

**GRADUATE AND NON-GRADUATE TEACHERS CLASSROOM
PERFORMANCE IN TEACHING ENGLISH SUBJECT
IN TANZANIA SECONDARY SCHOOLS**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS IN EDUCATION
ADMINISTRATION, PLANNING, AND POLICY STUDIES.**

2013

CERTIFICATION

I, the undersigned certify that I have read and hereby recommends for acceptance of the dissertation titled: **"Graduate and Non- graduate Teachers Classroom Performance in English Subject in Tanzania Secondary Schools"** in fulfillment of the requirements for the degree of Masters in Education Administration, Planning, and Policy Studies.

.....

Prof. Issa Mcholo Omari.

.....

Date

DECLARATION**AND****COPYRIGHT**

I, **Adhama Awadhi**, declare that this dissertation is my own original work and that it has not and will not be presented to any other institution for the reward of the degree or other similar award.

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I am also indebted to the Ministry of Education and Vocational Training in collaboration with The Open University of Tanzania for their sponsorship for my studies.

DEDICATION

This work is dedicated to my lively and lovely parents Mr. and Mrs. Awadhi Bakari.

ABSTRACT

There is a great concern about classroom performance of teachers, especially on the differences between graduate and non- graduate teachers in the teaching of English lesson in Tanzania secondary schools. The objective of this study was to compare the classroom performance of graduate and no-graduate teachers when teaching English language in secondary schools, at ordinary level. It was hypothesized that there is a difference in classroom performance between graduate and non-graduate teachers.

The study employed both interviews and classroom observations for six graduate and six non-graduate teachers in ordinary level, in three purposefully selected secondary schools. The schools were purposefully selected in a sense that they are old schools, which have all teaching and learning facilities and conducive environment for learning. The schools are also co-education and they are owned by government.

The findings suggested that, teachers with diploma qualification performed much better than graduates in the classroom, especially in preparation for teaching, provision of teaching and learning activities, and systematic teaching.

Above all, the findings revealed the existence of a great problem to graduate and non- graduate teachers in stating lesson objectives and organizing groups for discussions.

However, the overall findings indicated that teachers with diploma qualification performed better than graduates, despite some common weaknesses, such as poor organization and poor uses of teaching and learning Aids, found in both categories. It is the recommendations of this study that the Ministry of Education and Vocational Training should conduct seminars, workshops and short courses to the teachers to equip them with necessary skills and update them to the current issues arising in teaching and learning process.

TABLE OF CONTENTS

	Page
Certification.....	i
Declaration and Copyright.....	ii
Acknowledgements	iii
Dedication	iv
Abstract	v
Table of Contents	vi
List of Tables.....	ix
List of Figures	x

CHAPTER ONE: BACKGROUND AND STATEMENT OF THE PROBLEM

.....	1
Introduction	1
Background to the Problem.....	1
Statement of the Problem.....	4
Purpose of the Study	6
Objectives of the Study	6
Research Questions and Tasks	6
Conceptual Framework	7
Assumptions of the Study	9

CHAPTER TWO: LITERATURE REVIEW	11
Studies on Teacher Effectiveness.....	11
Reasons for Measuring Teachers' Performance	13
Teachers' Roles in Enhancing Teaching and Learning Process	14
Eclectic Approach to the Study of Teaching.....	16
Framework for Studying Classroom Performance.....	21
Synthesis	22
 CHAPTER THREE: RESEARCH METHODOLOGY	 24
Introduction	24
Geographical Area of the Study	24
Research Approach	25
Research Design.....	26
The Population of the Study.....	27
Sample and Sampling Technique.....	28
Sample for the Study	28
Sampling Technique Used	29
Methods of Data Collection	30
Interview for Educators.....	31
Classroom Observations	31
Instruments for Data Collection	32
Validation and Administration of the Research Instruments	32
Validity and Reliability of Data	33
Data Analysis Procedures:	34

Qualitative Data Analysis	34
Ethical Considerations in Research.....	35
Clearance Letters.....	35
Informed Consent.....	36
Confidentiality	36
 CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION.....	38
Introduction	38
Classroom Performances of Diploma and Graduate Teachers	38
Comparison of Styles of Stating General and Specific Objectives in Lesson Plans..	45
Table 3: Lesson Plan Observation Schedule for Both Groups.....	47
Comparison of Classroom Management and Control.....	49
 CHAPTER FIVE: DISCUSSION OF FINDINGS, SUMMARY,	
CONCLUSIONS, AND RECOMMENDATIONS.....	55
Discussion of the Findings	55
Summary of the Study.....	71
Recommendations for Action	74
Recommendations for Further Research.....	76
REFERENCES.....	77
APPENDICES	81

LIST OF TABLES

	Page
Table 1: Background Information of the Schools.....	25
Table 2: Participants' Level of Education and Working Experience	30
Table 3: Lesson Plan Observation Sheet for Both Groups	47
Table 4: Results from a Classroom Observation for Non-graduate Teachers	52
Table 5: Results from a Classroom Observation for Graduate Teachers.....	53
Table 6: Summary for Classroom Observation of Both Groups.....	54

LIST OF FIGURES

	Page
Figure 1: A Modified CIPP Conceptual Model	8
Figure 2: Teachers' Roles in Enhancing Effective Teaching in Secondary Schools. 16	
Figure 3: An Eclectic Model For The Study of Classroom Teaching.....	20
Figure 4: Determinants of Classroom Performance	21

CHAPTER ONE

BACKGROUND AND STATEMENT OF THE PROBLEM

Introduction

The greatest setback of effective teaching is probably the lack of competence, good work performance and professionalism among staffs in educational institutions in Tanzania. However, many studies associate effective teaching to the shortage of teachers and other physical facilities only (Mdemu & Kabangwa, 2007), and (Kyaruzi, Mlimira, Mero, & Mbogo, 2009).

Background to the Problem

A problem often implies that a controversy or difference of opinion exists. Problem can be derived from theory, prior research results or personal observation and experience (Omari, 2011). That being the case then, the problem of this research emerged from personal observation and experience.

The performance of the teacher in classroom determines the performance of students in their examinations. Nowadays, the English subject at ordinary level is taught by both teachers with diploma qualifications and University graduates. The language that is presented to the students should be meaningful and contextualized; students should not be asked to just manipulate linguistic forms. Furthermore, the language that is presented by the teacher should be authentic, or at least realistic, eliminating the distraction of contrived language in textbooks. This means that students should learn to use English accurately. However, they should also be able to use the

language appropriate to a given social context. Students need practice in activating their knowledge of vocabulary, structures and language functions. They should also receive practice in negotiating meaning. The achievement of this depends largely on the classroom performance of teachers during teaching the English lesson that is how teachers conduct teaching.

The assumption was that most of teachers are not able to facilitate the smooth teaching and learning process simply because of failure of proper choice of the method of teaching. Omari, (2008) argues that the popular interpretation of participatory teaching is always and invariably, reduced to putting pupils into groups, often of eight to ten or twelve students, who turn their necks around while still on their desks, and hopefully facing each other, to discuss something as vague as "how to make a poem", "how democracy is practiced", or " what happens if you mix acid and alkaline". This means that there is a problem in classroom performance of teachers and therefore there is a need of studying the classroom performance of teachers. Since it is difficult to conduct a research on classroom performance of all teachers in all levels of education and across all subjects, the researcher had then decided to conduct a study on graduate and non-graduate teachers' classroom performance in English subject in Tanzania secondary, specifically in Ordinary level schools owned by the government.

Not only that but also English teachers are prepared/ trained at different levels of education. Those are tertiary levels, which prepare diploma teachers and Universities, which, prepare graduates, and they are being trained under different

syllabi. Despite the differences in levels of education, teachers are required to perform similar tasks in classroom so as to achieve the teaching and learning objectives. Several studies have been done in comparing the classroom performance of teachers in secondary schools of Tanzania especially in science subject. For example, a study Comparison of Classroom Performance between regular diploma teachers and crush-program teachers in chemistry for Ordinary Level Secondary Schools (Kimbi, A, 2011). The study compared the classroom performance of regular diploma teachers and crush-program teachers who attended a short orientation course for ABCs on teaching and those teachers were not permanently employed. That being the case then, is it possible for them to perform the same under the same classroom?

The study of classroom performance in English subject requires both different concepts and different methods, depending as it does more on the work of social psychologists than that of educationalists. To take one example of relevant work in social psychology, Argyle (1967) has put forward a model which draws upon important parallels between the performance of serial motor skills (for example, skills needed in playing tennis or for riding a bicycle) and the performance of social and professional 'skills'. Such common features are (a) the possession of fairly specific goals to be achieved, (b) the selective perception of cues as to the outcome of the current acts, (c) the processing of information on the outcome, and, (d) the translation of information into plans for further acts, drawing here upon learned repertoires of social and professional techniques. That means in order to conduct a meaningful learning, both graduate and non- graduate teachers are supposed to act in

line with this psychological perspective. They are then required to have a good communication, which will pave the way for good feedback. In the context of this study good communication means proper presentation of the subject matter by the teacher to the learners, and good feed is the proper understanding and good performance of learners.

Through literature review of various studies as it has been explained in this part, it is where a researcher developed an idea of this research. Thus, this study dealt with graduate and non-graduate classroom performance of teachers in English lesson in Tanzania secondary schools.

Statement of the Problem

Many studies have been done on teacher performance but little attention has been paid on classroom performance of graduate and non-graduate teachers. This is evident to the following examples. Milanowski, (2009) conducted a study on review in performance assessment in human capital management , whereby the major concern has been to review the current state of the art in teaching assessment and examining a sample of assessment systems, then to develop a specification for state performance assessment system to be used for Human Capital Management functions.

Leigh and Mead, (2005), have conducted another study on teacher performance. The study was about lifting teacher performance. The study was conducted in respect to American context whereby the researcher stressed on assessing the current teacher

quality in teaching basing on learner-centered approaches and offer recommendations to help policy makers modernize how teachers are prepared, hired, evaluated and compensated (Leigh, and Mead, 2005). This study was conducted for the sake of improving the quality of teachers in American public secondary schools, but it has been a useful literature to review on the concepts pertaining teachers performance. Thus, this study has focused on classroom performance of graduate and non-graduate teachers in Tanzania secondary schools to investigate the extent to what teachers do in the classroom during the process of teaching and learning of English subject.

Nevertheless, recent studies have not studied the differences in performance between diploma and graduate teachers in teaching in the same classes and the same topics rather, they relied on art in teaching and assessment and examining sample of assessment systems. (Millanowski, 2009). The differences have been noted in preparing lesson plans and in the way of presenting lessons in classrooms (Moderation report on Block Teaching Practice Northern East colleges 2012). Thus the present study has focused on observing the graduate and non-graduate teachers' classroom performance in secondary schools in Tanzania.

Apart from other studies, this study has focused much on classroom performance and the findings rely much on proving whether or not differences exist in classroom performance among the teachers with different levels of education, to find out the major weaknesses which constitutes the classroom performance of teachers which, in

one or another may affect the performance of the students and therefore suggest solutions which are believed to rescue the situation.

Purpose of the Study

This study has been done purposefully, to investigate classroom performance of graduate and non- graduate teachers in Tanzania secondary schools, specifically in English subject.

Objectives of the Study

This study has the following specific objectives:-

1. To compare the classroom performance of teachers with diploma qualification and graduates in the presentation of a lesson.
2. To compare the styles of stating the general and specific objectives in lesson plans of graduate and non-graduate teachers.
3. To compare the styles of classroom management and control among graduate and non-graduate teachers.

Research Questions and Tasks

Question 1

Is there any difference in lesson presentation between graduate and non- graduate teachers?

Task 1

Prove whether graduates differ from non- graduates in lesson presentation

Question 2

Are there different styles of stating the objectives (general and specific) in a lesson plan between graduate and non- graduate teachers?

Task 2

Review the lesson plans prepared by graduate and non-graduate teachers to prove the differences in stating lesson objectives.

Question 3

How do Graduate and Non-Graduate teachers control and manage their classrooms during the teaching and learning process?

