. To a larger extent these programme measures have focused on attainment of economic efficiency and productivity so as to help education sector in the country, Tibaijuka, (1988: 4)

It will help to contribute to the Government’s effort to increase access and improve secondary education, especially in remote rural areas with little access to secondary education. The program will support the implementation of the Government’s Secondary Education Development Plan (SEDP). It is recommended that an ADF loan not exceeding USD 20 million to be extended to the Government of Tanzania in the form of sector budget support. “The foreign assistant to educational sector comes not only in momentary terms but also in the form of experts, equipment, buildings and staff-development. By 1984 foreign dependency on development expenditure for education in general was between 75% and 80% of the countries budget. But a major constraint on these sources of funding is the fact that the donor agencies are reevaluating their efforts so far. Recently the World Bank and UNESCO report is being poured into a bottomless pit of inefficiency and mismanagement of funds,” Galabawa, (2000: 51).

This increase the problems in educational sector in the country hence lowers the quality of education and also students academic performances.

Tanzania is one of the poorest countries in Africa. Its per capital GDP stood at around US $ 300 in 2005 compared to sub- Saharan Africa average of US $ 568. It is estimated that about 36 percent of the population live below the poverty line. Poverty is also more prevalent among the rural areas, where 87% of the poor live although they account for 67% of the population. The UDNP’s 2006 Human Development Report ranks Tanzania 162 out of 177 countries. The Government’s overall objective is the reduction of poverty. The Nation Strategy for Growth and Reduction of Poverty (NSGRP) (2005-2010), which is widely known as MKUKUTA, is the current framework for economic and social development in Tanzania. The NSGRP is committed to the millennium Development Goals (MDG’s) and seeks to reduce poverty by focusing the following clusters; growth and reduction of income poverty; improvement of quality of life and social well- being , and Good governance.

All those programmes face challenges of governance due to low performance of the councils in terms of collections of revenues that may help them in supporting educational sector in the country. Most of the district councils fail to cover their education expenses, only few councils managed to supplement grants. Parker, (1998:48).

The proposed ADF education program has its basis in the government’s Education and Training Policy and Education Sector Development Program (ESDP). The ESDP is the education sector which responds to the government policy of poverty reduction. The ESDP provides direction in the development of education and is based on comprehensive analysis of the education sector in Tanzania. It explains the country education priorities and was developed through extensive participation of all stakeholders. Under the ESDP, a Primary Education Development Program (PEDP) for the period 2002-2006 and Secondary Education Development Plan (SEDP) of 2004-2009 were also developed. The proposed ADF education program is planned to fit into this education development framework by supporting the strategies expressed in the ESDP and the implementation of the programs contained in the SEDP.

In June 2005 the Ministry of Education submitted a proposal requesting ADF assistance in the improvement of secondary education. In July 2006 the bank undertook an identification mission to explore priority areas for support the sector under the ADF education program. The identification mission met government officials and representatives of development partner active in the education sector and agreed that future ADF assistances will be within the context of the education and training policy and will support priorities set in the Education Sector development Programme (ESDP).

Within the sector, it was also agreed that future ADF support to the sector should primarily focus on the secondary education sub-sector with the aim of contributing to efforts to increase access and improve the quality of secondary education because the country budget is low to manage to improved educational sector in Tanzania. “The approved budget in the educational sector has in general below allocation and cause challenges of financing education and training in Tanzania. The problems occurs from low budgets allocations include; low funds for school infrastructure, teaching and learning materials as well as motivation of teachers. The share of education sector decreased by 0.7% from 18.3% in 2009/10 to 17.6% in 2010/11, BEST, (2010: 120).

The expansion of primary education in recent years has created high demand for secondary education. This necessitated the establishment of the of community secondary schools. But the expansion is inadequate to meet the demand for secondary education while leaving the quality of secondary education provided in many of those established community secondary schools remains to be very poor, impacting on the skill levels of the working population. To address the serious quality and equity issues in secondary schools the government formulated SEDP which its first phase starts from 2004 -2009 of a 15 years programme. SEDP is supported by the government and community resources and any IDA credit provided through sector budget support is low as the result the secondary education remains under funded. Due to that reason it was agreed that from February 1997 mission , the new ADF programme should support the implementation of SEDP to assist the country address the quality, equity and students academic performance issues in secondary schools. The maximum effectiveness of the ADF program, ADF resources will also be made available through a sector budget support. The ADF program will only cover mainland Tanzania and will not include Zanzibar as a SEDP covers only mainland Tanzania. The program was praised by a Bank mission that visited Tanzania in April/May 2007.

The program will help the government to improve access, quality and equity of secondary education that provided in all schools and regions in the country. This will help the country to reduce poverty by supporting the second cluster of the NSGRP that aim to improve quality life and social well-being of people in the country. The sector budget support funding modality adopted for the program is in line with the joint Assistance Strategy for Tanzania (JAST) approved by the government in December 2006 and supported by the Bank and other development partners. Under the JAST, Tanzania’s preferred mode of assistance is general budget support. “…In the context of PEDP reflect much of the grants and loans from the World Bank and Donors countries. The share of the external funding has increased over time exposing the country to the questionable issue of sustainability. …Donors expenditure on education relative to total assistance to Tanzania increased from $ 895 in 1994 to $ 976.2 in 1997,” Knight and Sabot, (1990:46).

Secondary education is displaying dramatic change. In past years its most notable characteristics was its small size, with a GER for forms 1- 4 of only 10% in 2002 and of 1.8% for forms 5 and 6. Since then the number of schools has more than doubled from 1,024 in 2002 to 2,289 in 2006 with government schools accounting for most of the increase (599 to 1,690). Education Sector Situational Analysis, Final Report, 2005, page 38 offers an opposing view, suggesting that new methods of defining pass and fail are largely responsible for the observed improvement in the pass rate. Government schools in Tanzania include not only those which are built and run by government but also those which are built by the community and then operated and managed by the government of Tanzania.

The joining of government secondary schools is mainly driven by external examinations. There are form two national examinations which act as the annual examination and help a student to qualify to enter upper classes. There are the national form four examinations which award students a Certificate of Secondary Education Examination (CSEE) takes place after form four. The Advanced Certificate of Secondary Education Examination (ACSEE) is taken at the end of Form six and provides the competitive basis for admission to higher education (universities and other colleges).

Post secondary education and training takes place in a diverse range of some 1,000 TVET colleges and institutions, many of them very small but in total servicing 150,000 students per year; 13 teachers’ colleges which train Diploma teachers and 19 which train Grade A teachers 16,668 students were enrolled in these colleges in 2005 and 8 public universities and 13 private universities with a total of 37,576 enrolments in 2005, including 12,940 in the Open University.

# 2.2.5 Challenges in Government Secondary Schools

In recent years people were deciding to send their children to the private schools because parents expect to get better results and quality education than in most government Secondary Schools due to the continuing bad academic performance were by in government schools most of the students who complete form four and form VI get bad performances that means zero and four division.

The government needs to improve the number of teachers trained, training material, and students’ motivation to learn, this will help the government to get trained labour force and improve different sectors which at the end will help to improve national economy and well being of people.

# 2.2.6 Students’ motivation and cultural differences

Students should be motivated in order to learn well. Furthermore, the cultural environment of students should also be taken into account, because it shapes their attitude towards educational advancement. In addition, being knowledgeable about their subject teaching, teachers must also have the ability to communicate, trust and confidence into the students. Doing so not only motivates them to lean but also paves the way inspire better understanding of their educational and emotional needs.

Teachers must be able to recognize and respond to students individual cultural differences and employ different teaching methods that will result in higher students’ achievements. Price (2004 p. 257) comments that descriptions of cultural differences tend to be stereotypical and do not pay sufficient attention to the diversity found in regions.

In less developed regions and districts of Tanzania, there is low awareness of education. As a result, people tend to be less attracted with education requirements. This may be part and parcel of the students’ and parents’ culture.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGIES

This chapter aims at describing the methods applied in carrying out the research study. It involves research design and approach, area of the study, study population the sample size and sampling techniques.

# 3.1 The Research Design and Strategies

The design of the was descriptive and diagnostic research. According to Owiso (2001). Defined descriptive research as a scientific method of investigating in which data are collected and analyzed in order to provide description and explanations about the current status of a problem. The study used both quantitative and qualitative approach.

Omary (2010). A descriptive research describe interprets facts as they are, the conditions that exist, the relationship between two events, opinions that are held the process, that are going on effects that are evident, and trends that are developing.

Kothari (2004). The descriptive research studies are those study which are concerned with describing the characteristics of a particular individual, or a group, where as diagnostic research studies determine the frequency with which something occurs.

This seemed to be the ideal method because of the need to present explanation of the situation of the current problem. The researcher employed the case study design due to the following reasons

Case study research generally intends to study few or one thing in-depth and not many things partially. The questions are targeted to the respective respondent. The questions are targeted to a limited number of events or conditions and their inter-relationships. To assist in targeting and formulating the questions, researchers conduct a literature review. This review establishes what research has been previously conducted and leads to refined, insightful questions about the problem. Careful definition of the questions at the start pinpoints where to look for evidence and helps to determine the methods of analysis to be used in the study. The literature review, provide the meaning of the key terms used in the study.

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# 3.2 Study Area

The study conducted at Ilala Municipality in Dar es Salaam Region where there are more government secondary schools than in the other two Municipality, namely Kinondoni and Temeke. This area help the researcher to save time and financial constraints. The researcher selects schools and other important government official from the municipality who offered relevant information concerning the study.

# 3.3 Population of the Study

The population is a group of individuals who the researchers use in collecting data. “It is a complete set of cases or a group of members,” Saunders. (2007:606).

The population in this study included teachers, students, heads of schools, in Ward Government Secondary Schools and education stakeholders including Ward Executive Officers, Ward Education Officers and others from the Ministry of Education and Vocational Training and in Ilala District. 10 secondary schools out of 41 secondary schools in Ilala were selected as sample, five were top performing in 2013 form national examinations and five were bottom performing in 2012 form national examinations

Table 3. 1: List of Secondary Schools involved in the study

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Jamuhuri Sec School  | 6 | Binti Musa Sec School |
| 2 | Majani ya Chai Sec School | 7 | Pugu Station Sec School |
| 3 | Ilala Sec School | 8 | Mvuti Sec School |
| 4 | Kalezange Sec School  | 9 | Viwege Sec School |
| 5 | Juhudi Sec School | 10 | Mkera Sec School  |

# 3.4 Sample and Sampling Procedure

This research used the simple random and judgmental sampling where sampling process started by selecting schools, teachers and number of students randomly while head teachers and educational officer selected purposively

# 3.4.1 Target population

According to Omari, (2011: 71), Population is the totality of any group of units which have one or more characteristics in common that are of interest to the research. The population may be all individuals of a particular type, or more restricted part of the group, such as all primary school children, all class four pupils.”

 “A target population refers to an entire group ofpeople, events, or things of interest that the researcher wishes to investigate.” Sekaran, (2006:265)

In this study five Government Secondary Schools’ which are as follows; Binti Musa Secondary School, Pugu Station Secondary School, Majani ya Chai Secondary School, Jamuhuri Secondary School and Ilala Secondary Schools. Population involves all students, teachers and heads of schools have been selected. Also the District Secondary Schools Education Officer, Ward Educational officers, Ward Executive Officers and Ministry of Education and Vocational Training included in the study. The total expected sample size was 214.

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# 3.4.2 The Sample size

A sample is a small proportion of a population selected for observation and analysis. Omari, (2011: 71). A sample is a segment of population from which the researcher is interested in gaining information and drawing conclusion. According to Mustafa, (2010:135) “a sample is the small group of individuals taken as the representative of the whole set of population.”

The researcher select 10 government Secondary Schools out of 49 in which five best schools in National Form Four in 2012 in Ilala District and five schools which performed poorly that means the last schools for comparison purposes so as to represent all government secondary schools in the country which acquired low performance in national form IV examinations 2012.

The researcher selected top five performing and bottom five performing Ward Secondary Schools in the National Form IV – 2012 in the District for comparison purposes so as to observe performance of the students. The District Secondary Educational officer, the Regional Educational officer and some official from National Examination Councils and Ministry of Education and Vocational Training will be included as members of the study population.