Task 3

Carefully listening to and observe the teachers' practices in the classroom; including pronunciation when giving instructions to the students to establish different styles of classroom management and control.

Conceptual Framework

This study is guided by the conceptual framework adopted from Stufflebeam Model of Evaluation (CIPP) Stufflebeam, Madaus, & Kellaghan,(2000), and modified to suit the requirement of investigating the classroom performance of graduate and non-graduate in Ordinary Level Secondary Schools' context. CIPP is an acronym for Context, Input, Process and Product. The CIPP is a decision-focused approach to evaluation and emphasizes the systematic provision of information for program management. The model aims at providing analytical and rational basis for decision making. It was adopted so as to demarcate, attain and report descriptive and critical data about classroom performance of graduate and non-graduate teachers in Tanzania

secondary schools. In addition, the model was adopted to show the interrelationships and interdependence of graduate and non-graduate teachers in Tanzania secondary schools.

According to the CIPP model, the eminence of the products depends on the interplay between the context, inputs and process. However, the context plays an overriding role between these aspects of evaluation. The context includes the Teacher Training Colleges where diploma teachers are trained, the Universities where graduates are trained and classroom environment and the teaching and learning environment in general. Furthermore, in this study, inputs consist of classrooms, which involve the class size, number of students in a classroom and teaching and learning materials. The process aspect in this study encompasses the teaching and learning process. Lastly, the product part of the model comprises of Teachers' Classroom Performance, Ways of Stating Lesson Objectives and Classroom Management and Control. The diagrammatic demonstration of the model is provided in figure 1 below.

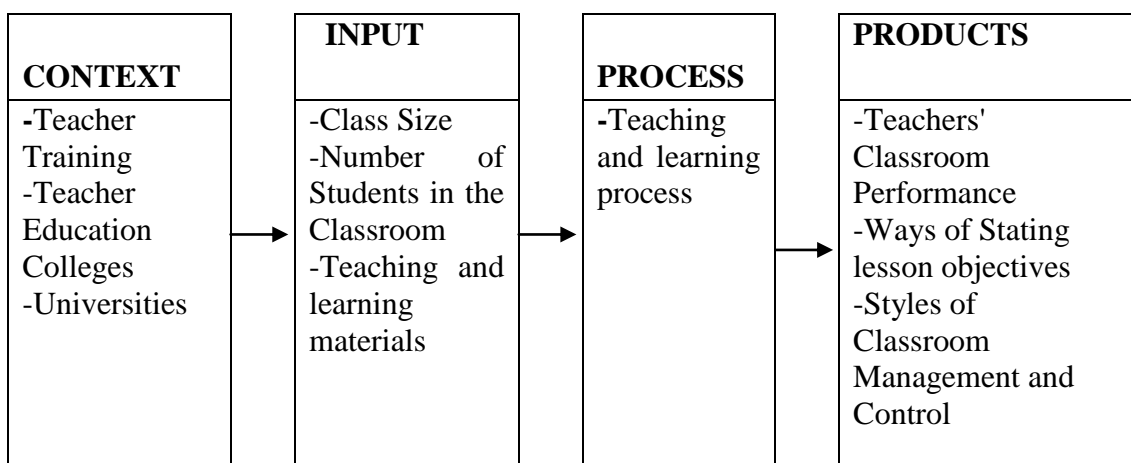


Figure 1: A Modified CIPP Conceptual Model

Source: Adopted and Modified from Stufflebeam, et al ... (eds), (2000).

The Context explores the needs, problems and opportunities as a basis for defining the goals, priorities and judging the significance of outcomes. In this study, the conceptual framework assumed a direct interdependence between the context and inputs, process and products. The existing Teacher Education System, classroom environment and teaching and learning environment in general. The mentioned context elements could also affect directly, the teaching process as a process, and the increased effective teaching, reduced teachers' workloads, increased teachers' job satisfactions and increased students' learning and academic performance as a product.

Assumptions of the Study

It was assumed that when there are well stated educational curriculum goals, there is committed school management, good classrooms and teaching and learning environment in general, it was expected that teachers would perform their duties or roles properly, their working conditions would be improved and their commitment to work would be high. Similarly, satisfaction of teachers would make them deliver good materials to the students. More importantly, availability of better teaching and learning environment, enough teaching and learning materials on a well structured and committed school management and administration, and well stated education goals.

Correspondingly, it was assumed that the inputs as enabling conditions had a direct influence on the process in the sense that the presence of teachers, proper delivery of teaching and learning materials, the availability of students, and good facilities and infrastructures would eventually result into good classroom performance in teaching

and learning process in schools. This could free teachers from running here and there searching for materials suitable for their subjects. It was also assumed that the process had a direct link to the input, thus there was an interlink between the process and the input, in the sense that they influence one another as indicated by double arrows in the model. More importantly, the mentioned processes were expected to result into increased teaching effectiveness, reasonable teachers' workload, increased teachers' job satisfaction, and the increased students' learning effectiveness and academic performance. The product also had a direct link to the process and the input in the sense that increased effective teaching, reduced teachers' workloads, increased teachers' job satisfactions and increased students' learning and academic performance depended much on the proper delivery of teaching and learning materials by teachers and the availability of better teaching and learning materials. The product also influences the process as indicated in the model.

CHAPTER TWO

LITERATURE REVIEW

Studies on Teacher Effectiveness

Teacher effectiveness to increase student achievement level is a major issue in Educational Research. If the differences among teachers in terms of effectiveness are large, then determining effective teachers and the factors that lead them to be effective are crucial for both educational reforms and basic Educational Research. If no difference exists among teachers, then other factors for effectiveness may become important (Nye, Konstantinouopoulos & Hedges, 2004).

The evaluation of teacher effectiveness is not usually based on data. Evaluating Teacher Training programs based on output is accepted as an important topic that may lead to improvements in teacher training. Certain countries (i.e US), require evaluations of teacher training programs and whether they contribute to student learning based on measurable data. Higher Education Law in US provides a legal basis for evaluating performances of Faculty of Education graduates in the accreditation process of Teacher Training Institutions (Darling –Hammond, 2006).

A number of studies focus that focus on evaluating teacher effectiveness has been on the rise around the world. Some studies use methods such as structured response evaluations and evaluation centers. These methods and strategies are relatively new. Others use standardized multiple –choice questionnaire, classroom observations and structured interviews (Youngs, Porter & Odden, 2003).

The evaluation of teaching effectiveness for policy- making purpose is not an easy task to carry out. The nature of Education- teaching- learning and the high number of variables that influence the educational processes pose difficulties to assess the usefulness of these evaluations.

On the other hand, it is difficult to develop valid and reliable instruments to measure student performance levels in the beginning and in the end of the course is comparatively an arduous task. Finally, it is difficult to determine how and to what extend Teacher Training Institutions contribute to teacher knowledge pose difficulties (Darling-Hammond, 2006). For instance, Tanzania teachers are trained at different levels of education. Some are trained at tertiary level in Teacher Education Colleges for diploma level and others at University for degree level. The two Education Institutions, Colleges and Universities have different syllabi for training teachers. Yet, graduate and non-graduate teachers are required to have same knowledge and skills of teaching in Secondary schools.

In order to measure outputs, teachers' knowledge, skills, attitudes and characteristics should be defined since they contribute to the success of evaluations in Teacher Training and determining effectiveness. Secondly, the measurement instruments which will be used in measuring the knowledge, skills, attitudes and characteristics are crucial. Recently, there are three types of outputs of teacher training; first, teacher candidate performance data; second, standardized teacher test scores; and third the effects of teachers' teaching on student learning (Cochran – Smith, 2001).

Research result indicate that there is a high positive correlation between teachers' feeling of preparedness and likelihood of becoming effective in teaching. For example, graduates of certain Teacher Training Institutes believe that they contribute student learning more than they contribute their peers, home environment, and other factors. Although research results do not provide concrete evidence, there is a close relationship between teacher preparation to teaching and teacher's belief towards their effectiveness and the teaching environment (Darling- Hammond, 2006).

Reasons for Measuring Teachers' Performance

This study has decided to measure classroom performance of teachers since the assumption is that there is a difference between teachers' performance in teaching and learning process. For example some research findings, have found large gaps between the best and worst teachers, and shown that this variation has significant consequences for student achievement. (Leigh, A and Mead, S 2005).

Thus, this study has based much on investigating the classroom performance of teachers in English lesson, because it is believed that the teachers' classroom performance has a great impact on students' performance.

The researcher has decided to observe classroom performance of teachers and not the major weaknesses in teaching and thereafter to suggest solutions to eradicate them. The proposed solutions are dedicated to the educationist and other education stakeholders especially the policy makers. We assess the current teacher quality

approaches and offer recommendations to help policy makers modernize how teachers are prepared, hired, evaluated and compensated. (Leigh and Mead 2005).

Another reason for measuring the classroom performance of graduate and non-graduate teachers is simply because the previous studies have revealed that there is great difference in performance among the teachers. Research by Steven, Hanushek, and Kain, (2007) and Rockoff, (2003), have found large gaps between the best and the worst teachers, and shown that this variation has significant consequences for student achievement.

Moreover, the researcher has decided to investigate classroom performance of teachers so as to assess the quality of education in secondary schools from the perspective of teaching strategies employed by teachers. The research by Mead (2005) analyzes the extent to which students centered- learning approach is understood among teachers and students in Ethiopia.

Teachers' Roles in Enhancing Teaching and Learning Process

A review of literature recommended several approaches related to the study about the classroom performance of teachers in enhancing effective teaching process in secondary schools. (Forojalla, 1993). These include the Symbolic Interaction Approach, the Existence Relatedness Approach, the Partnership Approach, and the Eclectic Approach. These are useful in studying the classroom performance of graduate and non-graduate teachers.

The theory of symbolic interaction is attributed to the famous German sociologist Marx Weber (1864-1920), and gives explanations on how individuals relate with each other in particular settings (Weber, 1864-1920) retrieved from <http://www.businessmate.org> retrieved on 27th July 2012. According to the theory, human beings do not act individually, but interact with each other. The theory explains how teachers and students are related and interact with each other. The theory also identifies style used in facilitating the relationship between them, especially, when it comes to the process of teaching and learning (Kombo & Tromp, 2006). The working relationship between teachers and students was essentially important for flourishing English language teaching process effectiveness. Students are required to have good relationship with teachers so that they can be directed by the teachers on how and where to access materials for learning. The learners will also be free to express their academic problems to their teachers to be solved. Additionally, teachers will learn other things from their learners since learning is an interactive way.

The theory implies that for effective implementation of the learning tasks in educational organizations like secondary schools, it is essential and imperative for the people in those organizations to cooperate well, communicate and interact with each other so as to be able to accomplish the predetermined learning goals, which included effective teaching process. Teachers and students in secondary schools need to have clarity of their roles, mutual respect, and work together in a dependable manner on common goals to be performed for the students' success. However, the symbolic interaction approach seems to bear an idealistic view of society as it

assumes a static nature of the society. It ignores conflict and diversity as inherent aspects of reality (Mullins, 1999).

Eclectic Approach to the Study of Teaching

The approach assumed a disinterested position as it mandated one to use different approaches and/or theories in addressing the problem under study (Sambo, 1997). According to the Eclectic Approach, the classroom performance of teachers in teaching English subject in secondary schools is a function of the symbolic interaction approach, the Existence Relatedness Growth approach and the Partnership approach. The manner in which the above classroom performance of teachers and their roles on enhancing effective teaching process in secondary schools is presented in figure 2 below.

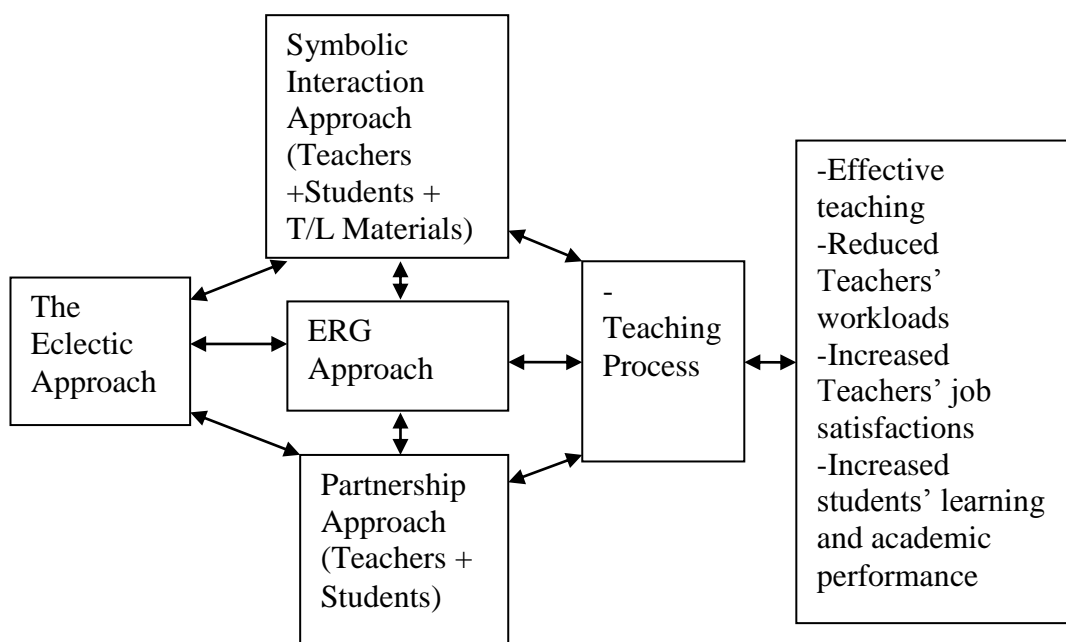


Figure 2: Models for Enhancing Effective Teaching

Source: Adopted and modified from Mosha (2006).

The model suggests that every individual approach has an influence on the teaching process in schools. However, the approach shows that there is no single approach that could satisfactorily clarify the roles of teachers on teaching process on its own. This suggests that the roles of teachers on teaching process depend on individuals as well as a combination of interconnected factors.

In addition, the review of literatures in language teaching, has been found that there are three major variables, which affect the classroom performance of teachers. These variables are preface variables, process variables and product variables. (Dunking and Biddle, 1974), Freemans, 1986 and Kipacha, 1993).

Preface variables: These are categorized into three; first teacher training, (Education level and teaching experiences) of the teachers who teach English language in Secondary Schools. Second, the teacher properties like teaching skills, motivation and attitudes. The third one is the teaching program objecting teaching accuracy and fluency. The teaching and learning of English language is affected much by the accuracy and fluency of the teacher. If the teacher is not fluent to the language, it will be difficult for him/her to teach accurately. The teacher should master the content variable to master the subject matter in order to enhance effective teaching and learning process. Since language learning involves teacher, students and learning environment, there are some properties, which students should have. The students' properties are like mental abilities, knowledge and attitude. For the learning process to be accomplished, the school and society should not be left behind. Learning context involves school in which there should be classroom context including classroom size, number of periods per week, teaching and learning materials and

language laboratories. These are the important components under the preface variable in teaching and learning of English language.

Process variables: In this variable, there are important aspects, which should be taken into consideration. These are teacher classroom behavior and students' classroom behavior. In teaching and learning process, a teacher should behave well in a manner that students will copy the good manner from the teacher. Largely, this will avoid misbehaviors and discipline moves in the classroom. For example, if a teacher enters the classroom and spend most of the time in chatting with friends through handset, it will be difficult for the teacher to control the learners to use handset during teaching and learning process. Nevertheless, if the teacher will behave like a facilitator of teaching and learning process and stick on the subject matter, all students will attentive and the teaching and learning process will go smoothly. In process variable, the teaching procedures and teaching techniques of teaching English language should be adhered. Thus, there should be language teacher's roles in enhancing effective teaching and learning process, language teacher's roles of the native language in areas of skills emphasizes. There should also be a good teacher – student relationship. Since the teaching and learning of language is an interactive process, there is also a need for having good students' relationship among themselves. On top of that, there must be good teacher –student interaction in the use of teaching and learning materials and communication acts.

Product variables: This is the point at which learning outcomes are realized. That being the case then, the product outcome can be affected by or depends much on

preface and process variables. If the preface and process variables were clear and conducted well, it is obvious that the product variables will also be good. Nevertheless, if the preface and product variables were not clear and conducted poorly, the product variable should also be poor. It may be argued that, if students are well taught and exposed to various teaching and learning materials under favorable and conducive environment they will understand the concept and perform well in their examinations. In this approach, the product variable has the following elements:- one is immediate student growth in communicative abilities. The students will be able to communicate in English language and their communicative ability will grow if they are well taught. Two is proficiency and abilities in grammar. There should be language proficiency and grammatical competences for the learners who learnt well the language. The following figure shows the variables, which affect the classroom performance of teachers in teaching English language. The figure below shows the major variables which affect classroom performance of teachers.

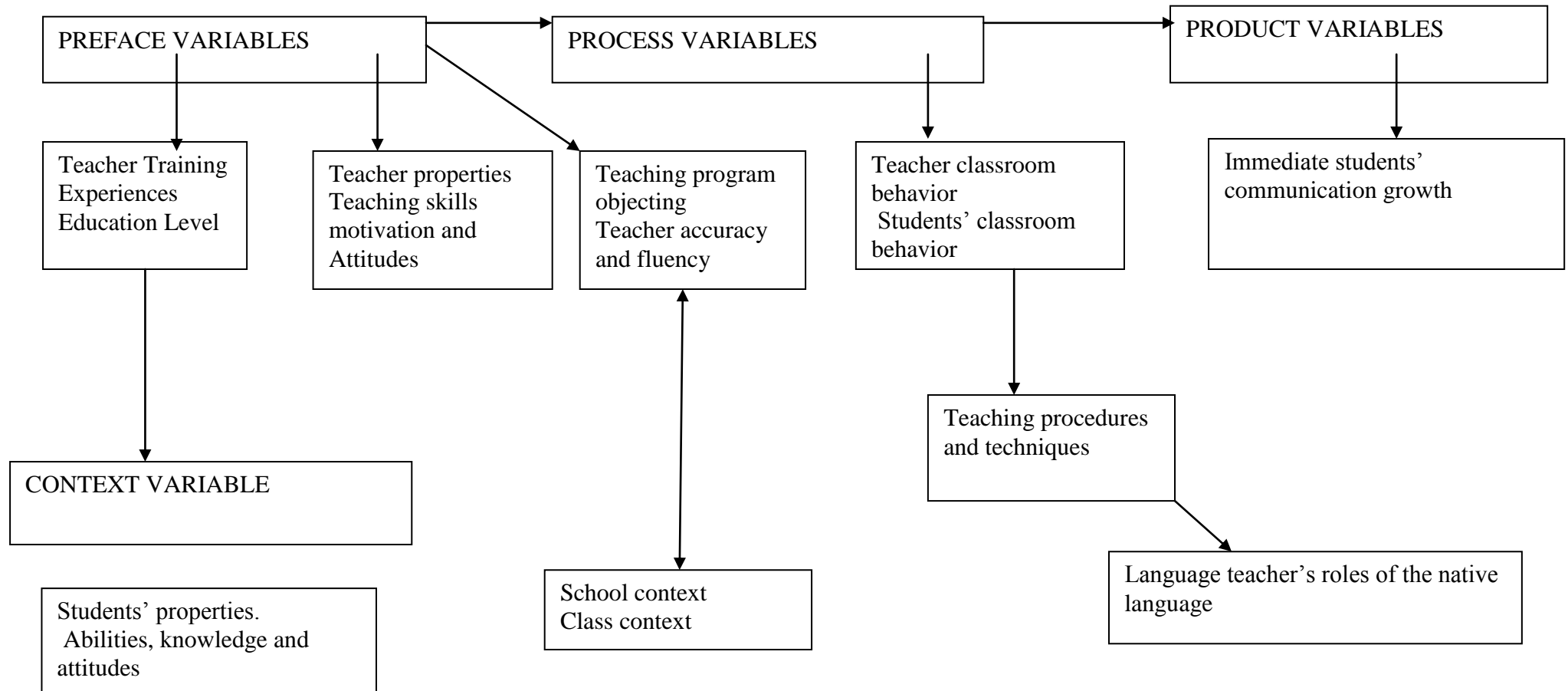


Figure 3: An Eclectic Model for the Study of Classroom Teaching.

Source: Adopted And Modified From Dunking And Biddle (1974) Freemans (1986) And Kipacha(1993).

Framework for Studying Classroom Performance

Any formal activity needs a framework so as to make a smooth running of the activity. For example, in teaching and learning activities teachers are required to have a framework of their activities. Runkel (1958), concerned with specifically with the teacher and student in the classroom, has suggested a simple framework, consisting essentially of two identical components, one for the teacher and one for the student connected in an information feedback cycle. The steps in the model can be described by taking the teacher's component alone. The figure bellow has been adopted and modified to represent teacher's components, Education Level and Working Experience

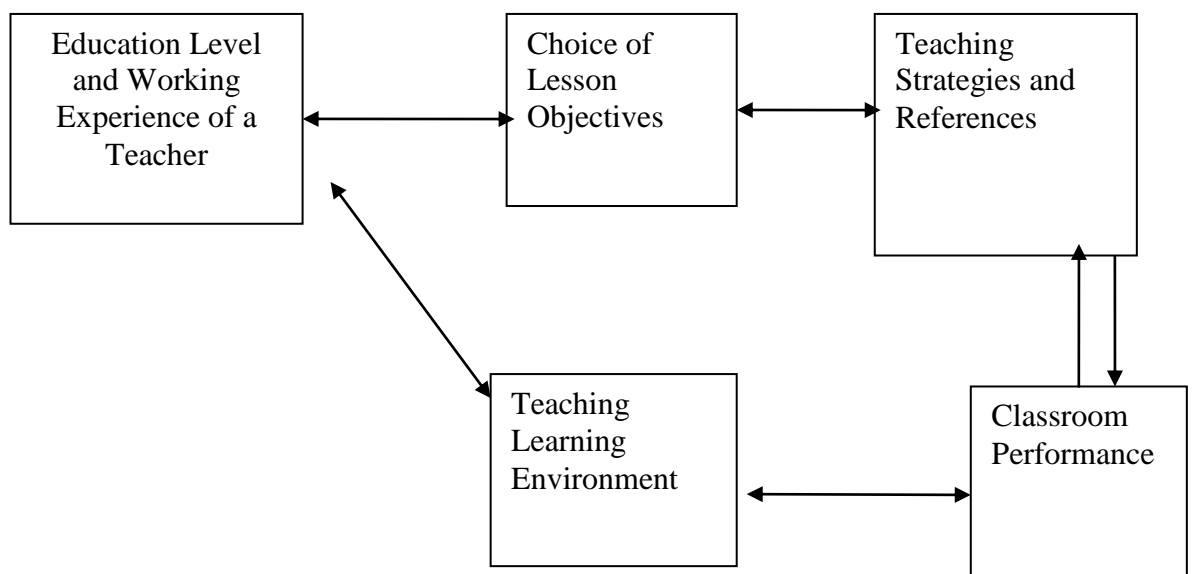


Figure 4: Determinants of Classroom Performance

Source: Adopted and Modified from Runkel (1958).

Synthesis

An appreciation has been made to the researches done on teacher performance in various lessons and different level, which helped the researcher to get detailed and valid references for literature review. The following are examples of literatures on teacher performance. Milanowski (2009) conducted a study on Review in performance assessment in human capital management , whereby the major concern has been to review the current state of the art in teaching assessment and examining a sample of assessment systems, then to develop a specification for state performance assessment system to be used for Human Capital Management functions.