**Table 3. 2: Sample Size Used**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/NO | Group of Population | Status | Students | Total no.students | Teachers | Total no.Teachers | Head of school | EducationOfficer | Total |
| 1 | Jamuhuri Sec School | TF | 10 | 911 | 10 | 56 | 1 |  | 21 |
| 2 | Majani ya Chai Sec School | TF | 10 | 1114 | 10 | 41 | 1 |  | 21 |
| 3 | Ilala Sec School | TF | 10 | 1052 | 10 | 38 | 1 |  | 21 |
| 4 | Kalezangeze Sec School  | TF | 10 | 622 | 10 | 23 | 1 |  | 21 |
| 5 | Juhudu Sec School | TF | 10 | 728 | 10 | 28 | 1 |  | 21 |
| 6 | Binti Musa Sec School | BF | 10 | 585 | 10 | 24 | 1 |  | 21 |
| 7 | Pugu Station Sec School | BF | 10 | 1088 | 10 | 32 | 1 |  | 21 |
| 8 | Mvuti Sec School | BF | 10 | 334 | 10 | 19 | 1 |  | 21 |
| 9 | Viwege Sec School | BF | 10 | 716 | 10 | 27 | 1 |  | 21 |
| 10 | Mkera Sec School  | BF | 10 | 574 | 10 | 21 | 1 |  | 21 |
| 11 | Education officers | District |  |  |  |  |  | 1 | 1 |
| Region | 1 | 1 |
| E. Council | 1 | 1 |
| M.E&V.Training | 1 | 1 |
|  Total | 100 | 7724 | 100 | 309 | 10 | 4 | 214 |

 Source Research data

Key:

Whereas TF= means Top Five performing Schools

 BF= means Bottom Five performing Schools

Students were selected from form three and four those who commenced from form one at a particular school. The researcher asked them to count from number one to ten and picked those who count number two as sample

# 3.4.3 Sampling Procedures

***Simple random sampling***

This method was used to select schools, teachers and student who participated in the study project. The researcher decided to use simple random sampling so as to provide equal chance for each teacher and student to be selected.

**Purposive sampling**

Is the method that used to select sample regarding or targeting a certain criteria for example the research used judge mental sampling to select headmasters/mistress, head of departments, and education officers so as to be part of the sample

In purposive/strategic sampling, items or respondents for the sample are selected by the researcher depending on the data he/she intends to collect from them (Cohen et al,2000). It involves taking most relevant unit in the subject matter, and study them (Omari,2011). Through this technique respondents were selected, based on their designation and role they play in ward secondary schools. 14 respondents where purposively selected include 10 head of schools and 4 education officers, since it was very important interview them for betterment of this study.

# 3.5 Research Instruments

“Research instruments and tools for data collection are central in quality assurance and control in the research enterprise. Each Type of instrument has its strength and weaknesses which researchers need to appraise and incorporate in their data gathering processes. In addition no one instrument is good for all designs and paradigms.” (Omari, 2011: 79). 200 questionnaires were distributed and collected included both form closed and open ended questionnaires

 The Researcher used interviews, questionnaires so as to give chance to the researcher to acquire different data and information that helped in drawing liable conclusions that help to draw liable solutions and recommendations for the concerning study.

# 3.5.1 Reliability and Validity of research instruments

“Reliability is the instrument likely to give you consistent results across time, place. Similar instrument, irrespective of who is using it.” (Omari, 2011: 79).

 The researcher use questionnaires so as to find consistency or stability and the research reliability. Questionnaires helps to ensure the findings which will be obtained in this study are reliable and make sure that this ambition is achieved the researcher make sure that all the questionnaires is uniform for all respondents and the collected data processed\ in a uniform manner to ensure that the conclusion reached is similar to any other study that would be conducted using a similar approach.

# 3.5.2 Primary data sources

Primary data are referred to as the original data collected by the researcher herself for the purpose of inquiry. In this study data were collected through the following.

# 3.5.2.1 Interviews for head teachers and education officers for collecting the data needed to answer research questions

The researcher used formal interviews that involved open ended questions which listed in the interview guide. The researcher employs that method so as to allow freedom of expression from all respondents. The researcher conducted interviews for most of, teachers whose schools visited heads of schools, and other government stakeholders.

# 3.5.2.2 Questionnaires for teachers and students for collecting the data needed to answer research questions

This study use both open and closed questionnaires so as to get general and specific information regarding the contributions of SEDP in lowering students’ academic performances in most of the newly established government and ward secondary schools in the country that lowers quality of education. Questionnaires designed for students, teachers, heads of schools, and other government stakeholders.

# 3.5.2.3 Observation of School Daily Routine

This method gives the facilitator to observe things in the environment for further scrutinizing the real situation of the matter in question. Observation method was used to collect data from the field. Under observation method the information was collected by way of investigator own direct observation without asking from the respondent (Rwegoshora, 2006). This method was used when collecting primary data. This method was used in investigating whether the environment is clean and conducive for the pupils to learn. It was also used to observe whether students in classes have chairs and tables.

# 3.5.3 Secondary Data Sources

Secondary data are second hand data. Those data which have been collected by other persons and then passed through statistical mean at least once (Rwegoshora, 2006), The secondary data in this study was collected from other researchers through text books, reports and journals.

# 3.5.3.1 Schools and Municipal documents

This method was used to obtain data from various documents; the research explored and read different materials such as enrolment reports, National examination results

# 3.5.3.2 Reports

This method was used to obtain data from the report from various departments at school level and in education department at Municipal leave

# 3.6 Data interpretation and analysis

According to Kothari (2004) data analysis is a process that involves editing, coding, classifying, tabulating and interpreting the information which will be obtained, to enable the researcher to interpret the findings based on the data collected. The researcher will apply both qualitative and quantitative analysis

# 3.6.1 Qualitative Analysis

Qualitative research is an approach that allows the researcher to examine people’s experiences in detailed, by using a specific set of research method such as in-depth interview, focus group discuss, discussion, observation, content analysis, visual method and life histories (Hennink,M. Hutter, I and Bailey, A 2011). According to Patton, (1987) Philosophical roots of qualitative methods emphasize the importance of understanding the meaning of human behaviour and the social-cultural context of social interaction.

Qualitative Research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

 Qualitative research is much more subjective than quantitative research and uses very different methods of collecting information, mainly individual, in-depth interviews and focus groups.

# 6.7.2 Quantitative Analysis

Quantitative Research options have been predetermined and a large number of respondents are involved. By definition, measurement must be objective, quantitative and statistically valid. Simply put, it’s about numbers, objective hard data. The sample size for a survey is calculated by statisticians using formulas to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy.

# CHAPTER FOUR

# ANALYSIS AND PRESENTATION OF FINDINGS

# 4.0 Introduction

This chapter the researcher presents the findings that were discovered during the study on Secondary Education Development Programmes and the improvement of Access and Quality Education in Ilala Municipality which were basically obtained by means of questionnaire returned, interviews with teachers academic officers and students, observation and through various documentation obtained from schools and from the Ilala Municipality. In order to have a clear understanding for the presentation of information with regard to the findings the researcher has analyzed and interpreted the findings.

# 4.1 Characteristics of respondents

Data was collected from teachers, students, and education officers and the data was analyzed and found that 100 out of 214 respondents were students that is equal to (46.73%). 50 of which were female and 50 were male, 100 out of 214 (51.40%) were teachers and the rest (1.87%) were education officers

Table 4. 1: Sex of the respondents

|  |  |  |
| --- | --- | --- |
|  Occupation |  Sex |  Total |
| Male | Female |
| Students | 50 | 50 |  100 |
| Teachers | 40 | 60 |  100 |
| Head of Schools | 4 | 6 |  10 |
| Education officers | 1 | 3 |  4 |
| Total | 95 | 119 |  214 |

Source: Field research data 2014

The results show that 60% of the teachers were female. This implies that most of the teachers in Ilala district were women. The reason behind this is that many women are transferred to the district after getting married and thus they join their husbands.
50% of the students who responded to the questionnaires were girls where 50% were boys.

Table 4. 2: Number of Teachers per school and their qualifications

|  |  |  |
| --- | --- | --- |
| Na | School Name | Teachers qualifications |
| Degree holders | Diploma holders | Total |
| ME | FE | **Total** | ME | FE | **Total** |
| 1 | Jamhuri | 6 | 16 | **22** | 10 | 24 | **34** | **56** |
| 2 | Ilala | 4 | 10 | **14** | 13 | 11 | **24** | **38** |
| 3 | Binti Musa | 1 | 4 | **05** | 05 | 14 | **19** | **24** |
| 4 | Majani ya Chai | 6 | 8 | **14** | 7 | 20 | **27** | **41** |
| 5 | Pugu Station | 2 | 3 | **5** | 12 | 15 | **27** | **32** |
| **TOTAL** | **19** | **41** | **60** | **47** | **84** | **131** | **191** |

**Source Field Research Data August 2013**

**Key**

**Where as**

**Me= Male**

**Fe= Female**

Table 4. 3: Teachers’ student ratios in Ilala District in School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | **Name of Schools** | **Number of Teachers** | **Number of Students** | **TPR** |
| 1 | Jamhuri | 56 | 911 | **1:16** |
| 2 | Ilala | 38 | 1052 | **1:28** |
| 3 | Binti Musa | 24 | 585 | **1:24** |
| 4 | Majani ya Chai | 41 | 1114 | **1:27** |
| 5 | Pugu Station | 32 | 1088 | **1:34** |

**Source: Listed schools August 2013**

# 4.2 The Emergence of Ward Secondary Schools in Ilala Municipal

Before 2004, Ilala district had only 8 government secondary schools which were built during the colonial period, namely: Benjamin William Mkapa which was formally known as Uhuru Secondary School, Kisutu secondary school, Zanaki, Pugu Secondary school, Azania Secondary school, Jangwani Secondary School and Tambaza Secondary School and Dar es Salaam Secondary School. Between 2006 and 2009 more than 40 Ward secondary were constructed bringing the total of 49 Government Secondary Schools. This was a 92% increase within five years. These data were collected at the District level by interviews and questionnaires.

Total number of the students in Ilala District in the year 2012 is 42,303 apart from those students 19,722 students are studying in those Ward Secondary Schools only 12,281 are studying in remaining 8 Ward Secondary Schools

Table 4. 4: Ward Secondary Schools Built from 2004- 2012 and Their Enrolment Volume

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Number of Schools |  Name of Secondary schools built by community | Students Enrolled | TOTAL |
| Male | Female |
| 2005 | 1 | Mvuti  | 222 | 112 | 334 |
| 2006 | 2 | Kivule  | 477 | 401 | 878 |
| 3 | Pugu station | 490 | 361 | 831 |
| 4 | Chanika  | 355 | 287 | 642 |
| 5 | Buyuni  | 496 | 396 | 892 |
| 6 | Mnazi Mmoja | 318 | 281 | 599 |
| 7 | Mwanagati | 359 | 365 | 724 |
| 8 | Ilala | 500 | 559 | 1059 |
| 2007 | 9 | Zingiziwa  | 253 | 264 | 517 |
| 10 | Kinyamwezi | 352 | 278 | 630 |
| 11 | Migombani | 260 | 245 | 505 |
| 12 | Gerezani  | 417 | 416 | 833 |
| 13 | Ari | 389 | 267 | 656 |
| 14 | Mchanganyiko | 383 | 341 | 724 |
| 15 | Kitunda | 350 | 324 | 673 |
| 16 | Nyeburu | 312 | 330 | 642 |
| 17 | Ugombolwa | 343 | 340 | 683 |
| 18 | Zawadi | 357 | 354 | 695 |
| 19 | Sangara | 333 | 251 | 584 |
| 20 | Nguvu Mpya | 313 | 415 | 728 |
| 21 | Vingunguti | 482 | 418 | 860 |
| 22 | Mchikichini | 413 | 388 | 801 |
| 23 | Kinyerezi | 688 | 769 | 1457 |
| 24 | Ulongoni  | 356 | 371 | 727 |
| 25 | Halisi | 424 | 316 | 740 |
| 26 | Kerezange | 350 | 272 | 622 |
| 27 | Mkera | 356 | 218 | 574 |
| 28 | Msimbazi | 260 | 245 | 505 |
| 29 | Abuuy ujmaa | 417 | 416 | 833 |
| 30 | Misitu | 389 | 267 | 656 |
| 31 | Kitonga | 383 | 341 | 724 |
| 32 | Mbondole | 350 | 324 | 673 |
| 33 | Msonogla | 312 | 330 | 642 |
| 34 | Sangara | 343 | 340 | 683 |
| 35 | Magoza | 357 | 354 | 695 |
| 36 | Furaha | 333 | 251 | 584 |
| 37 | Juhudi | 313 | 415 | 728 |
| 38 | Kitunda | 482 | 418 | 860 |
| 2008 | 39 | Viwege | 318 | 398 | 716 |
| 2009 | 40 | Binti Musa | 328 | 285 | 613 |
| 2010 | 41 | Makurumla | 515 | 551 | 1066 |
| **TOTAL** | **15,448** | **14,274** | **29,722** |

 **Source Field Research Data**

Data obtained shows that most of the schools that constructed during SEDP first phase and second phase were Ward schools which was contributed by the community because no any school during that time where built by the Government alone. Also data shows that most of those Ward schools were constructed in two years of SEDP I that means 2006 and 2007. During those years 37 schools out of 41 were constructed while the rest four schools constructed in four different years that means in 2005 one, 2008 one, 2009 one and the last one was constructed during 2010.