Another study on teacher performance has been conducted by Leigh, and Mead, (2005). The study was about lifting teacher performance. The study was conducted in respect to American context whereby the researcher stressed on assessing the current teacher quality approaches and offer recommendations to help policy makers modernize how teachers are prepared, hired, evaluated and compensated (Leigh and Mead 2005). This study was conducted for the sake of improving the quality of teachers in American public secondary schools, but it has been a useful literature to review on the concepts pertaining teachers performance.

Research Gap

In Tanzania context, the studies have been done mostly in science subjects and little attention has been paid in English subject. For example several research publications deal with classroom performance of teachers in Chemistry (Kimbi, S. A, 2010), and others based much on Mathematics. There has been a great need also to investigate

on the graduate and non-graduate teachers in English subject in Tanzania secondary schools.

A review of literature revealed that little attention has been paid on classroom performance of graduate and non-graduate teachers. Thus, this study has focused on classroom performance of graduate and non-graduate teachers in Tanzania secondary schools so as to investigate the extent to what teachers do in the classroom during the process of teaching and learning of English subject.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his/her research problem along with the logic behind them (Kothari, 2004). This means that, researchers need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures apply to certain problems. This implies also the philosophical perspectives of undertaking and understanding the research problem. A researcher has experienced the field of teaching in teacher Education College as well as in secondary schools, when inspecting student teachers in their teaching practice. Through this observation and experience, there has been a need to go to secondary schools and observe the classroom performance of teachers with diploma and graduates. Are they teaching the students the way they are required to be taught? Is there a difference in classroom performance between a diploma and graduate teacher?

Geographical Area of the Study

This study was conducted in Mwanga district in Kilimanjaro region. The study area was selected for several reasons. First, the study area had several old government secondary schools with ordinary level, which could suit the need of the researcher in obtaining the required population. Secondly, since it could be very difficult to study

the whole country with a lot of public secondary schools within a limited period of time, only three government secondary schools were selected to provide relevant data.

Basing on Purposive sampling, Kifaru, Nyerere and Vudoi secondary schools were selected in Mwanga district in Kilimanjaro region because they are oldest secondary schools owned by the Government (MOEVT) which provided Secondary Education with co-education. The decision of selecting those old schools was reached so as to avoid missing of the target population at those newly established community schools which most of them lack enough qualified teachers. The table below shows the schools which were involved in this study:

Table 1: Background Information of the Sample Schools

s/n	Name of school	School type	Level of Education	Ownership	Teachers involved
1.	Kifaru	Coed	Ordinary & Advance	Government	2 Diploma & 2 Graduates
2.	Nyerere	Coed	Ordinary & Advance	Government	2 Diploma & 2 Graduates
3.	Vudoi	Coed	Ordinary & Advance	Government	2 Diploma & 2 Graduates

Research Approach

The study employed mainly qualitative approach. The qualitative approach is preferred most because it seeks to understand the problem through induction,

process, context and interpretation of meaning and concepts in their natural settings as well as from participants' voices. The researcher went to the real environment, classroom environment and observed the teachers' performance in classrooms, and made an interpretation of data obtained. The primary concern is the process of investigation and interaction, and secondly the product (Omari, 2011). Thus, the researcher investigated and interacted with the teachers and obtained information on classroom performance of graduate and non- graduate teachers. Since the researcher interacted with teachers who teach English and the students in the process of teaching and learning English, the qualitative approach has found to be most useful in this study.

Research Design

The research design is used to generate answers, structure the research and show the entire major parts of research project work together in order to address the central research questions (Orodho, 2003).

According to Omari (2011), research design are the chosen and planned ways of investigating the social reality, or the planned arrangements of how to address the research problem and is organized in such a manner as to optimize research outcomes. Moreover, is a distinct plan on how a research problem will be attacked. The design could be of quantitative nature or qualitative or one design as foreground and the other to supplement the needs of the researcher when necessary (Omari, 2011).

This study employed merely, a causal comparative research design, to inform the research procedures and analysis of the findings. Omari, (2011) argues that this design is very factual oriented, and thus rely heavily on quantification but qualitative speculations can help, through in-depth interviews. The researcher had been interested to use causal comparative research study design in this study because the major focus was on studying intensively on the classroom performance of graduate and non-graduate teachers as well as interacting with environment: the teaching and learning environment, specifically classrooms.

Another reason for preferring causal comparative research design is that the data collection methods in this study have included interviews. Interviews are normally employed in studies, which are primarily qualitative in nature and are not amenable to use of inferential statistics.

The Population of the Study

A population is a group of elements that conform to specific criteria and to which the researcher intends to generalize the results of the research (McMillan and Schumacher, 2006; Borg and Gall, 1989). In the context of this study, the population refers to all students in forms one, two, three and four that are involved in generating the information relevant to this study. Mwanga District has nineteen government owned secondary schools but only three of them were purposively selected. In addition, the population has involved secondary school teachers who teach English subject in forms One, Two, Three and Four classes.

An Ordinary level specifically, forms one two, three and four. The schools were purposively selected in a sense that they are old schools, which have all teaching and learning facilities and conducive environment for learning. They are also co-education schools and the government owns them. By having these characteristics, there is no doubt that the schools are having all basic characteristics of Tanzania Ordinary Level secondary schools. That being the case then, the schools has been purposefully selected to represent other Tanzania schools.

An observation was done in English Subject .Two diploma and two graduate teachers in each school were observed, when teaching English subject so, at the end six Diploma and six graduate teachers were observed. Each teacher was observed twice in different lessons and different days. A non-participatory observation was used where by, a researcher sat behind the classroom and observed each activity taking place in the classroom during the lesson of forty minutes.

Sample and Sampling Technique

Sample for the Study

A sample is defined as a set of selected informants (people) from a larger population for the purpose of studying their properties so as to generate information (Kombo and Tromp, 2006). In this study, the selection of the sample is determined by many aspects including time, financial situation, and the nature of the required information and the homogeneity of a potential study population (Hite, 2001). Since it was difficult to deal with the whole population, and not necessary, this study therefore was confined to a sample of six diploma and six graduate teachers together with all

Form One up to Four students. In addition, the heads of schools and academic teachers were involved. Therefore, the selected sample had played a significant role in helping the researcher to obtain valid information to facilitate better and higher applicability of the research findings.

Sampling Technique Used

Sampling technique is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Combo, 2002). This study has applied stratified random sampling technique in gathering data. In the context of this study, stratified random sampling, means to sub divided the population into smaller homogenous groups to get more accurate representation.(Omari, 2011). That being the case then, the population was divided into smaller homogenous stratified in terms of Grade/ Education level, that is graduate and non- graduate teachers, working experience of those teachers which was from two years or more, and only English teachers in Ordinary Level classes. The involvement of participants had considered equal number of Diploma and Graduate teachers. Two diploma and two graduate teachers from each school were involved in this study through classroom observation on how they teach English. The table below shows the participants' characteristics in terms of Education level and working experience.

Table 2: Participants' Level of Education and Working Experience

	Number of Teachers	Number of Observations	Level of Education	Working Experience
	1	2	Diploma	10 Years
	1	2	Diploma	8 Years
	2	4	Diploma	6 Years
	2	4	Diploma	4 Years
	1	2	Graduate	4 Years
	2	4	Graduate	3 Years
	3	6	Graduate	2 Years
Total	12	24		

Methods of Data Collection

The researcher used different data collection instruments to maximize validity and reliability of the study. In that regard, the researcher employed a variety of data collection methods including interview and observation for data generation.

Also relevant documents regarding the classroom performance of teachers and their roles in enhancing effective teaching were reviewed. The documents included the English language syllabus for Ordinary level, teachers' lesson plans, English language text and non-text books, and students' written assignments.

Interview for Educators

The researcher conducted a semi-structured interview with the individual English teachers to get the personal details on the level of education and the working experiences. Moreover, in these conversations, researcher managed in very tricky manner to ask some teachers some questions about the reasons of doing what they did. For example why didn't they prepare lesson plan? The interview was conducted as follows: the question was *if someone said to you that a lesson plan is an engine which runs smooth teaching and learning process, what would you say?*

This interview was done purposefully to get some information which has been useful in the interpretation of data.

Classroom Observations

Observation was on the classroom performance of graduate and non- graduate teachers. A structured classroom observation was used, basing on an observation guide containing such issues as stages of lesson presentation. Those are cleaning the blackboard, preparing to teach, introducing the topic, stating lesson objectives, teacher into teaching, teacher-asking questions, student-asking questions. Also, teacher structuring move, discipline moves, idling, copying notes from the blackboard, errors made, teacher accepting errors, student s correcting teacher, teacher correcting students, use of teaching and learning aids, activities given to the learners, group work, teacher guiding students to reflect on the lesson and teacher concluding the lesson. This was done to accomplish the goal of observing the classroom performance of teachers in secondary schools.

Sources of Data

This study used a variety of sources of data as discussed below.

Primary sources of data are described as those items that are original to the problem under study, and that have a direct physical relationship to the events that are being reconstructed. They are the direct sources of events or the records of the eyewitness (Anangisye, 2007; Cohen, Manion and Morrison, 2000). In respect to this study the primary sources of data were drawn from a combination of interactive and non-interactive methods. The interactive methods involved the researcher holding an unstructured interview with respondents in the institutions under study. The non-interactive method, on the other hand, was mainly concerned with non-participant observation. It specifically involved observing and analyzing documents such as lesson plans and written assignments given to the learners.

Generally, the first hand information data was collected through classroom observations and review of documents like teachers' lesson plans, an Ordinary Level English Syllabus, text and non- txt books for English language, played a significant role as primary sources of data.

Validation and Administration of the Research Instruments

To ensure that the instruments measured what they were supposed to measure, research instrument with simple and clear language prepared to provide relevant data. Furthermore, the assessment of the instruments was done through peer review with fellow students of Faculty of Education at the Open University of Tanzania,

who are pursuing the same course with the researcher and some few students of School of Education at the University of Dar es Salaam. Before the field study, the researcher also piloted the instruments at Darajani Secondary School, one of the government owned secondary schools in Moshi Rural, which assumed to have similar characteristics with those intended to be studied. Thereafter, the instruments were presented to and discussed with the supervisor to ensure that they were fine. The identified deficiencies were corrected and the necessary omissions, additions, modifications and improvements were done as a result of the pilot study. For instance, the change of geographical area of study from Moshi Rural to Mwanga district in Kilimanjaro.

Validity and Reliability of Data

As it applies to qualitative research, the notion of trustworthiness has to do with validity (Robson, 2002). To achieve this, several different measures were adopted.

Participants, English teachers for stance, were given freedom of deciding on when and at what time they would be ready for being observed when they teach and that being the case then, the normal school teaching time table was observed obeyed without any change or adjustments because of the presence of a researcher. For the researcher, it was a chance to ask for more clarification from the heads of the schools and academic teachers on emerging possibility of getting the right participants for the study. In circumstances where it was not easy to convince the teachers that the researcher is not to inspect them, an assistance of more clarification was made by the head of school. However, this happened only in one school.

Data Analysis Procedures:

Data analysis is a process of applying statistical and logical techniques to describe, organize, summarize, compare and divide the generated data into small manageable portions (Bogdan & Bicklen, 1992). On the other hand, Vans (1996) argues that data analysis involves deciding what meaning can be attributed to words or responses and what implications the words or responses have in relation to the topic that is being investigated. In that regard therefore, in this study, data analysis was qualitative and ongoing in the field work, and post field work. Data analysis was in line with the objectives and questions of the study.

Qualitative Data Analysis

Qualitative data was analyzed in accordance with the aims of the research, using content analysis. This technique was employed to gather and analyze the content of the text. The process of data analysis began at the outset of fieldwork. It focused on classroom observation sheet, a sheet of checklist of things to be observed in a lesson plan, and documentary evidence. Data analysis was performed involving three main stages (Huberman & Miles, 1994).

First, data reduction involved combining things which had been noted in classroom observation sheet and a checklist of things to be observed in a lesson plan and summarizing data from all sources. Data reduction was done on daily basis. This enabled the researcher to assess the methods and strategies of data generation, and to adjust accordingly.

Secondly, there was further organization of the reduced data-generating major themes and sub-themes from oral and written texts.

Thirdly, there was interpretation and the drawing of conclusions from the analyzed data. The researcher employed content analysis as it was possible to compare the classroom performance of graduate and non-graduate teachers.

Ethical Considerations in Research

Literature suggests that ethical dimension is inherent in all research. When planning or conducting research, ethical concerns are important to all researchers regardless of where they come from or carry out their research. The American Educational Research Association cited in Ary, et al., (1996) clearly indicates that we should strive to maintain the integrity of our research, of our research community, and of all those with whom we have professional relations. We should pledge ourselves to do this by maintaining our own competence and that of people we induct into the field, by continually evaluating our research for its ethical and scientific adequacy and by conducting our internal and external relations according to the highest ethical standards (p. 514). Several factors informed ethical issues in this study, thus, this study adhered to the following ethical concerns:

Clearance Letters

First, the author obtained research clearances from the Coordinator, graduate studies: Faculty of Education at The Open University of Tanzania. (see Appendix...3....). The institution (that is the working station of the researcher) in turn, issued a researcher permit to go to the field of study (see Appendix..... 4). On top of that,

the secondary school administration permitted the researcher to conduct a research by giving access to their classes so as to observe the classroom performance of teachers. It was easy for the researcher to be recognized by the administrators because of self introduction alongside handing to them an introductory letter.

Informed Consent

Ethical issues also applied to individual participants. Prior to interviews, documentary search and classroom observations, the researcher sought consent from the participants. The researcher, before undertaking the research, prepared a short session with participants whereby among other things involved briefing informants on the aim, that the researcher has just an interest on observing how English lesson is taught so as to let them free to teach as they normally do for the sake of getting true and valid data. Also the participants were left free to decide and propose the day and time when they would be comfortable to welcome the researcher for a classroom observation. This guaranteed participants' freedom to enter into classrooms when they were ready and postpone the appointment when they got some immergences.

Confidentiality

Similarly, ethical considerations were essential to the post-data generation stage. After the interviews, focus group discussions, document search, observations and questionnaires, the recorded interviews, discussions, field notes, transcribed materials, collected documents, and analysis of data remained confidential. In the same vein, discussion of the findings was handled with such ethical concerns in mind. As Robson (2002) argues, “.... the researcher has a responsibility to all

informants whose views are used in the report”. Thus, in reporting the research findings two matters were ethically crucial. As discussed elsewhere, informants and respondents wanted their experiences to be treated confidentially, and some preferred to be guaranteed anonymity. In this respect, where it was deemed necessary to use direct excerpts from the transcripts, the researcher used capital letters, abbreviations, and numbers to refer to names of research settings, institutions, places and individuals.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

Introduction

This chapter consists of data analysis and presentation of the findings in line with the research objectives that were established to guide the study. The purpose of the present study was to investigate classroom performance of graduate and non-graduate teachers in Tanzania secondary schools. The results are presented in relation to three (3) objectives of the study. These are:- (1) to compare the classroom performance of teachers with diploma qualification Vs graduates in presentation stage of the lesson, (2) to compare their styles of stating the general and specific objectives in lesson plan and (3) to compare their styles of classroom management and control as well as accepting to errors and learning activities given to the learners. Thus, the findings are analyzed and presented in the following paragraphs.

Classroom Performances of Diploma and Graduate Teachers

Objective one intended to compare the classroom performance of teachers with diploma qualifications with that of graduates in teaching English subject in secondary schools. Data in this task was generated through classroom observation on teaching and learning process in the lesson of forty (40) minutes, and documentary review of lesson plans prepared by the teachers. These were the findings.

Four common practices dominated almost all diploma teachers; and these were categorized into two parts, the positive and negative practices. To the context of this study, positive practices are those actions and activities done by the teacher during

teaching and learning process which can make the smooth teaching and learning and result to easy understanding of the subject matter. The following were observed and termed as positive practices.

Adherence to systematic teaching. In line with sub- task above, which intended to investigate whether teachers adhere to systematic teaching, the results revealed that teachers were teaching step by step and performed the tasks from pre- teaching, into teaching and post teaching. In pre- teaching activities, teacher cleaned the blackboard and assembled the materials brought to the classroom for teaching. Into teaching, the teacher introduced the lesson, and then grouped the students into smalls groups for discussing the concepts related to the subject matter, led presentations and corrected them where they got wrong and gave some comments and recommendations to cement their ideas. In post reading actually the teacher gave the students more assignments to be done as part of practicing what they have leant. For example, a teacher was teaching the topic of *letter writing* in form three classes, and the sub-topic was *Business transaction letter*. The post teaching of this sub-topic was well conducted since students were given an assignment of writing a business transaction letter and present to the next lesson.

In an observation conducted to investigate the classroom performance of graduate teaches, the data collected revealed that; in most cases graduate teachers were found to teach haphazardly! The study results further revealed that there was neither clear preparation for teaching nor lesson introduction. The teacher started directly into teaching. For example, it was observed in Form Three classes where a teacher was

teaching *on how to analyze literary work*, that, the teacher entered the classroom and just distributed books to the learners and started asking questions concerning the characteristics of the main character without introducing the lesson, cleaning the blackboard or even writing the Title of the subject, topic and date. Generally, the teacher had nothing to do with the blackboard use. This was observed to be a common behavior for most graduate teachers and it made the researcher to have an interest of knowing the reason behind. The researcher decided to conduct a normal conversation with the teachers and technically, they were asked some questions. Without knowing the aim of researcher, they expressed themselves as to why they did so. Interestingly, these were some of their responses.

Using chalkboard result into coughing and chest ache, after all students are required to write notes themselves and not the teacher to do it for them.

Another commented that

I always avoid writing on the blackboard because there are lazy students who always rely on the teachers' summary notes on the lesson instead of dealing with the detailed ones. Therefore I teach first then I give notes to the class monitor to write on the blackboard so that others can copy.

These are among the comments from graduate teachers to why they avoid blackboard use in teaching and learning process, the researcher remained with unanswered questions like did they learn about the importance of and application of blackboard use commonly known as BB WORK in teaching and learning, when they were studying education course?

As far as the partnership approach is concerned, the assumption is that the heads of schools and teachers collectively play a vital role in students' academic achievement. The major concern in this theory is collaborative work. Collaborative work is necessary in classroom performance because it helps the teachers to share ideas on how to conduct various classroom activities and discuss some difficult concepts. To a large extent, collaborative work avoids malpractice. Malpractice of teachers in classroom situation has been facilitated by the absence of supervision and close relationship between the heads of school and the teachers. This affects directly the students' performance because they are poorly taught and they don't the concept deeply, hence poor performance.

Involvement of learners in teaching and learning activities. The current education curriculum calls for *learner centered approach* where by the main emphasis is to let the learners do so that they can understand the concept easily and it will help them to keep long term memory. As one among the techniques used in data collection, classroom observation to both graduate and non-graduate teachers used to investigate the extent to which learners are involved in teaching and learning activities. From the classroom observation, it had been revealed that largely, learners were involved in doing activities concerning the lesson. For example, when teaching the topic of *Critical thinking and argumentation* in Form Four, the teacher involved the students by leading them to conduct a debate on the motion they proposed themselves. The motion was "Female Genital Mutilation Should be Abolished" The sub-topic was *arguing for or against....* This activity has been useful to the extent of being termed as *positive practice* because it inculcates argumentative skills to the learners. Also,

involvement of learners in teaching and learning activities was observed in form one class in the topic of *Reading for comprehension*. The learners were given a passage titled *Mama Chakula Bora*, to practice reading and answer the questions for comprehension.

The findings from classroom observation appreciate the way the graduate teachers involve their learners in teaching and learning activities. The great task of teachers in the classroom, as it was observed was to guide and direct the learners to do various learning activities rather than telling them. For example it was observed in Form Four class when a teacher was teaching *how to write a speech*, the students were assigned a task of writing speech and they were involved in discussing and commenting on each other. The previous study recommended that effective teaching will be enhanced by implementing learner- centered approach and avoid talk- and- chalk traditional way of teaching (Surbessa, 2006). This study has also revealed that involving learners in teaching and learning activities paves the way to better achievement of lesson objectives, since the learners are participating fully in the process of teaching and learning.

Thirdly, despite the positive practices by teachers, there are other actions and activities done by the teacher in the classroom, which were either contrary to the subject matter and out of the intended objectives or concurred to the subject but poorly conducted to the extent that it affects the smooth teaching. This made the researcher to categorize them to negative practices. These include poor organization of groups for discussion and poor uses of teaching and learning aids.

Poor organization of groups for discussions. The groups for discussions need to be well organized by making equal number of students in each group, the group should not consist of many (example above eight students in one group) or very few like two students! This is not a group discussion rather; it is pair shares thinking. Also for the group discussion to be well conducted and give each learner a chance to participate there must be group leaders who will guide the discussion and organize the ideas, as well as planned time or duration for discussion. In addition, a teacher should consider the issue mixing gender and slow learners with fast learners in order to avoid social classes, inferiority complex and enhance confidence and social interactions. As far as the classroom observation is concerned, the findings proved that teachers fail to make proper organizations of groups for discussion. They just instruct students to sit in groups without considering the number of students in each group, they don't even tell the students the duration for discussion, and they don't follow the criteria for organizing groups as it has been explained. This leads to discipline moves, poor discussions that yield out poor presentation and hence make the lesson to be difficult.

Similarly, to the diploma teachers, most of graduate teachers possess poor knowledge on organizing groups for discussion. They just instruct students to sit in groups and discuss a certain concept without guiding them on how they are going to conduct, also they don't tell the learners the duration for discussion, they just stay quite for a while then they assume that the learners are through hence they declare the end of discussion. This is not a good practice in teaching because it cannot pave the way to the achievement of the lesson objectives. This study has similar findings to the

previous study done by Surbesa, (2006) which revealed that most of Ethiopian teachers do not have enough knowledge on learner-centered approach. The findings from this study also indicated that teachers do not have enough knowledge on learner-centered approach thus why they fail to organize groups properly.

The use of teaching and learning Aids: this is the fourth practice, which was observed in classroom performance of both graduate and non-graduate teachers in English subject in Ordinary Level Secondary Schools. The observation revealed that most of teachers especially graduates did not make use of teaching and learning aids. The interview method of data collection, an unstructured interview for that matter, used whereby twelve teachers were interviewed and the following are the interview questions and some of the responds from the participants. The question was:

What can you say about the use of Teaching and Learning Aids in the Teaching and Learning of English Language?

There were several responses to this question, but here are the two responses from two different participants, which carried the general ideas from other participants.

Respondent one said:

*Teaching Aids are only used where they are applicable. This means that some topics in English lesson do not have teaching Aids..... yes to my experience in teaching of English language I have found some topics in which a teacher can not be able to make a teaching and learning Aids. For example, the topic of **Critical thinking and argumentation in form four, Literary works in form two, and so many others.***

Another respondent had the following explanations on the use of teaching learning Aids.

The use of teaching and learning Aids depend on the availability of the materials which are used to make them. Such materials are like manila sheets, marker pens and colors which are useful in drawings. If the school administration has not provided the teacher with those materials it will be impossible for the teacher to use teaching and learning Aids.

This implies that the teacher had no sufficient knowledge on what it means by term teaching and learning aids, how to prepare and when to use them. Thus, it becomes difficult for the teachers to plan and prepare teaching and learning aids, which can suit the needs of the topic. Not only that but also some of teachers, especially English teachers lack deep knowledge the topic they teach. That means they are shallow in mastery of subject matter and that being the case then, they find that some topics have no teaching and learning Aids.

Comparison of Styles of Stating General and Specific Objectives in Lesson Plans.