# 4.2.1 Trends in the Construction of new Secondary Schools and Enrolment

After the introduction of SEDP I, the government ordered all ward in Tanzania to build Secondary School so as to overcome the problems of access of secondary education in Tanzania that lead to mushrooming of secondary schools which resulted to improve in access to secondary school education

Table 4. 5: Shows the Constructions of new secondary school buildings in Tanzania

|  |
| --- |
| Capitation per year for different purporse |
| Items | Capitation Grants Unit of Analysis |
| 2005/6 | 2006/7 | 2007/8 | 2008/9 | 2009/10 | Total |
| Classrooms | 1569 | 1759 | 865 | 180 | NA | 4,373 |
| House  | 842 | 1000 | 1501 | 678 | 70 | 4,091 |
| Library | NA | 30 | 27 | NA | NA | 57 |
| Dormitories | NA | 24 | 34 | NA | NA | 58 |
| Hostel  | 2 | 5 | 12 | NA | NA | 19 |
| Laboratories | NA | 40 | 84 | 187 | 186 | 493 |
| Administrations blocks  | NA | NA | 9 | NA | NA | 9 |
| Bathrooms | NA | 24 | 34 | NA | NA | 58 |
| Toilets | 121 | 58 | NA | NA | NA | 179 |
| School Maintenance | 3.2b | 1.64b | 1.6b | - | - | - |

Source: BEST (2010: 8)

NA= Not Available

Before 2003, there were moderate increase number of secondary schools, but after SEDP, number of schools risen dramatically, in 2003, there were 649 Government Secondary Schools in the country while in 2006, that number had risen to 1960, a 160 % increase in just three years. (URT, 2010 Annual Performance Report p. 45

Table 4. 6: Students Enrolment Trends in Tanzania

|  |  |
| --- | --- |
| Form | Years and Students |
| 2007 | 2008 |  |
| Male | Fe | Total | Male | Fe | Total |
| 1 | 235,539 | 212,909 | 448,448 | 252,116 | 186,785 | 438,901 |
| 1 – 4 | 511,416 | 455,671 | 967,087 | 644,O17 | 520,233 | 1,164,250 |
| 5 | 19,778 | 13,310 | 33,088 | 21,949 | 15,867 | 377,816 |
| 5 – 6 | 31,780 | 21,643 | 53,423 | 35,107 | 23,046 | 58,153 |
| 1 – 6  | 543,196 | 477,314 | 1,020,510 | 679,124 | 543,279 | 1,222,403 |
| Form | 2009 |  |  | 2010 |  |  |
| Male | Fe | Total | Male | Fe | Total |
| 1 | 290,696 | 234,088 | 524,784 | 240,017 | 198,810 | 438,827 |
| 1 – 4 | 774,518 | 627,041 | 1,401,559 | 866,734 | 699,951 | 1,566,685 |
| 5 | 25,182 | 17,870 | 43,052 | 23,056 | 15,278 | 38,334 |
| 5 – 6 | 38,427 | 26,416 | 64,843 | 43,437 | 28,537 | 72,014 |
| 1 – 6  | 812,945 | 653,457 | 1,466,402 | 910,171 | 728,528 | 1,638,699 |

Source: BEST (2010: 7)

In Ilala the construction of physical facilities has enable a substantial increase in enrollment in form 1-6, enrollment almost doubled from 345,441 in 2003 up to 675,672 in 2006, (URT, 2010: 23. This increase does not correspond with the increase of learning and teaching facilities hence lowers the quality and performance of the students.

Table 4. 7: Number of Secondary Schools in Tanzania

|  |  |
| --- | --- |
| Owner | Year |
| 2005 | 2006 | 2007 | 2008 | 2009 |
| Public | 1,202 | 1690 | 2806 | 3039 | 3283 |
| Non Government | 543 | 599 | 679 | 759 | 819 |
| Total | 1,745 | 2,289 | 3,485 | 3,798 | 4,102 |

Source: WEMU 2010

SEDP engaged on helping students who come from poor families so as to make them proceed with their studies.

# 4.2.2 Access Improvement

The aim of Secondary Education Development Programme (PEDP) were to raise the number of students who completed Secondary Education as planned from 345,000 in 2003 up to more than 2,000,000 in the year 2010 so as to reach that goal of Education Sector Development Programme (ESDP).

The findings reveals that SEDP managed to improve access of education in the country because in Ilala District there were increase of 41 government secondary schools as the product of Ward secondary schools that constructed from 2004 to 2009 during the period of SEDP I and the beginning of SEDP II in the year 2009. This increase of number of Secondary Schools help the increase of number of the students who joins secondary schools in the country at large and in Ilala district in particular. Apart from 42,303 students who was schooling in all 49 government secondary schools only 12,581 students get chance in 8 Government Secondary Schools which were established before 2004. About 29,722 students are the product of Ward Secondary Schools.

The Tanzanian Government offered a development grant for building schools so as to join hand to citizens who contribute for the development of the school building either in kind or in labour. In the year 2005 more than 3.2 billion was used for schools maintenance, in the year 2006 more than 1.6 billion was used for schools maintenance and in the year 2007 more than 1.6 billion was used for schools maintenance. This help in building classes, laboratory, library, dormitories, administrations, toilets and bath rooms. During that period the Ilala District Managed to build more than 35 new word schools that help to increase access in secondary education in Ilala District in Particular and Tanzanian Government in General.

The construction of physical facilities has enable a substantial increase in enrollment in form 1-6, enrollment almost doubled from 345,441 in 2003 up to 675,672 in 2006, (URT, 2010: 23) The findings reveals that before 2004, Ilala District had only 8 Government Secondary schools which were built during the colonial period as follows; Benjamin William Mkapa which was formally known as Uhuru Secondary School, Kisutu secondary school, Zanaki, Pugu Secondary School, Azania Secondary school, Jangwani Secondary School and Tambaza Secondary School and Dar es Salaam Secondary School. In 2006 and 2009 more than 40 Ward Secondary Schools were constructed bringing the total of 49 Government Secondary Schools. This was a 92% increase within few years. This data was collected at the District level by interviews and questionnaires.

Total number of the students in Ilala District in the year 2012 is 42,303 apart from those students 19,722 students are studying in those Ward Secondary Schools only 12,281 are studying in remaining 8 Ward Secondary Schools. All these data proved that SEDP managed to improve access for Secondary Education in the Ilala District in particular and Tanzania Government in General.

# 4.3 Provision of Capitation Grant (CG)

Some of this grant was used for purchasing teaching and learning materials by all government secondary schools in the country. But some schools fails to follow instruction provided on how to use capitation grants for paying extra duties or using for producing examinations such as mid-term, terminal and annual examinations.

Table 4. 8: Analysis of Capitation Grant

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR | GOVT CONTRIBUTION | OTHER SOURCES | TOTAL  |
| 2010/11 | 9,977,397,700 | 30,137,500,000 | **40,114,897,700** |
| 2011/12 | 17,347,967,420 | 15,137,500,000 | **32,485,467,420** |
| 2012/13 | 21,262,783,600 | 0 | **21,262,783,600** |
| **TOTAL** | **48,588,148,720** | **45,275,000,000** | **93,863,148,720** |

**Source: Research Field Data August 2013**

Figure 4. 1: Capitation Grant from the Government and from other sources

|  |
| --- |
|  |

Analysis of provision of Capitation Grant (CG) to schools since 2010/2011 to March 2013 indicates that a total of Tshs. 90,429,950,242 has been disbursed. Out of that amount 45,154,950,242 was from the government and Tshs. 45,275,000,000 was from other contributors as shown in table 8 above.

Based on agreed target of disbursing Tshs. 25,000 per students per annum the actual amount of CG disbursed to schools were as follows;

Tshs 40,114,897,700 in 2010/11 (25,000/= per student)

Tshs. 33,207,967,420 in 2011/12 (21,000/= per student)

Tshs. 21,262,783,600 in 2012/13 (13,266/= per student)

For the year 2012/13 the indicated disbursement is only from the Government

Table 4. 9: Amount of funds that got disbursed in schools in Ilala District

|  |  |  |
| --- | --- | --- |
| YEARS | AMOUNT OF MONEY | NEEDS OF THE SCHOOL |
| Capital | Recurrent |  | Capital | Recurrent | Gap |
| School Name | Gov. | W/bank | Government | W/Bank | Total |
| 2004 |  |  |  |  |  |  |  |  |  |
| 2005 | Jamhuri |  |  | 3,100,000 |  | 3,100,000 | 0 | 9,620,000 | 6,520,000 |
| Ilala |  |  | 0 |  | 0 | 0 | 0 |  |
| Binti Musa |  |  | 0 |  | 0 | 0 | 0 |  |
| Majani ya Chai |  |  | 0 |  | 0 | 0 | 0 |  |
| Pugu Station |  |  | 0 |  | 0 | 0 | 0 |  |
| 2006 | Jamhuri |  |  | 7,842,579 |  | 7,842,579 | 0 | 14,800,000 | 6,957,421 |
| Ilala |  |  | 2,710,178 |  | 2,710,178 | 8,675,000 | 2,710,178 | 5,964,822 |
| 2007 | Jamhuri |  |  | 17,339,520 |  | 17,339,520 | 0 | 14,480,000 |  |
| Ilala |  |  | 14,763,980 |  | 14,763,980 | 13,075,000 | 14,763,980 | 1,688,980 |
| 2008 | Jamhuri |  |  | 2,349,098 |  | 2,349,098 |  | 14,080,000 | 11,730,902 |
| 2009 | Jamhuri |  |  | 1,162,021 |  | 1,162,021 |  | 16,400,000 | 15,237,979 |
| Ilala |  |  | 3,676,692 |  | 3,676,692 | 23,500,000 | 3,676,692 | 19,823,308 |
| 2010 | Jamhuri |  |  | 7,181,576 |  | 7,181,576 |  | 17,520,000 | 10,338,424 |
| Ilala |  |  | 7,336,307 |  | 7,336,307 | 26,275,000 | 7,336,307 | 18,938,693 |
| Binti Musa |  |  | 2,642,562 |  | 2,642,562 |  | 6,562,536 |  |
| 2011 | Jamhuri |  |  | 3,100,000 |  | 3,100,000 |  | 9,620,000 | 6,520,000 |
| Ilala |  |  | 25,390,220 |  | 25,390,220 | 28,700,000 | 25,390,220 | 3,309,780 |
| Binti Musa |  |  | 5,764,234 |  | 5,764,234 | 7,625,000 | 6,100,000 | 7,960,766 |
| Majani ya Chai |  |  | 4,198,454 |  | 4,198,454 | 8,029,390 | 19,158,317 |  |
| 2012 | Jamhuri |  |  | 25,853,055 |  | 25,853,055 |  | 22,775,000 |  |
| Ilala |  |  | 35,756,830 |  | 35,756,830 | 26,450,000 | 35,756,830 | 9,306,830 |
| Binti Musa |  |  | 14,564,192 |  | 14,564,192 | 15,075,000 | 12,060,000 | 12,570,808 |
| Majani ya Chai |  |  | 4,345,380 |  | 4,345,380 | 6,854,772 | 15,042,137 |  |
| **TOTAL** |  |  |  |  | **189,076,878** | **164259162** | **267,852,197** | **136,868,713** |

**Source Field Research Data August 2013**

The findings shows that capitation sent in schools sometimes not showing clear explanations because this schools receives money every year for development in terms of capital expenditure. Sometimes capital expenditure given to schools for building classes, laboratories, buying school furniture and sometimes for maintenance purpose.