As far as the second objective is concerned, that is to compare their styles of stating general and specific objectives in lesson plans, documentary review technique used to review the lesson plans prepared by the teachers. The documentary review of the performance of non-graduate teachers revealed that most of them were not able to state the specific objectives clearly. For the specific objectives to be specific, there must have statements which specify time or when should the intended outcome been achieved, action verbs should be used, the statements should also indicate the degree of performance (MOEVT 2005). For example, if the topic is simple present tense, the specific objective should be by the end of the lesson; each student should be able to construct three sentences with correct simple present tenses using adverbials *usually*,

sometimes and *normally*. By making a review of their lesson plans, a researcher discovered that teachers do confuse general and specific objectives. For example, it was quoted in one of the reviewed document (lesson plan) in the topic of Critical thinking and argumentation: **general objective** was *students should understand the concept of critical thinking and argumentation* and the **specific objective** was *students should be aware of what critical thinking and argumentation is*. After reading these statements and many others of the same nature, the researcher noted that there was a great problem in stating general and specific objectives since teachers fail to use general and specific terms properly.

It was revealed that teachers do not prepare lesson plans for every lesson they teach. They prepare the lesson plans when they here that school inspectors are around or when the head of the school asks for them. An interview was conducted to explore the teachers on that habit. The question posed was: *if someone said to you that a lesson plan is an engine which runs smooth teaching and learning process, what would you say?* The participants had the following words to respond on this.

I can say it is not necessarily to be because I do not see the direct relationship between a lesson plan and the teaching process. I mean that I consider the lesson plan to be just a written document which shows the stages to be followed when a teacher is teaching, theoretical framework or a guideline I can call it, but it is just a theory which has nothing to do with my practice. After all, I teach according to the classroom situation by the moment, how then can I for the way I will teach before being into the classroom?

This interview was done purposefully to get some information which has been useful in the interpretation of data.

In CIPP model, the assumption is that the quality of product depends much on the input and process. In this case, teachers and the teaching and learning materials are subjected to input, the teaching and learning process as a process and students' academic performance as a product. It has been proved that achievement of objectives is highly affected by poor plan or statements of objectives. Therefore, the product becomes poor because the input was poor. Table 3 below shows a summary results from the reviewed lesson plans for non- graduate teachers.

Table 3: Lesson Plan Observation Sheet for Both Groups

Item	Things Observed	Total Number of Lesson Plans Reviewed		Number of Lesson Plans with Correct Items		Number of Lesson Plans with Incorrect Items	
		N/G	G	N/G	G	N/G	G
1.Objectives: General / purpose and specific objectives	Ways of stating specific objectives, whether they match with the topic	12	12	3	0	9	12
2.Lesson Development/ Stages	Sequencing of ideas in lesson development/ stages	12	12	4	2	8	10
3. Time Allocation Vs Stages	Appropriateness of time allocated in relation to each stage	12	12	2	3	10	9
4. Evaluation	Exercises given to the learners to evaluate their understanding	12	12	6	4	6	8
5. References	Content validity	12	12	10	1	2	11
6. Format: Old Vs New	Does the teacher use old or new format of writing a lesson plan?	12	12	8	8	4	4

The review of documents, that, is lesson plans, used in investigating the classroom performance of graduate teachers in the aspect of stating the lesson objectives. As it has been discussed when a researcher was analyzing the findings of the classroom

performance of diploma teachers with regard to the second objective, the situation is even worse in classroom performance of graduate teachers. Among the six teachers whose lesson plans were reviewed, no one found to state lesson objectives effectively. The CIPP model contends that it is a decision-focused approach to evaluation and emphasizes the systematic provision of information for program management. This argument from CIPP model has a direct relationship with the findings from this study because the observation revealed that there is no systematic teaching since the teachers do not state the lesson objectives. As far as the interpretation is concerned, the discussion made under this finding is that the teaching and learning process is affected by malpractice of teachers.

Contrary to the diploma teachers, this task proved that the graduate teachers were not good in stating the lesson objectives simply because they failed to differentiate general from specific objectives. The reasons to why they failed to state the lesson objectives clearly are explained in the part of discussion of findings in chapter five of this study.

Again, a researcher decided to explore the graduate teachers through conversation as to why they do not bother to prepare the lesson plans carefully with proper distinction between general and specific objectives. Many comments were given but the major theme was that actually they do not see the importance of lesson plans. To the knowledge of the researcher, the interpretation of this argument is that those graduate teachers have insufficient knowledge on the topic of *preparation for*

teaching and this affects them to the extent that they fail to have a well preparation for teaching.

Comparison of Classroom Management and Control

The third objective focused on comparing their styles of classroom management and control. Again, an observation technique was used in data generation in this part. A classroom observation for that matter was conducted to obtain the required data as per objective three of this study. In this objective the researcher noted that there was a good classroom management and control. To large extent Diploma teachers managed to maintain the discipline of learners in the classroom and dealt accordingly to misbehaviors when arouse. For example, it happened in a Form One class when a teacher was conducting an English lesson in Reading for Comprehension. In this class, some of the students were doing other business rather than listening to the reader, and then the teacher stated to ask the group some questions about the text. When they failed to answer what they were asked to find some words in the passage by mentioning the number of paragraph and line where the words were found. This made all learners to be attentive to the lesson.

Moreover, diploma teachers proved better in the provision of learning activities to the learners. The common characteristics across the majority of the activities provided to the learners which made the researcher to appreciate them were validity of the activities in relation to the subject matter, the activities were neither too many nor too few to accomplish the objectives, rather they were adequate.

On the other hand, the classroom observation technique was also conducted to investigate and assess the quality of the activities provided to the learners in the classrooms. The tasks in this objective were to observe classroom performance and assess the content validity of the assignment given to the learners.

For the graduate teachers, the findings show that the classroom management and control was well done, similarly, to what was done by diploma teachers as it has been explained above. The problem was in activities given to the learners. The learners were given a lot of tasks to do which might go beyond the lesson objectives. For example when teaching the topic of *reading for comprehension* in form one, students were assigned to read and answer the questions from the passage as a classroom activity. Then to cram the passage and recite it in the next lesson, compose their own passages and present to the class in the next lesson. This study tries to evaluate these activities and find that composing a passage for example has nothing to do with reading for comprehension; rather it should be done in the topic of composition. Not only that but also in literary analysis the students were asked to identify theme, characters and making characterization within the lesson of forty (40) minutes! Oh! This was too much. Characterization and theme analysis are two different sub- topics in analyzing literary works which could be taught in more than one lesson.

Alongside classroom observation, the teachers' classroom performance were observed through their practices since they entered the classrooms and all activities they did in order to get more information about the teaching and learning process. Things which were observed in classroom performance were compared between

graduate and non- graduate teachers. The findings have been slotted into percentages in line with primary data from a classroom observation.

Not only that but also a classroom observation technique was used to compare the graduate and non graduate teachers' classroom performance in English lesson in order to investigate the teacher- student interactions. This was done to observe how the graduate and non-graduate teachers were interacting with students in a lesson of forty minutes. An observation schedule was prepared and an observation of teaching and learning activities were observed in each the interval of each five minutes. The following table shows the results from such kind of an observation for non-graduate teachers.

Table 4: Results from a Classroom Observation for Non-graduate Teachers

WHAT WAS HAPPENING	0 – 5	5 -10	10 -15	15 -20	20 – 25	25 -30	30 -35	35– 40	TOTAL
1. Cleaning the Blackboard	5	2	0	2	0	0	1	2	12
2. Preparing to teach	9	3	0	0	0	0	0	0	12
3. Introducing the Topic	6	6	0	0	0	0	0	0	12
4.Stating Lesson Objectives	0	0	0	0	0	0	0	0	0
5.Teacher into Teaching	0	0	3	9	0	0	0	0	12
6.Teacher Asking Questions	1	6	2	3	2	1	1	0	15
7.Students Asking Questions	0	0	0	1	1	0	0	1	3
8.Structuring Move(Teacher)	0	0	0	0	0	0	0	0	0
9.Discipline moves	0	0	1	2	3	0	0	0	6
10.Idling	1	1	2	3	0	0	0	0	7
11.Copying Notes on Blackboard	0	0	0	0	0	0	9	3	12
12.Errors Made	1	0	2	1	1	1	0	0	6
13.Teacher Accepting Errors	0	0	0	0	1	0	0	0	1
14.Sudents Correcting Teacher	0	0	0	0	1	0	0	0	1
15.Teacher Correcting Students	0	5	0	2	1	4	0	0	12
16.Use of Teaching Aids	0	0	0	0	0	0	0	8	8
17.Activities Given to the Learners	0	0	2	0	8	1	0	1	12
18.Group Work	0	10	0	0	2	0	0	0	12
19.Teacher Guiding Students to Reflect on the Lesson	0	0	0	0	0	0	0	2	2
20.Concluding the Lesson.(Teacher)	0	0	0	0	0	0	0	8	8

In comparison with graduate teachers, the same technique was applied in this study to investigate the classroom performance of graduate teachers in line with objective three of this study which was to compare their styles of classroom management and control as well as accepting to errors and teaching and learning activities given to the learners. The research findings in this part are presented in a table below.

Table 5: Results from a Classroom Observation for Graduate Teachers

WHAT WAS HAPPENING	0 - 5	5- 10	10-15	15-20	20 – 25	25 – 30	30 – 35	35 – 40	TOTAL
1.Cleaning the Blackboard	7	0	0	0		0	0		7
2.Preparing to Teach	2	0	0	0	0	0	0	0	2
3.Introducing the Topic	0	10	2	0	0	0	0	0	12
4.Stating Lesson Objectives	0	0	0	0	0	0	0	0	0
5.Teacher into Teaching	8	2	0	2	0	0	0	0	12
6.Teacher Asking Questions	5	2	0	3	0	0	0	2	12
7.Students Asking Questions	0	0	0	1	0	1	0	4	6
8.Structuring Move (Teacher)	0	6	3	1	0	2	0	0	12
9.Discipline Moves	1	0	0	1	2	0	1	0	5
10.Idling	1	3	0	1	1	0	0	0	6
11.Copying Notes on Blackboard	0	0	0	0	0	0	0	2	2
12.Errors Made	2	0	1	2	0	0	0	0	5
13.Teacher Accepting Errors	0	0	0	0	0	0	0	0	0
14.Students Correcting Teacher	0	0	0	0	0	0	0	0	0
15.Teacher Correcting Students	0	1	0	1	0	1	0	0	3
16.Use of Teaching Aids	2	0	0	0	0	0	0	5	7
17.Activities Given to the Learners	1	4	0	3	6	0	0	0	14
18.Group Work	2	4	3	1	1	0	0	1	12
19.Teacher Guiding Students to Reflect on the Lesson	0	0	0	0	0	0	0	0	0
20.Concluding the Lesson (Teacher)	0	0	0	0	0	0	0	2	2

Source: Field Data July2012

The findings presented in the above tables are summarized in the Table 6 bellow

Table 6: Summary for Classroom Observation

Items Observed	Number of Observations	Frequency for Non-graduate	Frequency for Graduate
1.Cleaning the Blackboard	12	12	7
2. Preparing to Teach	12	12	2
3. Introducing the Topic	12	12	12
4. Stating Lesson Objectives	12	0	0
5. Teacher into Teaching	12	12	12
6. Teacher Asking Questions		15	12
7. Students Asking Questions	12	3	6
8. Structuring Move (Teacher)	12	0	12
9. Discipline Moves	12	6	5
10. Idling	12	7	6
11. Copying Notes on Blackboard	12	12	2
12. Errors Made	12	6	5
13. Teacher Accepting Errors	12	1	0
14. Student Correcting Teacher	12	1	0
15. Teacher Correcting Students	12	12	3
16. Use of Teaching Aids	12	8	7
17. Activities Given to the Learners	12	12	14
18. Group Work	12	12	12
19. Teacher Guiding Students to Reflect on the Lesson	12	2	0
20. Concluding the Lesson (Teacher)	12	8	2

To sum up this presentation, the research findings on the classroom performance of graduate and non-graduate teachers have been analyzed in details and the graduate teachers were found to have more weaknesses compared to diploma teachers in preparing lesson plans, stating lesson objectives and presentation of the lesson. Both of them have been observed when they were teaching and all of their practices in teaching and learning process. From the major issues which were investigated diploma teachers found to be much better in provision of classroom activities, systematic teaching as well as preparing to teach.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Discussion of the Findings

This chapter presents the summary of the study, literature review, and participants of the study, methodology employed in the study, study findings, conclusion and recommendations. The paragraphs hereunder, discusses the research findings in line with the three specific objectives of the study. The objectives of this study were:

To compare the classroom performance of teachers with diploma qualification and graduates in presentation stage of the lesson, to compare their styles of stating the general and specific objectives in lesson plan and to compare their styles of classroom management and control.