Data also shows that the school which managed to plan and organize well capitation grant received, performed better than those schools which fail to organize and plan well the capitation received because schools that appears in the top five among the other 38 ward schools managed to show the amount of money received at least for six years out of eight of SEDP I and SEDP II, implementation. Example Ilala and Jamhuri secondary schools managed to show the amount of capitation receive from 2005 to 2012 against Pugu Station and Binti Musa that shows only capitation that received for three years.

Table 4. 10: Students who got sponsored by the Government since 2005 up to 2010 in the Country

|  |  |  |
| --- | --- | --- |
| **Form** | **Total Number of Student**  | **Amount in Tsh.** |
| 1 | 11,885 | 2,336,360,000.00 |
| 2 | 11,459 | 1,550,887,000.00 |
| 3 | 6,366 | 1,167,480,000.00 |
| 4 | 4,155 | 609,025,000.00 |
| 5 | 147 | 49,896,650.00 |
| TOTAL | 34,012 | 5,703,648,650.00 |

Source: Ilala Municipal

The Government continues to increase the capitation grants which help for buying teaching and learning materials in government secondary schools.

Table 4. 11: Capitation Grants for buying teaching and learning materials in Tanzania

|  |  |  |
| --- | --- | --- |
| FORM | TOTAL NUMBER OF STUDENTS  | AMOUNT IN TSH. |
| 2005/06 | 214,011 | 4,280,220,000 |
| 2006/07 | 478,293 | 2,807,000,000 |
| 2007/08 | 829,094 | 9,153,757,200 |
| 2008/09 | 1,068,906 | 3,482,614,000 |
| 2009/10 | 1,293,691 | 3,482,614,000 |

Source:WEM

# 4.4 SEDP Inputs at School Level

Secondary Education Development Programme aiming at helping schools in different ways including funding schools so as to increase classes, teaching and learning materials, books and other things. Funds were contributed by World Bank and the Government. Government and World Bank were giving money in terms of cash to the Ministry of Education and the Ministry give it to the District Council then the District distribute that funds in Schools.

Findings shows that there were no single coin that contributed by neither World Bank nor Tanzanian Government that was for capital expenditure. The researcher self observation and secondary data sources shows that, schools were receiving capitation in both forms as capital expenditure and recurrent expenditure for both purposes as for development and daily expenditure.

# 4.4.1 Uses of SEDP inputs by Schools

Ministry education and vocation training has got seculars and instructions which explains clearly the uses of capitation grants but unlike to some of schools were not or pretending to be unaware about uses of those capitation grants hence used for unspecified expenditure

Table 4. 12: Uses of SEDP inputs by Schools

|  |  |  |  |
| --- | --- | --- | --- |
| Years | Amount Received | Expenditure and Items | Amount |
| 2005 | 3,100,000 | Buying teaching and learning materials | 3,100,000 |
| 2006 | 7,842,579 | Compensation of school fees and buying teaching and learning materials | 7,842,579 |
| 2007 | 17,339,520 | Compensation of school fees and buying teaching and learning materials | 17,339,520 |
| 2008 | 2,349,098 | Buying teaching and learning materials | 2,349,098 |
| 2009 | 1,162,021 | Buying teaching and learning materials | 1,162,021 |
| 2010 | 7,181,576 | Buying teaching and learning materials | 7,181,576 |
| 2011 | 22,361,698 | Buying teaching and learning materials | 22,361,698 |
| 2012 | 25,853,055 | Buying teaching and learning materials | 25,853,055 |
| Total | 87,189,548 |  | 87,189,548 |

**Source Field Research Data**

# 4.4.2 Needs of the schools

Most of the schools have their own need that differs from one school to another. This difference sometimes cause difficulties in offering education as required to the students hence affects students academic Performance in schools in particular and in the whole country at large.

Table 4. 13: Needs of the Jamhuri Secondary School per annum

|  |  |
| --- | --- |
| Year |  Needs of the school |
| Recurrent  | Gap  | Total |
| 2005 | 9,620,000 | 6,520,000 | **16,140,000** |
| 2006 | 14,800,000 | 6,957,000 | **21,757,000** |
| 2007 | 14,480,000 | NA | **14,480,000** |
| 2008 | 14,080,000 | 11,730,000 | **25,810,000** |
| 2009 | 16,400,000 | 15,237,979 | **31,637,979** |
| 2010 | 17,520,000 | 10,338,424 | **27,858,424** |
| 2011 | 22,800,000 | 138,301 | **22,938,301** |
| 2012 | 22,775,000 | NA | **22,775,000** |
| **Total** | **132,475,000** | **50,921,704** | **183,396,704** |

 **Source: Jamhuri Secondary School Records, September 2013**

Data obtained shows that in recent years, this school was given enough amount of money as capitation than in SEDP I that means 2004 to 2008. In 2011 and 2012 the school receives more than 97 percent per annum which helped the school to be among top five among 38 Ward schools in Ilala District. Table 4.4.6 shows that in 2012 this school was given Tshs.33,989 per each students instead of 25,000 for each this make the increase of 8,989 Shillings for each students that makes the school to get excess of 9,456,428 shillings for the year 2012.

Table 4. 14: Amount of capitation grant received per student in specific year for Jamhuri Secondary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Amount | Students | Amount per student | Percentage (%) |
| 2004 |  |  |  |  |
| 2005 | 3,100,000 | 766 | 4,046 | 16 |
| 2006 | 7,842,579 | 766 | 10,238 | 41 |
| 2007 | 17,339,520 | 766 | 22,636 | 91 |
| 2008 | 2,349,098 | 766 | 3,066 | 12 |
| 2009 | 1,162,021 | 766 | 1,517 | 6 |
| 2010 | 7,181,576 | 766 | 9,375 | 38 |
| 2011 | 22,361,698 | 766 | 29,193 | 116 |
| 2012 | 25,853,055 | 766 | 33,751 | 135 |
| **Total** | **87,189,548** | 6,128 | 113,822 | 455 |

**Source: Jamhuri Secondary School September 2013**

The table shows that in 2011 and 2012 the government managed to give the school required amount of money for helping to raise standard of performance in the school. as shown in the table 4.4.2, most of the amount of money given by the government the school used it for buying teaching and learning materials that is way the school managed to be among the five schools appeared in the top of all ward secondary Schools in Ilala District in the National Form Four Examinations of 2012. In the table 4.5.3 the percentage of capitation given to Jamhuri Secondary School in 2012 was above average because every student was supposed to get maximum of 25,000 only per annum but the table shows that in 2012 the school gets average of 33,751 per students per year.

Table 4. 15: Needs of the Ilala Secondary Schools per annum

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Capital** | **Recurrent**  | **Gap**  | Total |
| 2004 |  |  |  |  |
| 2005 |  |  |  |  |
| 2006 | 8,675,000 | 2,710,178 | 5,964,822 | **17,350,000** |
| 2007 | 13,075,000 | 14,763,980 | 1,688,980 | **29,527,960** |
| 2008 |  |  |  |  |
| 2009 | 23,500,000 | 3,676,692 | 19,823,308 | **47,000,000** |
| 2010 | 26,275,000 | 7,336,307 | 18,933,693 | **52,545,000** |
| 2011 | 28,700,000 | 25,398,220 | 3,309,780 | **57,408,000** |
| 2012 | 26,450,000 | 35,756,830 | 9,306,830 | **71,513,660** |
| **Total** | **126,675,000** | **89,642,207** | **59,027,413** | **275,344,620** |

 **Source: Ilala Secondary School Septemberb2013**

The findings shows that this school needs more than Tshs. 120,000,000/= for capital expenditure and more than Tshs. 89,000,000 for recurrent expenditure and for six years it has got a deficit of more than Tshs. 200,000,000 of money. If this amount of money was given to this school may it can manage to compete with other eight government schools which appears among the top of all Ward Secondary Schools.

Data shown in table 4.4.2 indicates that, Jamhuri Secondary School needs more than Tshs. 183,000,000 in order to solve challenges that face the school. This amount is the combination of recurrent and gap that faces the school so as to accomplish daily activities of offering quality education to the students hence manage to be among the top in all 95 Secondary schools in Ilala District. These schools is the combination of private and public/government secondary schools that found in Ilala District.

The SEDP instructions on how to spend the given amount of capitation did not include solving the challenges that create gaps in performing daily activities in all government and Ward Secondary schools.

Table 4. 16: Amount of capitation grant received per student in specific year for Ilala Secondary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| YEAR | AMOUNT |  STUDENTS | AMOUNT PER STUDENT | PERCENTAGE(%) |
| 2006 | 2,710,178 | 1052 | 2,576 | 10 |
| 2007 | 14,763,980 | 1052 | 14,034 | 56 |
| 2008 | 12,318,400 | 1052 | 11,710 | 47 |
| 2009 | 3,676,692 | 1052 | 3,495 | 14 |
| 2010 | 7,336,307 | 1052 | 6,974 | 28 |
| 2011 | 25,390,220 | 1052 | 24,135 | 97 |
| 2012 | 35,756, 830 | 1052 | 33,989 | 136 |
| **TOTAL** | **89,634,207** |  |  |  |

**Source:** Ilala Secondary

Table 4. 17: Needs of the Binti Mussa Secondary Schools per annum

|  |  |
| --- | --- |
| Year | Needs of the school |
| Capital | Recurrent  | Gap  | Total |
| 2011 | 7,625,000 | 6,100,000 | 7,960,766 | **21,685,766** |
| 2012 | 15,075,000 | 10,060,000 | 12,570,800 | **37,705,800** |
| **Total** | **22,700,000** | **16,160,000** | **20,531,566** | **59,391,566** |

**Source:** Binti Mussa Secondary School September 2013

Findings shows that, Binti Mussa Secondary School needs more than Tshs. 59,000,000/= so as to offer quality education in the school. The amount disbursed by SEDP sometimes fail to solve school problems because it has got directives that sometime goes contrary to the specific needs of the given school at given time and environment

Table 4. 18: Uses of SEDP inputs in Binti Mussa Secondary schools

|  |  |  |  |
| --- | --- | --- | --- |
| YEARS | AMOUNT RECEIVED | EXPENDICTURE ITEMS | AMOUNT |
| 2011 | 5,764,234 | books, teaching material, paying part time teachers, examination cost, and extra duty allowances. | 5,764,234 |
| 2012 | 14,564,192 | lab equipments, teaching material, paying part time teachers, examination cost, and extra duty allowances. | 14,564,192 |
| Total | 20,328,426 |  | 20,328,426 |

**Source** Binti Mussa Secondary school September

The findings shows that this school which has been established in 2009 has no record of capitation received in 2009 and 2010, they have records of capitation received in 2011 and 2012. Because this school is newly established and has few numbers of students, it supposed to be one of the good performing schools but it gets bad performance. This school uses money for other things contrary to Ministry of Education and Vocational Training directives.

Example in 2011 they used capitation received for paying part time teachers, paying examination costs and paying extra duty allowances. This capitation may be used for other activities like buying science books, teaching and learning materials and other valuable things than being used for paying extra duty allowancies.

Table 4. 19: Percentage of capitation grant received per student in year for Binti Mussa Secondary School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR** | **AMOUNT** |  **STUDENTS** | **AMOUNT PER STUDENT** | **PERCENTAGE** |
| 2011 | 5,764,234 | 585 | 9,853 | 39 |
| 2012 | 14,564,192 | 585 | 24,896 | 96 |
| **TOTAL** | **20,328,426** | 1170 | 34749 | 135 |

**Source:** Binti Mussa Secondary School September 2013

The findings obtained shows that this school managed to get 96% only of capitation which supposed to receive per annum contrary to other schools such as Ilala which received 136% per annum in the same year 2012.

These variations of capitation sometimes can be the results of other schools to be in the top five and others to be in the lower position among 38 ward schools as it happened for Bintimusa Secondary school which appears among bottom five schools in the National Form Four Examinations of 2012 in the District. The findings show that there are more female teachers in five visited secondary schools that males, this is because in Ilala district most of female teachers are transferred in so as to follow their husbands who are working in Dar es Salaam Region. The findings show that there are 125 female teachers who has Diploma and Degree against male teachers who are only 66 who has got diploma and degree in the District.

Findings also reveal that the school which has enough number of teachers are performing better than those schools which has few number of teachers. Thus Ilala, Jamhuri and Majani ya Chai Secondary Schools has many teachers than Bintu Musa and Pugu Satation Secondary Schools that is why those former three schools appeared among top five in all Ward Secondary Schools against Pugu Station and Binti Musa Secondary Schools which appeared in the bottom five in the National Form IV in 2012.

The data obtained also shows that ratio of qualification also matters in academic performance of the given schools because those schools which appears in the top five among all 38 Ward Secondary Schools have more qualified teachers than those with low academic performance as shown in the table above Jamhuri secondary has 22 teacher who has degree, Ilala and Majani ya Chai has 14 degree teachers each, compared to Pugu Station and Binti Musa Secondary Schools which appeared in the bottom five has only 5 degree teachers each the schools dominated by diploma teachers.

Teachers need training so as to update their carriers so as to make them change along to the changing world of Science and technology. The findings shows that the schools which appears in the top in the National Form IV - 2012 academic performance has more teachers than those which appears in the bottom like Pugu Satation Secondary schools which shows that one teacher teach 238 students while Jamuhuri secondary school one teacher teach 112 this variation can cause difference in students academic performances.

**Need of Majani ya Chai Secndary School**

The school head of Majani ya Chai explained that they have needs such as they need school fence, books, health insurance and teaching and learning materials but the government provide them capitation grants with conditions on use of capitations like buying laboratory equipment and books for science subjects which is unlike to their priority needs. This has made the school fail to overcome their challenges

Majani ya Chai Secondary school indicated that they are facing great challenges of truancy and student escaping during class hours. The school basic need is to have good and strong school fence that could help teachers to monitor students movements through the gate hence manage to stay in the classes and got chance to acquire the intended learning outcomes.

Also the school needs to be assured by having enough funds for students medical care when they get problems/ sickness during school hours as first Aid before informing parents. Also they need to increase number of books.

The capitation given has its own instructions on how to use the given amount as the result schools fulfils donors/government wishes hence fail to raise standards of performance to students.

Table 4. 20: Uses of SEDP inputs in Majani ya Chai Secondary School.

|  |  |  |  |
| --- | --- | --- | --- |
| YEARS | AMOUNT RECEIVED | EXPENDITURE ITEMS | AMOUNT |
| 2008 | 1,736,573 | tables in the laboratory Extra duty for practical preparations | 1,532,328190,000 |
| 2009 | 6,887,713 | chemicals and lab apparatusfood and nutrition practicalPhotocopy and Examinations Printing | 3,649,7001,695,0001,543,013 |
| 2010 | 15,046,874 | Teaching and learning materialsFood and Nutrition PracticalForm IV Exams invigilators expensesLaboratory apparatus and chemicalsPurchasing books | 3,546,3001,695,0001,023,0744,865,5003,916,000 |
| 2011 | 23,055,738 | Purchasing booksPurchasing teaching materialsExpenses for regional exams and chemicals | 2,415,00011,959,1008,681,638 |
| 2012 | 32,766,652 | Purchasing booksTeaching materials Laboratory apparatus and reagentExam printing and photocopySeven classroom rehabilitation | 7,219,75010,195,9006,613,9503,250,8004,636,400 |
| **Total** | **79,493,550** |  | **78,628,453** |

**Source Field Research Data September 2013**

This table shows that Majani ya Chai Secondary School receives capitation from the government yearly but the direction on how to spent the given amount sometimes neglected as shown in the table for the year 2008 the school used Tshs. 190,000 for paying extra duty while direction on how to use capitation did not allow such kind of expenditure. Ministry of education and Vocational Training directions about the uses of capitation, demand that the amount given is suppose to be used for buying science books and teaching and learning materials and science should be given first priority.

Data obtained also shows that Majani ya Chai secondary school in 2009 used Tshs.1,543,013/= and in 2012 used Tshs. 3,250,800/= for photocopy and examinations printing while such amount could help to increase teaching and learning materials in the schools hence raise academic performance.

Table 4. 21: Percentage per year for Majani ya Chai Secondary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| YEAR | AMOUNT | STUDENTS | AMOUNT PER STUDENT | PERCENTAGE(%) |
| 2008 | 1,736,573 | 1114 | 1,559 | 6 |
| 2009 | 6,887,713 | 1114 | 6,177 | 25 |
| 2010 | 15,046,874 | 1114 | 13,507 | 54 |
| 2011 | 23,055,738 | 1114 | 20,696 | 83 |
| 2012 | 32,766,652 | 1114 | 29,414 | 118 |
| **TOTAL** | **79,493,550** |  |  |  |

**Source: The Researcher September 2013**

Table 22 shows that the school has got record of the amount of capitation received from 2008. This school was established in the year 2006. The officials in the Ministry of Education and Vocation Training said that since the introduction of SEDP I in 2004 all schools receives proportional amount of capitation which relates to the number of students found in the given Ward Secondary School.

Since Majani ya Chai Secondary School was established in the second year of SEDP I but the amount given to school from 2006 up to 2008 when SEDP I ended had no any tress of it until in 2008 the end year of SEDP I school received capitation of Thss.1,736,573/= which is only 6% of all amount of money is supposed to be given to a school yearly.

In the year 2012 the school was given capitation of Tshs. 32,766,652 which was more than hundred percent which the school is supposed to be given. This amount was 4,414 more per student which makes some of excess of Tshs. 4,917196/= per annum which help in increasing academic performance. According to the data obtained, the school managed to use the amount given well hence raise students academic performance and managed to appear among top five in Ilala District compared to other 38 Ward schools.

Table 4. 22: Uses of SEDP inputs at Pugu Station Secondary schools.

|  |  |  |  |
| --- | --- | --- | --- |
| YEARS | AMOUNT RECEIVED | EXPENDITURE ITEMS | AMOUNT |
| 2010 | 10,286,617 | purchasing science, mathematics and language text books | 10,286,617 |
| 2011 | 14,346,812 | Purchasing text books and lab chemicals | 14,346,812 |
| 2012 | 24,975,226 | Purchasing text book and lab chemicals | 24,975,226 |
| **Total** | **49,608,655** |  | 49,608,655 |

**Source Field Research Data**

The data obtained showed that the Pugu Station Secondary School has low trace of money given by the government as capitation. This shown when this school fell to give data to the researcher about the amount of capitation given from 2006 when established the school to 2009.

The school showed that they receive capitation from 2010 to 2012 hence no also the tress of uses of capitation that given to that school in 2006,2007,2008 and 2009. In the Form Four National Examination of Tanzania of 2012 this school appeared among five worst school in Ilala District.

Table 4. 23: The Percentage of capitation received per year for Pugu Station Secondary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| YEAR | AMOUNT | STUDENTS | AMOUNT PER STUDENT | PERCENTAGE(%) |
| 2010 | 10,286,617 | 1088 | 9,455 | 38 |
| 2011 | 14,346,812 | 1088 | 13,186 | 53 |
| 2012 | 24,975,226 | 1088 | 22,955 | 92 |
| **TOTAL** | **49,608,655** | 3264 | 45596 | 183 |

**Source: The Researcher September 2013**

The data obtained and shown in the table 4.9 portray that this school received low amount of capitation compared to those Ward schools that appear within top five in the District because in 2012 the schools that appear among the top one such as Majani ya Chai, Ilala and Jamhuri received more than what they supposed to be given, that means more than 110%. But Pugu Station received below average that a student is supposed to be given as capitation per year. Example in the table 4,4,6 of Ilala Secondary Schools shows that the amount given as capitation in the year 2012 is 136% of the total amount supposed to be received per annum while Pugu Station given only 92% in the same year.

This variation sometime causes the deference in academic performance of these two schools. In Ilala secondary School in the year 2012 a student's is given 33,989 per year while in Pugu station secondary school a student is given only 22,955 per year if it is true this variation should be investigated so as to know what is the real cause of this difference while the students supposed to receive the same amount per annum.

Table 4. 24: Number of students Enrolled by schools in the sampled schools in 2013 in Ilala Municipality

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Names of Secondary School | Boys | Girls | Total |
| 1 | Jamuhuri  | 398 | 368 | 766 |
| 2 | Pugu Station | 546 | 542 | 1088 |
| 3 | Ilala | 505 | 548 | 1053 |
| 4 | Binti Musa | 299 | 286 | 585 |
| 5 | Majani ya Chai | 539 | 575 | 1114 |
| **TOTAL** | **2287** | **2319** | **4606** |

**Source: Jamhuri Secondary School**

# 4.4.3 The quality improvement

The construction of physical facilities has enable a substantial increase in enrollment in form 1-6, enrollment almost doubled from 345,441 in 2003 up to 675,672 in 2006, (URT, 2010: 23). This increase does not correspond with the increase of learning and teaching facilities hence lowers the quality and performance of the students.

SEDP put more emphasize on training for all teachers so as to make them improve their carriers and manage to cope with the changes that occurs in education sector in particular and world in general due to the changes of science and technology.

The findings reveals that schools which has more teachers or enough number of teachers perform well and managed to appear in the top five among 41 Ward Secondary Schools than those schools which has few teachers appears almost in the bottom five among all government Secondary schools in Ilala District. As data shows Jamhuri Secondary School has 56 teachers, Ilala Secondary School has 38 teachers and Makani ya Chai Secondary Schools has 41 teachers against Binti Mussa which has 24 and Pugu Station which has 32 teachers, these schools appears among the bottom five among all 49 secondary schools.

Findings also reveals that those schools which has many teachers who has degree qualifications acquires better in academic performance than those which has few number of teachers who acquires degree qualifications. It shows that Jamhuri secondary School has 22 degree holders following with Ilala and Majani ya Chai which has both 14 degree holders in their schools. All those three schools managed to appear among top five in National Form Four of 2012 against Pugu Station and Binti Mussa which has only 5 teachers with degree qualifications hence appears among worst five schools in the District. Teachers has to be trained so as to build their capacity of teaching and learning in schools hence help to update their skills that acquires from their college and experience which they gain in day to day working as data shows those schools which has more experienced teachers manage to be under top five among 41 Ward secondary schools.

Instead of all training and good number of teachers in schools there is a problem of massive failure nowadays which increased soon after the increase number of secondary schools.. Most of the students who manage to enter in Government Secondary Schools especially Ward Schools acquire division four and Zero unlike previous years before the introduction of SEDP and Ward Secondary Schools the number of the students who perform in zero division was very few.

Table 4. 25: National Form Four Examination Results from 2009 to 2010

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL |  DIV-1 |  DIV-2 |  DIV-3 |  DIV-4 |  DIV-0 |  TOTAL |
| 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| Jamhuri | 5 | 5 | 18 | 3 | 37 | 10 | 106 | 72 | 58 | 89 | 224 | 179 |
| Binti Musa | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Majani ya Chai | NA | 5 | 6 | 4 | 13 | 18 | 128 | 62 | 87 | 72 | 234 | 161 |
| Ilala | 1 | 4 | 10 | 12 | 27 | 17 | 128 | 61 | 99 | 94 | 265 | 188 |
| Pugu Station | 0 | 2 | 7 | 8 | 21 | 19 | 77 | 72 | 33 | 96 | 138 | 197 |
| Total | 6 | 16 | 41 | 27 | 98 | 64 | 439 | 267 | 277 | 351 | 861 | 725 |

Source: Education Officer Ilala Municipality September 2013

Key:

NA=Not Available

Total Div. I – III in 2009 were 145 which equal to (17 %)

Total Div. IV – 0 were 716 equal to (83 %) and Main Total 861 (100%) and Total Div. I – III in 2010 were 107 which equal to (15 %) Total Div. IV – 0 were 618 equal to (85%) and Main Total 725 (100%)

Candidates who have scored between Divisions I – III in 2009 and 2010 were 252 (16 %), while those who scored between divisions IV - 0 were 1334 (84 %). This is a massive failure rate which needs immediate attention from all stakeholders.

Table 4. 26: National Form Four Examination Results from 2011 to 2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL |  DIV-1 |  DIV-2 |  DIV-3 |  DIV-4 |  DIV-0 |  TOTAL |
| 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 | 2011 | 2012 |
| Jamhuri | NA | NA | 7 | 7 | 18 | 11 | 94 | 65 | 134 | 163 | 253 | 247 |
| Binti Musa | NA | NA | NA | NA | NA | NA | NA | 23 | NA | 125 | NA | 148 |
| Majani ya Chai | 1 | 1 | 6 | 11 | 17 | 28 | 87 | 88 | 103 | 110 | 214 | 238 |
| Ilala | 6 | 1 | 15 | 6 | 23 | 22 | 94 | 87 | 110 | 141 | 248 | 257 |
| Pugu Station | NA | NA | 1 | NA | 9 | NA | 93 | 24 | 130 | 107 | 233 | 131 |
| Total | 7 | 3 | 29 | 24 | 67 | 61 | 368 | 287 | 477 | 646 | 948 | 1021 |

Source: Education Officer Ilala Municipality September 2013

Key

NA=Not Available

Total Div. I – III in 2011 were 103 which equal to (11 %)

Total Div. IV – 0 were 845 equal to (89 %) and Main Total 948 (100%) and Total Div. I – III in 2012 were 88 which equal to (9 %) Total Div. IV – 0 were 933 equal to (91%) and Main Total 1021 (100%)

Candidates who have scored between Divisions I – III in 2011and 2012 were 191 (10 %), while those who scored between divisions IV - 0 were 1378 (90 %). This kind of massive failure is alarming situation which needs to be taken care off by all education stakeholders.