The findings in this study have proved that teachers with diploma qualification perform better in classroom than graduate teachers. This is evident with the following explanations. The results from objective one revealed that there were similarities and differences in classroom performance of graduate and non-graduate teachers, which made the researcher to conclude that teachers with diploma qualification performed better than graduate teachers. The following are similarities in classroom performance between graduate and non- graduate teachers. First is the involvement of learners in teaching and learning activities. Among the twelve (12) observations, which conducted to observe the classroom performance of non-graduate teachers, it revealed that learners were involved in teaching and learning

activities. In other words, this is equivalent to 100%, that learners were involved in teaching and learning activities. Despite the fact that learners were much involved in teaching and learning activities, the problem is that, the activities did not fulfill or were not sufficient to the needs of the lesson objectives. For example, the teacher asks the learners to sit in groups and discuss the concept, which cannot meet the requirements of the lesson objectives. For instance, when a teacher was teaching a topic of critical thinking and argumentation, and the sub- topic was arguing for or against.... The learners were involved in a discussion by conducting debate whereby some of them argued for and others against the motion which stated that Female Genital Mutilation Should be Abolished. However, the problem of this debate was that the opposing side was strongly defeated and discouraged since the motion was so straight to the context of that society where the learners come from; because Female Genital Mutilation was no longer practiced. Therefore, it was difficult for the learners to argue against the motion. The observation here revealed that the teacher designed a task with an assumption that she involved the learners in teaching and learning activities, but the lesson objectives were not achieved at all. The specific objectives of this lesson were to equip the learners with abilities on critical thinking and argumentations.

Learners should be able to think critically and argue logically for or against the concept. Therefore, what was required for the teacher for accomplishment of this goal, was to make sure that she guides the learners first to choose a motion which was debatable, that means, something which is a challenge to the current society and still needs discussion so as to get solution for it.

Secondly, the teacher should use the technique of productive debate rather than normal debate. A productive debate is the type of debate whereby the members of the debate exchange their roles in debating. That means the proposers should give their proposing points for the first time and the opposers should oppose as usual. Then, they exchange the roles whereby proposers become opposers and the opposers take the part of proposing side and start to debate again on the same motion. The condition is that after exchanging roles, neither opposer nor proposer is allowed to repeat the points, which were given by the first group. That being the case then, the technique has major two advantages that make the learners to meet the intended objectives. First, by the end of discussion, every learner will have been argued for and against the motion. Therefore, the first objective of making learners to be able to argue for or against the concept will have been achieved.

Second, all learners are required to think critically so as to get points during the second part of debate, whereby they exchange the roles so as to avoid repetition of the points which were mentioned by the previous speaker. Additionally, the technique makes the learners to practice and get all four-language skills. Those are listening, speaking, reading and writing. This is because they listen carefully to the speakers then they also speak, they write down what was spoken to avoid repetition and finally they read what they have written to help them to think of more points.

Similarly, graduate teachers involved the learners much in teaching and learning activities. For instance, it was observed that, eight (8) observations out twelve (12), which is equivalent to sixty six point six percent, 66% show that graduate teachers involve the learners in teaching and learning activities, by giving them group works

and asking individual oral questions. However, the problem was the same as that of non-graduate teachers that learners are much involved in teaching and learning activities but, they are assigned to activities which by the end of the lesson, those activities will not help them to achieve the intended objectives. For example, it was observed in form one class whereby a teacher was teaching a topic of *Reading for comprehension*, and assigned the learners to cram the passage and recite it in the next lesson, and to compose their own compositions. This is a kind of involvement of learners in teaching and learning activities by giving those activities that have nothing to do with the objectives. In English language teaching, there are specific objectives for each topic. For example, when teaching comprehension lesson in form one, the specific objective is that the learners should have comprehensive ability in a sense that a learner can read and comprehend information from a given text. That being the case then, there is no need of assigning learners to cram and recite the passage. Recitation is a technique, which, is used, in teaching literature in poetry whereby learners are assigned to recite the poems during poetic analysis.

Another similarity in classroom performance of graduate and non-graduate teachers is the issue of poor organization of groups for discussion. Graduate and non-graduate teachers were found to have poor knowledge of organizing groups for discussion. In most cases, teachers call for group discussion without organizing the groups properly. The results from a classroom observation schedule show that 96% of the teachers who involved in this study practiced group discussion. The groups were formed without considering the number of students who should be included in forming one group. There were no instructions on how many minutes should be used

for discussion and what should be the key concepts to be taken into consideration during the discussion. Instead, the teacher asked the learners to discuss something as vague as "discuss the characters in this book". The learners were not aware of what should be discussed about! This caused idleness and sometimes disciplines moves since the learners had nothing to do hence, failure to achieve the lesson objectives. The objective of the lesson about characterization is that, by the end of the lesson, by the end of the lesson, the learners should be able to analyze the characters in terms of their characteristics and relate them to the real life situation. If the learners are not well guided on how to analyze the characters, they will not be able to do so. Therefore, the attainment of lesson objectives will be difficult.

A teacher is supposed to have a balance of grouping strategy. As it has been analyzed in the data analysis that teachers organized the groups poorly, this discussion insists that teachers are supposed to have a balance of grouping strategy. This will help a teacher to have equal number of students in each group, to balance gender and make sure that the groups are balanced in terms of students' abilities. That means all groups should contain students with all behaviors, the slow learners should be combined with fast learners to get help from each other and make the discussion fruitful. Most teachers asks their learners to sit in groups without considering the criteria for forming groups. This results to the groups to have unequal number of students in each group; some groups have larger number compared to others and imbalances in gender.

The interpretation of the findings, on one hand, is that there are possible reasons for the similarities. For example, the findings indicate that, both the graduate and non-graduate teachers performed poorly in organizing groups for discussion. One of the reasons is that teachers are not carefully on their decision-making process in selecting the methodology for the class, the support materials and teaching and learning aids. Morris, (2003) proposed four major things that every teacher at any level should have. One among them is "practice". It asks the teacher to explore and comment upon their decision-making process in selecting the methodology for the class, the support materials- visual aids, etc. that they are selected as well as the arrangements for feedback and their reflections upon the process and the feedback from the formal observations and the students (Morris, 2003). Teachers found to organize groups poorly because in most cases teachers just asked the learners to sit in groups without telling them how many students will form one group. In addition, the learners were assigned to discuss on the vague concept like "characterization" without directing them on how to organize their groups like telling them that they have to elect group leaders and time-keeper who will control discussion within a given time. Not only that, but also in most cases it was observed that teachers did not tell the learners the exact time to which they should use in their discussion. Therefore, this makes most of learners not to accomplish what was expected for them to discuss, hence, it was difficult to attain the intended objectives for the lesson.

On the other hand, there are also reasons for the differences found in classroom performance of graduate and non-graduate teachers in English lesson in Tanzania secondary schools. For example, from the research findings, it revealed that teachers

with diploma qualification are better in classroom performance in lesson presentation than graduate teachers in a sense that contrary to graduate teachers, teachers with diploma qualification teach systematically. This is evident with the observation schedule which shows that among the twelve (12) observations for non – graduate teachers, nine (9) observations, which is almost 75% were teaching systematically. While, among the twelve (12) classroom observations, which conducted to observe the classroom performance of graduate and teachers in English subject, eight (8) observations, which is about 66.7% revealed that teachers were not teaching systematically. This means that there was neither introduction of the lesson and stating the lesson objectives at the beginning, nor guiding the learners to reflect on the lesson and conclude their lesson. The findings from the classroom observations revealed that most of graduate teachers jumped directly into teaching without systematic approach. This made the researcher to interpret the findings that the reason for the difference is that some of the teachers, graduate teachers for that matter, are not carefully in selecting proper teaching and learning method and strategy which can suit the need of the class. Any teaching and learning strategy can be either useful or useless depending on the selection and proper use in the class. Ultimately, it is argued that any teaching method can be made participatory if it is in the form of mental arrangement and not physical involvement. (Omari, 2008).

According to this study, it has been found that most of teachers use group discussion as the only technique in teaching and learning process with an expectation that they are practicing the so called participatory way of learning. However, they fail to organize the groups in a manner that all students can access a full participation in the

lesson. It happened that most of teachers assigned their students to sit in groups of unequal number in each group. And then they were given tasks to do without proper directions or instructions on how they are going to conduct the discussion for instance who will be a group leader, how are they going to conduct their discussion, for how long maybe. The teachers just said sit in groups and discuss the characters of this book *Passed like a Shadow*. Then a teacher continued with other business apart from teaching activities for example it was observed during field study that a teacher assigned students a group discussion and then started chatting with her friends through handset until students reminded her by calling her while others were shouting. Then the teacher just asked; "are you through?" In chorus they said yes! Nevertheless, the issue is that since the groups were poorly organized, there was no proper discussion, which resulted to or yielded poor answers on concept. The teacher assigned the learner to discuss about characters without telling them what should be specifically discussed about. Also because the students were not given proper time for discussion, and because of poor question from teacher, the result was also poor answer. There were also unequal number of students in each group; some groups were overcrowded with lack of seriousness as a result of poor understanding of the lesson. Finally the teacher found that group discussion was not a proper method of teaching and learning. That being the case then, a teacher concluded that group discussion is worthless in teaching and learning process, it is just wastage of time and it can not make proper achievement of lesson objectives.

According to the findings from this study, the interpretation is that most of teachers do not have clear understanding of teaching methods and strategies. Omari, (2008)

argues, participatory is always and invariably, reduced to putting pupils into groups, often of eight to ten or twelve students, who turn their necks around while still on their desks, and hopefully face each other to discuss as vague as " how to make a poem", " how democracy is practiced", or " what happens if you mix acid with alkaline", or " what was the meaning of xyz.

The findings of this study revealed that classroom performance of both graduate and non-graduate teachers in English language was poor in the part of organizing groups for discussion and this resulted in poor discussion which yielded poor results or insufficient students responds to the subject which hindered the achievement of the lesson objective .

As far as the second objective was concerned, that is to compare their styles of stating general and specific objectives in a lesson plan. The findings also indicated that there is a great problem to teachers in stating the objectives. This means that most of teachers fail to differentiate general and specific objectives. . For the specific objectives to be specific, there must have statements which specify time or when should the intended outcome been achieved, action verbs should be used, the statements should also indicate the degree of performance. (MOEVT 2005).

An effective teacher is supposed to have clear objectives of the lesson. This means that a teacher should state clearly what the expected outcomes of the lesson are and what the expected behavioral changes to the learners are after learning a certain concept. Some teachers teach without having clear objectives for their lessons. And

this hinders the understanding of the concept. Having clear objectives of the lesson will guide a teacher to plan for learning activities, which the learners should do in order to understand the lesson.

Unfortunately, the findings from this study revealed that most of teachers are no able to differentiate general from specific objectives. They just write some sentences and statements, which cannot effectively communicate what they specifically aim to achieve from the lessons they are teaching. Teachers are required to design, plan and prepare activities, which will pave the way to accomplishment of objectives. It is argued that design, planning and preparation needs the teacher to determine the students' needs in the preparation of a unit of work; to specify the learning objectives, plan the unit content, the teaching and learning resources needed, and elaborate on how the whole unit of work will be completed. (Morris, 2003).