Table 4. 27: National Form Four Examination Results in 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL |  DIV-1 | DIV-2 | DIV-3 | DIV-4 | DIV-0 | TOTAL |
| 2013 | 2013 | 2013 | 2013 | 2013 | 2013 |
| Jamhuri | 3 | 15 | 35 | 93 | 88 | 234 |
| Binti Musa | - | - | 13 | 53 | 53 | 119 |
| Majani ya Chai | 3 | 22 | 39 | 71 | 86 | 221 |
| Ilala | 15 | 23 | 42 | 90 | 97 | 267 |
| Pugu Station | 2 | 7 | 29 | 87 | 92 | 217 |
| Total | 23 | 67 | 158 | 393 | 416 | 1057 |

Source: Education Officer Ilala Municipality

Total Div. I - III were 248 (23 %)

Total Div. IV – 0 were 809 (77 %)

Main Total 1057 (100%)

Candidates who have achieved between Divisions I - III were 248 (23 %), while those who scored between divisions IV - 0 were 809 (77 %). This is also massive failure rate despite of the improvement noticed that is due to the changes in new grading system adopted by the NECTA.

# 4:4:4 Equity Improvements

SEDP aimed at offering education for both children in equal ration or fairness that means male students and female students should have equal chance to attend to school and acquire secondary education in the country.

The findings proved that in Ilala District equity is maintained and improved because the number of female students and male students are almost fair because in the year 2012 the district have more than 15,000 male students against more than 14,000 female students. This is very marginal difference that shows fairness in selections.

The actual number of students in all Government Secondary Schools is fifteen thousand four hundred and forty eight (15274) male students and fourteen thousand two hundred and seventy four (14,274) female student.

SEDP help the government to put more emphasize to encourage students from areas which were formerly underserved and help to sponsor orphans and those who have got physical and mental impairments. Most of this students sponsored were from underdeveloped regions and from those district which put less emphasizes in making their children attends Secondary Education.

This trend make the government to increase the degree of fairness by making those students who were not getting chance to attend secondary education due to economic reasons to manage to attend hence be among the people who have been educated and be a cartelists to make other children be motivated to read schooling their families, wards, districts and region in particular.

Table 4. 28: Need Versus Capitation Received and total Performance for 2009 & 2010

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Name of School | No of Student |  Need |  Recurrent |  G ap  | Performance |
| 2009 | 2010 | 2009 | 2010 |   2009 |   2010 |  2009 |  2010 |
| 1 | Jamhuri | 1187 | 31,637,979 | 27,858,424 | 16,400,000 | 17,520,000 | 15,237,979 | 10,338,424 | 60.3% | 50.3% |
| 2 | Binti Musa | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 3 | Majni ya Chai | NA | NA | NA | NA | NA | NA | NA | 62.8% | 55..3% |
| 4 | Ilala | - | 23,500,000 | 26,275,000 | 3,676,692 | 7,336,307 | 19,823,308 | 18,933,693 | 62.6% | 50% |
| 5 | Pugu Station | NA | NA | NA | NA | NA | NA | NA | 76.1% | 51.3% |

**Source**: **Education Officer Ilala Municipality**

The finding shows that most of schools which scored better performance has tendency of keeping records while most worst performing schools do not keep records. For stance Ilala and Jamhuri secondary school keep their records properly which is unlike to Pugu station and Binti Musa secondary school hence they have poor performance

Table 4. 29: Need Versus Capitation Received and total Performance for 2011 & 2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | Name of School | No of Student |  Need | Recurrent |  G ap  | Performance |
| 2011 | 2012 | 2011 | 2012 |  2011 |   2012 |  2011 |   2012 |
| 1 | Jamhuri | 766 | 22,938,301 | 22,775,000 | 22,800,000 | 22,775,000 | 138.301 | - | 47% | 34% |
| 2 | Binti Musa | 585 | 7,625,000 | 15,075,000 | 6,100,000 | 10,060,000 | 7,960,000 | 12,570,800 | NA | 15.5% |
| 3 | Majani ya Chai | 1114 | 8,029,390 | 6,858,772 | 19,158,317 | 15,042,137 | 11,127,441 | 8,187,365 | 51.9% | 53.8% |
| 4 | Ilala | 1053 | 28,700,000 | 26,450,000 | 35,756,830 | 7,336,307 | 3,309,780 | +9,306,830 | 55.6% | 45.% |
| 5 | Pugu Station | NA | NA | NA | NA | NA | NA | NA | 54.1% | 18.3% |

Source: Education Officer Ilala Municipality

Total Div. I - III was 132 (13 %)

Total Div. IV - 0 was 594 (87 %)

**Main Total 738 (100%)**

The table shows that the results of National Form four in the year 2012 were worse than those in 2011 because percentage wise students who got between divisions four and zero rose from 82% in 2009 to 87 % in 2010.

Findings shows that the Ordinary level (form four) achievements are very low because quarter of the candidates fails while more than 50% of the candidates acquire division IV. A student needs only two passes out of seven subjects to score division IV. Less than quarter of the candidates achieve between division 1 and 111 and those who get division 1 and 11 hardly exceeded 10% between 1996 and 2011 while marginal passes and failure exceeded 75%. Secondary Education Master Plan, 2011-2015, (p.15)

# 4.5 The Level of preparedness before the establishment of Ward secondary schools

Before the establishment of this ward secondary school who were passing standard seven examination were not getting chance to join secondary school education due to shortage of schools and few classrooms at the existed schools

Table 4. 30: The Level of preparedness among Key Actors before the Onset of CSS

|  |  |  |  |
| --- | --- | --- | --- |
| **Occupation**  | **Prepared** | **Not prepared** | **Total** |
| Ward executive officer | 0 | 5 | 5 |
| Ward education officers | 1 | 4 | 5 |
| Teachers | 0 | 20 | 20 |
| Head of schools | 5 | 0 | 5 |
| District and Ministry Education officers | 15 | 0 | 15 |
| **Total** | **19** | **31** | **50** |

**Source: The researcher September 2013**

Findings show that the most of respondents who investigated shows that they were not prepared before the establishment of those Ward Secondary schools in the Country. As shown in the table Ward executive officers who investigated said that they were no any information about the introduction of Ward Secondary schools.

Some of Ward education officers who were asked only one said that she contributed her effort in finding funds that could help the building those Ward Secondary Schools but others said they had no information about the building those schools.

Data obtained shows that all 20 teachers who investigated said that they were not informed about the introduction of the Ward Secondary Schools in 2004 and onwards but they found those schools were already established and students increased in the classes and they were only supposed to teach them and make them acquire good academic performances in Form Two and Form IV National Examinations.

For the case of Education officers as shown in the table all of them said that they had informed and prepared about the introduction of SEDP I and increasing number of schools by building of those Ward Secondary Schools in every Ward in the Country in general and Ilala District in Particula.

Table 4. 31: Level of involvement of the community in construction of school

|  |  |  |
| --- | --- | --- |
| **0ccupation**  | **Prepared** | **Percentage** |
| Ward executive officer | 0 | 0 |
| Ward education officers | 1 | 2 |
| Teachers | 0 | 0 |
| Head of schools | 5 | 10 |
| District and Ministry Education officers | 15 | 30 |
| **Total** |  | **42** |

This data shows that only 42% were informed and prepared before the introduction of SEDP I and the whole processes of building Ward Secondary Schools.

#

# 4.6 Mobilization Strategies used in acquiring funds

The ward officers were using various ways of raising funds for constructing school such as community meeting to introduce tax to the community members, inviting highly respected people in the societies in different community events and using that opportunity to run fund raising activities and some of officers prepare contribution cards and distributed to potential peoples.

Table 4. 32: Mobilization Strategies used to generate funds

|  |  |
| --- | --- |
| **Occupation**  | Mobilization Strategies |
| Meetings | Tax | Dinner | cards | Other | None |
| Ward executive officer | 1 | 2 | 0 | 1 | 1 | 0 |
| Ward education officers | 3 | 0 | 0 | 0 | 2 | 0 |
| Teachers | 0 | 0 | 0 | 0 | 0 | 20 |
| Head of schools | 4 | 0 | 0 | 0 | 1 | 0 |
| District and Ministry Education officers | 10 | 0 | 0 | 0 | 5 | 0 |
| **Total** | **18** | **2** | **0** | **1** | **9** | **20** |

Source field research data August 2013

The Findings obtained shows that large mobilization strategies which were used by most of the respondents were conducting different meetings that help them to get funds for building those Ward Secondary Schools, Followed by other means which were used by nine respondents while two of them were using different taxes which help to collect money from the community and one was using cards for asking people to contribute in building those ward secondary schools.

# 4.7 Circular that help on running Ward Secondary Schools

Only district and ministry officers were aware about the circular which helped the establishment of ward secondary schools but the rest were not aware as shown in table 4.31 below out of 33 interviewee 18 interviewee who were 3 school heads and 15 education officers were conscious and aware of those secular but the rest 15 who were teachers and ward officers were not aware of the circular

Table 4. 33: Number of respondents who knew about the circular and those who don't know about it.

|  |  |  |
| --- | --- | --- |
| **0ccupation**  | **Yes**  | **No circular** |
| Ward executive officers | 0 | 5 |
| Ward education officers | 0 | 5 |
| Teachers | 0 | 20 |
| Head of schools | 2 | 3 |
| District and Ministry Education officers | 15 |  |
| **Total** | **17** | **33** |
| **Grand Total** | **50** |

**Figure 4. 2: People who were aware with circular and those who were not aware**

This chart shows respondents who had information about the introduction of the Ward Secondary Schools and those who had no information about the construction of those Ward Secondary Schools.

The findings shows that all education officers knows that there were circular that helped in running and construction of all Ward Secondary Schools in the Country at Large and in the Ilala District in Particular. As seen in the table above all Education Officers in the Ministry of Education and Vocation Training and from Ilala District Council said that they have heard about the circular and others they had seen and read it before nd after the introduction of those Ward Secondary Schools. Contrary to the heads of schools data shows that only two out of five investigated they were aware about the circular other three had no information about the matter.

Data shows that all Ward Executive officers, Ward Education Officers and teachers they were not aware about the introduction and construction of those ward secondary schools but they only saw things going on and sometimes asked to pray their part without having enough education about it and enough information on how to go about when conducting activities.

Table 4. 34: Instruction given to the heads of schools and other government stakeholders on how to spend given capitation grants

|  |  |  |
| --- | --- | --- |
| **0ccupation**  | **Yes**  | **No information** |
| Ward executive officers | 0 | 5 |
| Ward education officers | 0 | 5 |
| Teachers | 0 | 20 |
| Head of schools | 5 | 0 |
| District and Ministry Education officers | 15 | 0 |
| **Total** | **20** | **30** |

Figure 4. 3: Information given about instructions on the Spending of Capitation Grant

This chart shows the number of respondents who don’t know and who know about the instructions given on how to spend the capitation given by the government and World Bank to different schools in Ilala District.

The findings shows that all head of schools and Education officers from the District and the Ministry knows about the instructions given on how to spend the given amount of capitation in the Ilala District in particular and the whole country in general. This is contrary to other government stakeholders such as teachers, Ward Executive officers and Ward Education Officers they know nothing about those instructions. Example in the table and chart above shows that all twenty teachers who investigated said that they don't know about the instructions on how to spend the capitation given by the government to their schools.

This weakness may sometimes cause misunderstandings among members at schools hence cause low academic performance in National Form Four examinations especially 2012 exams.

#

# 4:8 Management Reforms and Devolution of Authority

SEDP put more emphasize on devolution of the management so as to make easy control of schools in the country. Before the introduction of SEDP the education sector was controlled nationally that means was controlled centrally by Ministry of Education and Vocational Training.

This decentralization by devolution of authority was successfully planed and introduced in the way that was accepted by the local government in the country. This devolutions help to make citizens especially wards to own schools and to understand the importance of maintaining those schools but unfortunately decentralization by devolution of authority failed to improve the quality of education in the Ilala district in particular and Tanzanian Government in General.

The devolutions gave Regions power to control development projects in the region, to appoint schools board members, to take care of the appeals of the students, to organize and monitor the National Examinations, Standard Seven, Form IV and Form VI, to select students who supposed to join standard one and to manage students transfer.

The District Level was given power to control development projects in the district, to organize and monitor the National Examinations, Standard Seven, Form IV and Form VI, to select students who supposed to join secondary schools, to advise the ministry about the running of the newly established schools, to identify those students who are supposed to be supported by the government economically so as to perform their secondary education and to employ workers who are not teachers at school level.

Ward Level was given authority to identify places, land that will be used to build newly established schools, to mobilize students to attend schools, parents to send their children to schools and to pay school fees and covering other education costs and to put efforts in building new ward schools.

Board of schools was given power to plan all schools developments, advice on school budgeting, to deal with students and teachers disciplines while head of schools was given power to control all teaching and learning in schools, to run all school daily routines, to prepare programmes of school developments, and to make sure that buildings that developed in their schools are in good quality and to deal with the academic matters.

All these shows that government managed to plan the devolution of education sector in the country but this devolution fail to improve the quality and the academic performance of the students in the country.

#

# 4.9 Flow of Information among Actors

Data shows that most of education stakeholders were not prepared before the establishment of those Ward Secondary Schools because most of teachers, Ward Education officers and Ward Executive officers who investigated were not prepared before the establishment of those Ward Secondary Schools.

The information disbursement is sometimes difficult because those who are in power are not ready to give others information which they are needed to know or are important to be known for the sake of the people of Ilala District in Particular and In Tanzanian Government in General.

Findings also shows that all Education Officers from the Ministry of Education and District level were informed and prepared before the establishment of those Ward Secondary Schools in the Country at large and Ilala District in Particular. Data shows that most of mobilization strategies include conducting meeting, tax, preparing dinner and cards which help to ask people to contribute in building those schools. Findings also shows that head of schools and education officers knows about the circular which was issued and shows the direction on the establishment of those ward secondary schools. Most of teachers, Ward Executive officers and Ward Education Officers were not knowing about the circular and the instruction given on how to run those Ward Secondary Schools.

# CHAPTER FIVE

# DISCUSSION OF THE FINDINGS

#

# 5.1 Introduction

The purpose of this chapter is discussing of findings of the study and gives experienced elements that may help in changing the situation in our government secondary schools hence improve academic performance in Form IV and Form VI National Examinat

# 5.2 Discussion of the findings

# 5.2.1 SEDP and Access Improvement

Before SEDP, Ilala district had only 8 government secondary schools which were built during the colonial period, namely: Benjamin William Mkapa which was formally known as Uhuru Secondary School, Kisutu secondary school, Zanaki, Pugu Secondary school, Azania Secondary school, Jangwani Secondary School and Tambaza Secondary School and Dar es Salaam Secondary School. After introduction of SEDP more than 40 Ward secondary school were constructed bringing the total of 49 Government Secondary Schools. This was a 92% increase within five years. These data were collected at the District level by interviews and questionnaires.

Total number of the students in Ilala District in the year 2012 is 42,303 apart from those students 19,722 students are studying in those Ward Secondary Schools only 12,281 are studying in remaining 8 Ward Secondary Schools. That is equal to 46.62% of students studying in the new secondary schools built after SEDP also should be noted that SEDP has increased number of classrooms in those schools built during colonial era hence increased the capacity of schools to enroll

# 5.2.1 SEDP and Quality Improvement

The findings reveals that schools which has more teachers or enough number of teachers perform well compared to those with few teachers, This justified by Jamhuri Secondary School which has 56 teachers, Ilala Secondary School which has 38 teachers and Majani ya Chai Secondary Schools which has 41 teachers against Binti Mussa which has 24 and Pugu Station which has 32 teachers, these schools appears among the bottom five among all 49 secondary schools.

Also findings reveals that those schools which has many teachers who has degree qualifications acquires better in academic performance than those which has few number of teachers who acquires degree qualifications in Ilala District. It shows that Jamhuri secondary School has 22 degree holders following with Ilala and Majani ya Chai which has both 14 degree holders in their schools. All those three schools managed to appear among top five in National Form Four of 2012 against Pugu Station and Binti Mussa which has only 5 teachers with degree qualifications hence appears among worst five schools in the District. Again findings show that some of the surveyed schools had libraries, with various materials, like books, magazines, video and audio tapes. CD-ROMs and computers were rarely found

Examination results shows Candidates who have scored between Divisions I – III in 2009 and 2013 were 684 (16.27 %), while those who scored between divisions IV - 0 were 3521 (83.73 %). This is a massive failure rate which needs to be taken care off. This kind of massive failure is alarming situation which needs to be highly considered by all education stakeholders.

Findings also revealed that although there were some improvements in the quality of school collections after the introduction of SEDP, the library services offered did not meet learning and teaching needs. There were few books, and space and furniture were inadequate

# 5.2.3 SEDP Services and Needs of Schools

Most of the schools have their own needs that differ from one school to another. This difference sometimes cause difficulties in offering education as required to the students hence affects students academic Performance in schools in particular and in the whole country at large

Secondary Education Development Programme aiming at helping schools in different ways including funding schools so as to increase classes, teaching and learning materials, books and other things. Funds were contributed by World Bank and the Government. Government and World Bank were giving money in terms of cash to the Ministry of Education and the Ministry give it to the District Council then the District distribute that funds in Schools.

.

The findings shows that some schools received and other were not received capitation at the SEDP phase I while in SEDP phase II most of these schools have been receiving capitation. The researcher self observation and secondary data sources shows that, schools were receiving capitation in both forms as capital expenditure and recurrent expenditure for both purposes as for development and daily expenditure but sometimes capitation do not show clear explanations because this schools receives money every year for development in terms of capital expenditure. Sometimes capital expenditure given to schools for building classes, laboratories, buying school furniture and sometimes for maintenance purpose.

Data also shows that the school which managed to plan and organize well capitation grant received, performed better than those schools which fail to organize and plan well the capitation received because schools that appears in the top five among the other 38 ward schools managed to show the amount of money received at least for six years out of eight of SEDP I and SEDP II, implementation. Example Ilala and Jamhuri secondary schools managed to show the amount of capitation receive from 2005 to 2012 against Pugu Station and Binti Musa that shows only capitation that received for three years.

Data obtained shows that in recent years, this school was given enough amount of money as capitation than in SEDP I that means 2004 to 2008. In 2011 and 2012 the schools receive more than 97 percent per annum which helped the school to be among top five among 38 Ward schools in Ilala District. The findings also shows that the Government managed to disburse capitation grants for all Government Secondary Schools which help the schools to buy teaching and learning materials as shown in the data that in the year 2005 the government disburse 4,280,000,000/= , in 2006 the government managed to disburse 3,507,000,000/= while in 2007 the government disburse 9,143,027,880/= that help schools to buy teaching and learning materials that makes students easy acquire the intended learning outcomes. But still the challenges are there, most of government secondary schools still face the problem of shortage of teaching and learning materials including books, chalks, mathematical charts, mathematical sets, maps, paintings, nodes and other things which are important in helping students easy acquire the intended learning outcomes.

Challenge of having unequal distribution of capitation grant among those government secondary schools which cause other schools to have more than 130% and other to get below 90% for the same year while the method of calculation of capitation given give chance each secondary school student to receive equal amount of value. These variations sometimes cause difference in academic performance.

Another challenge is that the capitation given to schools has directives on how to spend the amount but sometimes the needs of the schools is not compatible with the directions given hence schools end up getting things that is contrary to schools basic needs.

# 5.3 Limitation of the Study

Limitation of the study are those factors or conditions beyond the control of the researcher, which hinder one from obtaining the required data and information may place restrictions on the study. The study was limited by the number of factors, such as poor transportation.

# 5.4 Delimitation of the study

The study was done at 10 Government Secondary Schools in Ilala Municipality, the five best and five worst performed Government Secondary Schools in the National Form IV 2012 in comparison to the performance those schools before and introduction of SEDP. The selection which based on the township of the place where school is situated because the researcher expects to choose two schools from urban and two from rural areas. The researcher involved Education Officers, ministry of education, regional inspectors of schools and other education stakeholders.

# CHAPTER SIX

# SUMMARY, CONCLUSSIONS, AND RECOMENDATIONS

#

# 6.1 Introduction

This chapter provides conclusion of all works performed in this study and gives experienced elements as recommendation for others such as people who make policy in the country who may be interested to do similar study or any other development in the discipline of education.

# 6.2 Summary of Major findings

The major objective of the study was to examine the inputs of SEDP in relation to access and quality of secondary education in Ilala Municipality. Ilala Municipality being a case study. Findings were collected through participatory observation, documentary review, questionnaires, and interviews. Questionnaires were distributed to teachers, students, and education officers while in participatory observation the researcher involved in daily routine of some of the schools.

**In Access The data showed that**

Secondary Education Programme managed to improve access of education in the country because in Ilala District there were increase of 41 government secondary schools as the product of Ward secondary schools that constructed from 2004 to 2009 during the period of SEDP I and SEDP II. This increase of number of secondary schools help the increase of number of the students who joins secondary schools in the country at large and in Ilala district in particular. Apart from 42,303 students who a schooling in all 49 government secondary schools only 12,581 students get chance in 8 government Secondary Schools which were established before 2004. About 29,722 students are the product of Ward Secondary Schools.

**Finding in education quality show that**

The findings revealed that schools which has more teachers or enough number of teachers perform well and managed to appear in the top five among 41 Ward Secondary Schools than those schools which has few teachers appears almost in the bottom five among all government Secondary schools in Ilala District. As data shows Jamhuri Secondary School has 56 teachers, Ilala Secondary School has 38 teachers and Makani ya Chai Secondary Schools has 41 teachers against Binti Mussa which has 24 and Pugu Station which has 32 teachers, these schools appears among the bottom five among all 49 secondary schools.

Findings also reveals that those schools which has many teachers who has degree qualifications acquires better in academic performance than those which has few number of teachers who acquires degree qualifications. It shows that Jamhuri secondary School has 22 degree holders following with Ilala and Majani ya Chai which has both 14 degree holders in their schools.

All those three schools managed to appear among top five in National Form Four of 2012 against Pugu Station and Binti Mussa which has only 5 teachers with degree qualifications hence appears among worst five schools in the District.

**Also finding show that in Capitation**

The establishment of SEDP contributed to increase the amount of capitation given in all Government Secondary Schools as it shown in the data obtained from different schools that investigated, the amount of capitation increased from getting only 16 percent in 2005 to 135 percent in 2012 for the same school. Example in the year 2004 Jamhuri Secondary School received capitation of only 4,046 per students while in 2012 one student received capitation of more than 33,000 per student.

The capitation given to schools has directives on how to spend the given amount as the result this money sometimes fail to solve challenges that Ward Schools face because sometimes priorities of the Ministry of Education and Vocational Training who set the directives on how to spent the given capitation is not exactly the priorities of the schools.

Sometimes the school need fence but the money given is directed to other things than the building of fence. Example most of the schools investigated need to have fence so as to solve the problem of students escaping during study hours but the capitation given has its own directives on how to spent it which goes contrary to the school needs. It has revealed that 92% of the respondents needs were to have fence in their schools surroundings so as to stop students moving in and out of the school feely

The data obtained shows that most of capitation given in schools are used in buying books, teaching and learning materials, printing examinations costs, paying extra duty allowances and buying chemicals. This type of expenditure is sometimes not allowed by the government because they only supposed to use it for buying science books, teaching and learning materials and buying chemicals.

Data shows that most of education stakeholders were not prepared before the establishment of those Ward Secondary Schools because most of teachers, Ward Education officers and Ward Executive officers who investigated were not prepared before the establishment of those Ward Secondary Schools.

Findings also shows that all Education Officers from the Ministry of Education and District level were informed and prepared before the establishment of those Ward Secondary Schools in the Country at large and Ilala District in Particular.

Data shows that most of mobilization strategies include conducting meeting, tax, preparing dinner and cards which help to ask people to contribute in building those schools.

Findings also shows that head of schools and education officers knows about the circular which was issued and shows the direction on the establishment of those ward secondary schools. Most of teachers, Ward Executive officers and Ward Education Officers were not knowing about the circular and the instruction given on how to run those Ward Secondary Schools.

# 6.3 Conclusions

The study was conducted in Ilala District in Dar es Salaam Region where there are forty Nine Government Secondary Schools among those Forty one are Ward Secondary Schools which built by using community contributions and the Government grants in form of capitation after the SEDP introduction in 2004.

From this forty one schools, five schools were selected using strategic sampling where by top five better performing in National Form IV in 2012 and worst five performing schools in the same examination were selected hence random sampling of those five selected schools was done.

The main goal, objective of SEDP is to increase the proportion of Tanzania youths completing secondary education with acceptable learning outcomes. The plan concentrated in the following area: improvement of Access, Equity, Quality and Management Reforms and Devolutions of Authority and Management Information System Improvement which was done as planed but the outcomes still has got many challenges to be taken care of.

# 6.6 Recommendations

**On Capitation**

Education stakeholders needs to change their attitudes towards government or community funds, when they given amount for certain purpose they may spend it buy doing what they have asked to do so as to improve academic performances of the students. Example Pugu Station and Binti Mussa secondary schools used some of capitation given for paying extra duty and other allowances hence make those schools to be among those worst performing schools.

The government budget should be planed for considering much in improving the teaching and learning situations, teaching and learning materials and improving teacher’s motivations and other benefits.

Findings shows that SEDP considerations is more concerned about the students than teachers because it puts more emphases on classes, chairs, tables, books, teaching and learning materials all of these are for students and not for teachers. No any considerations for teachers' chairs, tables, motivations even funds for carriers developments hence world continues to develop while teachers remains stagnant. Due to lack of carriers’ developments and ongoing training for teachers, students nowadays uses computers and internets while teachers are still using not book and pen to find information.

Involvement of teachers and other Ward stakeholders of the SEDP project were not sufficient. Some of teachers and Ward officers was not exactly knowing the circular that used on the establishment of those Ward Secondary Schools. This indicates that the teachers are the implementers but they were not involved in decision making and thus they have a feeling that the project or plan do not concerned them, but it belongs leaders in the District and heads of schools or the project was imposed to them by Ministry of Education and Vocational Training.

Formulas for calculating capitation grants given by government to schools should be more emphasized so as to reduce variations among the capitation given to schools. Example as Ilala Secondary school receives more than 33,000 per student Pugu Station received only 22,000 per student in 2012. These variations sometimes reduce apacity of other schools to compete in increasing academic performance.

The government should ensure equal distribution of capitation grant among those government secondary schools which cause other schools to have more than 130% and other to get below 90% for the same year while the method of calculation of capitation given give chance each secondary school student to receive equal amount of value. These variations sometimes cause difference in academic performance.

Government should allow the capitation given to schools to be utilized according priority instead of directing the school on how to spend the amount but sometimes the needs of the schools is not compatible with the directions given hence schools end up getting things that is contrary to schools basic needs.

#

# 6.4.1 The way forward

The government should make sure color of Blackboard CMS [Black/White] Board is always good enough for the students to see writings well. Also government should promote the use of Computer Lecture such as power point slides that may motivate students to be attentive in classroom also teachers should distribute Notes/ Handouts Calculator Projects Quiz/Test Personal Response Students In class group activities

**A Systemic View**

Students “Noise” due to Human Factors Internal factor one teacher handle many students during teaching this lead to poor communication in class again some teachers lack assessment Tools/ Activities Feedback Formative/ Summative “Noise” due to human factors external factors one teacher Many Students Research Engagement Extracurricular Activities Academic Service Non academic Life Academic Service most of teacher try to convey everything they know and Assume silence as a sign of learning in steady they have to use stories based on their expertise; Integrate their research and teaching for their students clearly state what a reasonable requests is;

Offer “optout” homework and quizzes; Offer extra points problems in your exams;

Teachers should be Field Independent (FI) since these teachers are externally directed factually oriented and whenever the students taught by these kind of teacher achieved more than when taught by FD teacher. Affective Learning should be adopted because increase state of motivation value preferences and commitment

Since the introduction of SEDP there had been an increase of schools and so classrooms, all of these schools are day schools. And hence increase of enrolment following the increased number of schools and classroom the rates of enrolment has increased to extent that some of the enrolled students join form one while they are illiterate this remain a challenge also most of these schools face challenges such as shortage of teachers, absence of libraries and other learning materials such as text book

It seems that SEDP consideration is more concerned about the students, classes, chairs and tables for students no studies will continue, this means when considering the serious consideration for teachers furniture's, how can a teacher be satisfied with office with no chairs or a table while the students have the furniture. When one decides to build the school he/she should also build an office for teachers and not when teachers came they use one of the classes, this is an embarrassment

Laboratories are very important for science subjects especially physics, chemistry and biology. So simultaneously with the classes and teachers office, the laboratories must be constructed. The results shows that most of the students do not choose science for different reasons, being one of the main criteria in the SEDP plan, something has to be done to make the students, schools, teachers and all government stakeholders change their attitudes towards science. As the findings shows that few students like science subjects hence it is difficult to get enough science teachers in the coming generation.

The Government should put more effort on increasing the number of Science teachers so as to overcome the problem of having few numbers of teachers in government secondary schools. Example in most of the school visited the number of arts teachers was dominant while science teachers was few hence create a problem of making students fail those science subjects and increase zero divisions in our secondary schools.

The establishment of SEDP contributed to increase the amount of capitation given in all Government Secondary Schools as it shown in the data obtained from different schools that investigated, the amount of capitation increased from getting only 16 percent in 2005 to 135 percent in 2012 for the same school. Example in the year 2004 Jamhuri Secondary School received capitation of only 4,046 per students while in 2012 one student received capitation of more than 33,000 per student.

The capitation given to schools has directives on how to spend the given amount as the result this money sometimes fail to solve challenges that Ward Schools face because sometimes priorities of the Ministry of Education and Vocational Training who set the directives on how to spent the given capitation is not exactly the priorities of the schools.

Sometimes the school need fence but the money given is directed to other things than the building of fence. Example most of the schools investigated need to have fence so as to solve the problem of students escaping during study hours but the capitation given has its own directives on how to spent it which goes contrary to the school needs. It has revealed that 92% of the respondents needs were to have fence in their schools surroundings so as to stop students moving in and out of the school feely.

The data obtained shows that most of capitation given in schools are used in buying books, teaching and learning materials, printing examinations costs, paying extra duty allowances and buying chemicals.

This type of expenditure is sometimes not allowed by the government because they only supposed to use it for buying science books, teaching and learning materials and buying chemicals.

# 6.5 Significance of the Study

This research helps the government and other educational stakeholders to improve students’ academic performance in Form Four and Form Six national examinations, and manage to improve the quality of education in the country.

This findings help the policy makers to look more on the policies governing the educational sector to consider all groups in getting equal and quality education. Also the study help to explore opportunities for the investors in education sector to know the importance of quality education in Ilala district and the whole country at large.

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# APPENDICES

**APPENDEX 1:**

1- Contribution of Secondary Education Development Programme (SEDP) to Access

AT DISTRICT LEVEL

|  |  |  |
| --- | --- | --- |
| YEARS | AMOUNT OF MONEY | Total |
| Capital Expenditure | Recurrent | Government | World Bank |
| Government | World Bank | Total | Government | World Bank | Total |
| 2004 |  |  |  |  |  |  |  |  |
| 2005 |  |  |  |  |  |  |  |  |
| 2006 |  |  |  |  |  |  |  |  |
| 2007 |  |  |  |  |  |  |  |  |
| 2008 |  |  |  |  |  |  |  |  |
| 2009 |  |  |  |  |  |  |  |  |
| 2010 |  |  |  |  |  |  |  |  |
| 2011 |  |  |  |  |  |  |  |  |
| 2012 |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  |  |  |  |

**2-AT SCHOOL LEVEL**

NAME OF SCHOOL ……………………………………………………………..

YEAR ESTABLISHED …………………………………………………………..

NUMBER OF THE STUDENTS: BOYS ........... GIRLS…...... TATAL …………….

|  |  |  |
| --- | --- | --- |
| YEARS | AMOUNT OF MONEY | NEEDS OF THE SCHOOL |
| Capital Expenditure | Recurrent |  | Capital | Recurrent | Gap |
| Government | World Bank | Total | Government | World Bank | Total |
| 2004 |  |  |  |  |  |  |  |  |  |
| 2005 |  |  |  |  |  |  |  |  |  |
| 2006 |  |  |  |  |  |  |  |  |  |
| 2007 |  |  |  |  |  |  |  |  |  |
| 2008 |  |  |  |  |  |  |  |  |  |
| 2009 |  |  |  |  |  |  |  |  |  |
| 2010 |  |  |  |  |  |  |  |  |  |
| 2011 |  |  |  |  |  |  |  |  |  |
| 2012 |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |

**3- AT SCHOOL LEVEL**

NAME OF SCHOOL ……………………………………………………………..

YEAR ESTABLISHED …………………………………………………………..

NUMBER OF THE STUDENTS: BOYS ........... GIRLS…...... TATAL …………….

USES OF SEDP INPUTS BY SCHOOL

|  |  |  |  |
| --- | --- | --- | --- |
| YEARS | AMOUNT RECEIVED | HOW YOU SPENT THE MONEY (MENTION ITEMS AND OTHER THINGS BOUGHT) | HOW MUCH |
| 2004 |  |  |  |
| 2005 |  |  |  |
| 2006 |  |  |  |
| 2007 |  |  |  |
| 2008 |  |  |  |
| 2009 |  |  |  |
| 2010 |  |  |  |
| 2011 |  |  |  |
| 2012 |  |  |  |
| Total |  |  |  |

**4-AT DISTRICT LEVEL**

How many WARD Secondary schools were built from 2004 – 2012 and the sizes of school(Enrolls how many)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | By Government | Size  | By world bank  | Size | By community | Size | Other contributors(name them) | Size | TOTAL |
| 2004 |  |  |  |  |  |  |  |  |  |
| 2005 |  |  |  |  |  |  |  |  |  |
| 2006 |  |  |  |  |  |  |  |  |  |
| 2007 |  |  |  |  |  |  |  |  |  |
| 2008 |  |  |  |  |  |  |  |  |  |
| 2009 |  |  |  |  |  |  |  |  |  |
| 2010 |  |  |  |  |  |  |  |  |  |
| 2011 |  |  |  |  |  |  |  |  |  |
| 2012 |  |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

5- How many teachers per School by qualifications and sex

Name of School …………………………………………………………

Teachers’ qualifications

|  |  |  |
| --- | --- | --- |
| Na | School Name | Teachers qualifications |
| Degree | Diploma | Total |
| ME | FE | Total | ME | FE | Total |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  |  |  |

Enrollment by classes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Class (Form) | Boys | Girls | Total |
| 1 | I |  |  |  |
| 2 | II |  |  |  |
| 3 | III |  |  |  |
| 4 | IV |  |  |  |
| 5 | V |  |  |  |
| 6 | Vi |  |  |  |
| TOTAL |  |  |  |

**APPENDEXES 2:**

QUESTIONNAIRES

Can you explain level of preparedness before you started to build Ward Secondary Schools?

For Ministry of Education and vocational Training

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For Ward Executive officer…………………………………………………………...

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

For Ward Education Officer ……………………………………………………

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

Can you explain Mobilization strategies which you used in acquiring funds for NGOs and other stakeholders involved……………………………………………

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

Dou you have any circular on running Ward Secondary Schools?...........................

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

Do you have any instructions on how to spent the money given by Government and World Bank?...................................................................................................

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**APPENDEXES 3:**

 Engetraud Ndafick

 Box 59

 Bagamoyo

 30/9/2013

General Secretary

Ministry of Education and Vocational Training

Box

Dar es Salaam

RE: **APPLICATION FOR PERMISSION TO COLLECT DATA AT YOUR MINISTRY**

Reference is made to the heading above, I have the honour to ask for permission to collect data at your Ministry that can help in completing my dissertation on "Secondary Education Development Programme and the improvement of Access and Quality of Education in Ilala District."

I am a masters student at Open University of Tanzania (OUT) with registration number HD/E/031/T.10.

Attached are relevant supporting document.

 I expect to get your positive considerations.

 Yours Faithful,

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

Engetraud Ndafick