Above all, the objectives were stated in a manner that they can not express the degree of performance to which the learners are expected to achieve as well as the proper teaching and learning strategies and activities given to the learners. The teaching and learning activities which suit the specific objectives the lesson are those which show the in – depth participation of learners in the teaching and learning process. But the research finds have indicated that most of teachers do not have a clear understanding of how to state the objectives. That being the case then, the objectives, which are not clearly and properly, stated, guide teachers into a wrong direction during classroom performance specifically in giving instructions to learners during teaching and learning process. The poor instructions lead to poor learning and understanding of

the concepts by the learners as a result of poor students' academic performance. Instead of the participatory method being associated with mental involvement, thinking, and cognitive processes, it has been reduced to physical and verbal involvement. (Omari, 2008). This means that teachers are not using teaching and learning activities which, can develop mental abilities of learners as well as critical thinking which can yield the meaningful learning.

However, diploma teachers were found to be somehow better in stating the lesson objectives and systematic teaching than graduates were. It is expected to most people that graduate teachers can perform much better in classroom than non- graduate teachers. This is because graduate teachers have higher level of education than non-graduates. Nevertheless, the findings from this study are contrary to the expectations, perceptions and knowledge of majority. It revealed that non-graduate teachers perform much better than graduates in classroom presentation of the lesson do. There might be several reasons behind this situation, but to the knowledge of the researcher through the research findings, the interpretation is that, graduate teachers perform poorer than non- graduate because of the following reasons. One is that graduate teachers have many things to study within a very short time compared to non-graduate teachers. For example, a prospective graduate student teacher studies six courses per semester, which are equivalent to six subjects in diploma. A prospective graduate student pursues one course for one semester with forty- five hours (45), be those thirty for lectures and fifteen (15) for seminars. While in diploma, there are two (2) contact hours for Education courses per week for eleven (11) weeks of one term. There are four terms in two years of the diploma course whereby a student gets 88

contact hours. Therefore, while the graduates study a course, for example curriculum and teaching for forty-five hours (45), diploma teachers pursue the same course for eighty- eight (88) contact hours.

Second, graduate teachers had studied the course only once in a certain semester of their course. For example, Classroom Interaction and Research or English Teaching Methods may be studied in the first semester of the first year. While in diploma, the same courses are studied for the whole course duration; that is, for two years. That being the case then, a diploma teacher becomes more competent than graduate.

In addition, in diploma Teachers Colleges, there are practicing schools, where by student teachers go for single lesson teaching practice, which helps them to be familiar with the teaching and learning environment. Also, they get a chance to observe a demonstration lesson from teachers from practicing schools, and this prepares them to be confident in teaching than prospective graduate teachers who meet the class for the first time when they go for teaching practice.

Objective three was to compare their styles of classroom management and control as well as accepting to errors made and teaching and learning activities given to the learners. The findings indicate that teachers are performing this task in different styles however no one which seemed to be successfully in teaching and learning process. The observation revealed that students were quite and sometimes idle, a situation which is interpreted in this study that being quite and idle does not mean that the students are well disciplined and the teacher has good techniques in

classroom management and control. Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if arises. In other words, is the techniques teachers use to maintain control in classroom. (Kelly, 2012). Specifically to this study, classroom management means the way teachers prevent misbehavior and dealing with them when they arise in classroom situation during the teaching and learning process. As far as the meaning is concerned, it has been indicated by the findings from this study that teachers do not apply some useful techniques for managing and controlling their classes such as changing the nature of the activity given to the learners if for example it has been discovered that the given activity has not been useful in learning. For stance, a teacher may find that students are not in a good position of conducting group discussion and decide to change the activity to questions and answer which needs individual response.

Objective three aimed at comparing the quality of teaching and learning activities, such as individual and group works given to the learners by assessing the quality of those teaching and learning activities prepared by graduate and non-graduate teachers. Assessment in teaching and learning activities involves identifying appropriate standards and criteria and making judgments about quality. This is necessary to lifelong learning as to any formal educational experience, although it may not be represented in formal ways outside the environment of certification. (Boud, 2000). To the context of this study, assessment in teaching and learning means the evaluation of classroom teaching and learning activities for the purpose of judging the quality. Teachers are supposed to give their students teaching and learning activities to assess progress and achievement. They are then required to

prepare, use and analyze data gained from formative assessments to be applied during the planned unit of study. Additionally, how feedback will be given to learners must be planned as well as how teacher records of students' progress and achievement will be kept. Also teachers are supposed to evaluate teaching in order to improve teaching and learning process. Teachers are required to prepare an evaluation of learning of their students during the planned unit of study.

On top of that teachers are required to make an evaluation so as to improve teaching and learning. Majority of diploma teachers managed to provide quality teaching and learning activities to the learners which to large extent had a content validity. Contrary to diploma teachers, it has been indicated in this study that graduate teachers provided activities to the learners which go beyond the objectives of the lesson. It has been indicated in this study that the learners were given a lot of tasks to do might go beyond the lesson objectives. For example when teaching the topic of *reading for comprehension* in form one, students were assigned to read and answer the questions from the passage as a classroom activity. Then to cram the passage and recite it in the next lesson, compose their own passages and present to the class in the next lesson. This study tried to evaluate these activities and find that composing a passage for example has nothing to do with reading for comprehension; rather it should be done in the topic of composition. Not only that but also in literary analysis the students were asked to identify theme, characters and making characterization within the lesson of forty (40) minutes! Oh! This was too much. Characterization and theme analysis are two different sub-topics in analyzing literary works which could be taught in more than one lesson. They are then argued to plan

how the evaluation they have made can and will be used to plan modifications and improvements leading to a further evaluation cycle. Morris, (2003) argues that at personal level they are asked to evaluate their own practice and set goals to be incorporated into a personal, professional development plan that details how they intend to carry out their plan.

A teacher may teach a subject by just imparting knowledge to the learners but may not achieve the goals of the lesson if there is no effectiveness in teaching and learning process. Several factors may be associated with effective teaching, and the teachers should adhere to, to be effective teachers. An effective teacher for that matter, is the one who among other things, has the following characteristics; good subject knowledge, good questioning skills, an emphasis upon instruction, a balance of grouping strategies, clear objectives, good time management, effective planning and good classroom organization (OFSTED, 1995). To the context of this study, these characteristics were found to be useful guideline in studying classroom performance of graduate and non-graduate teachers in secondary schools. This is because the classroom observation based much on studying teacher effectiveness in teaching by exploring the teachers' knowledge on the subject matter. Teacher should master the content of the subject, which she/ he is teaching. For example, if a teacher is teaching a topic on critical thinking and argumentation in form four class, he/she should have a clear and deep knowledge on what it means by the concept of critical thinking and argumentation.

An effective teacher is the one who has good questioning skills. There is a need of having good questioning skills in a sense that, a teacher should set proper and appropriate questions for learners to create conducive environment for learners to think critically and answer the questions properly. The type of questions set by the teacher should measure the understanding of learners on the taught concept and aim at attaining the lesson objectives. It was revealed in the study that most teachers especially graduates lack the good questioning skills hence they fail to achieve the objectives of the lesson, because they set questions wrongly. For example, a group of students was assigned to analyze the characters in the novel and the question was "discuss about the main character". The student had nothing to discuss since the question was not clear.

On top of that, it was noted that most teachers ask general questions to their learners, which yielded out some answers, which cannot measure the extent to which the learners have understood. Such questions are like "is that clear?.... Do you understand?". Instead of asking these questions, a teacher should ask some questions, which directly measure to what extent the learners, have understood the topic by asking them to practice what they have learnt. For example, in the topic of simple present tense, a teacher, instead of asking the learners do you understand? The teacher should ask the learners to construct simple sentences expressing events on present time. The responses from the learners should automatically answer the questions from the teacher like; do you understand, is that clear? The teacher will know to what extent the learners have understood the lesson. The responses depend much on instructions given.

An emphasis upon instruction is another factor, which makes a teacher to be effective in teaching. A teacher is required to put much emphasis on the instructions provided to the learners during teaching and learning process. The teacher should stick on the target structure that the learners are required to get. This will help easier understanding of the topic and achievement of the objectives since the learners are going to learn, discuss and practice what is required to be done in the topic. By putting an emphasis on instruction, a teacher will assure the learning of the concept to be within the demands of the lesson. That means the learning should neither be shallow nor beyond the content to be covered. If for example, the teacher instructed the learners to conduct character analysis of a certain main character portrayed in a novel, the emphasis should put only on discussing about the main character and not otherwise. If the emphasis will not put on the instruction on how to analyze the main character, it will lead the learners to discuss about other characters as a result of confusion and less attainment of objectives.

Summary of the Study

The study investigated the classroom performance of both graduate and non-graduate teachers in English lesson in Tanzania secondary schools. It was designed to examine the following three research objectives:

To compare the classroom performance of teachers with diploma qualification Vs graduates in presentation stage of the lesson, to compare their styles of stating the general and specific objectives in lesson plan and to compare their styles of

classroom management and control as well as accepting to errors and learning activities given to the learners.

Literature review examined and analyzed the classroom performance of graduate and non-graduate teachers in English lesson in Tanzania secondary schools. The review covered also the approaches to teachers' performance especially the classroom performance. The knowledge gap indicated that classroom performance of graduate and non- graduate teachers in English lesson in secondary schools is an understudied area and most of the studies done in education miss the link between classroom performance of graduate and non-graduate teachers.

The study was conducted in Mwanga District Council in Kilimanjaro region where three (3) government owned secondary schools were purposively selected. The sample size comprised of twelve (12) English teachers; be those six graduates and six non- graduate teachers, all students in forms one, two, three and four classes.

In order to generate the required in-depth information the qualitative research approach was mainly employed in this study using a case study design. Thus, the data required were obtained through a variety of data collection methods like the documentary review, observation, and conversation. The qualitative data generated was firstly thematically coded and then analyzed through content analysis and interpretation of the findings.

The study findings are listed in accordance with the research tasks that guided the investigation

Objective one intended to compare the classroom performance of teachers with diploma qualification with that of graduate teachers in presentation stage of English lesson in secondary schools. Data in this objective was generated through classroom observation and conversations when the need arose. This study found the four major practices in classroom performance of teachers which were categorized into two parts:- These were the Systematic teaching and involvement of learners in teaching and learning activities which were observed to be positive practice and stating the lesson objectives and organization of groups for discussion were observed and revealed to be negatively practiced.

It was further found in this study that classroom performance of graduate and non-graduate teachers has some aspects of similarities on one hand and differences on the other hand with regard to four practices as it was observed and revealed that non-graduate teachers perform much better than graduate teachers.

In objective two, the study intended to investigate by comparing the styles of stating general and specific objectives in a lesson plan for graduate and non-graduate teachers in English lesson in secondary schools. Data were generated through documentary review of the lesson plans written by the teachers. Through documentary review it was revealed that most of teachers have a problem of differentiating general and specific objectives.

Another thing which, was observed through the documentary review is the issue of reference books where by most of the lesson plan had no reference books.

Objective three intended to investigate the classroom management and control of both graduate and non-graduate teachers as well as the quality of the teaching and learning activities given to the learners. A classroom observation was conducted to generate qualitative data pertinent to this research task. A non-participatory observation was conducted in English lesson of forty minutes. The data collected further revealed that both graduate and non-graduate teachers managed well their classroom and they had good control of their learners during the teaching and learning process. It was revealed from the data collected that the majority of teachers, specifically graduate teachers are giving a lot of activities to the students which go beyond the lesson objectives.

Conclusion

Through semi- structured interviews, graduate teachers were explored on the reasons behind avoiding blackboard use and why they do not prepare the lesson plans and their responses were that they do not find the logic behind preparing the lesson plan. That means they had a perception that there is no relationship between teaching and preparing a lesson plan.

Recommendations for Action

Objective one of this study intended to investigate the classroom performance of graduate and non-graduate teachers in English lesson in secondary schools. The findings in this objective revealed that there is a difference in practice between

graduate and non- graduate teachers. Through observation it was revealed that diploma teachers are performing better than graduate teachers. The recommendations of this study in line with the findings is that the ministry of education should have to prepare frequent seminars on teaching to make the teachers to have common stand in their practices.

Objective two of this study intended to investigate by comparing the styles of stating general and specific objectives in a lesson plan for graduate and non-graduate teachers. A documentary review technique was used whereby the lesson plans prepared by teachers were reviewed. The result from the study indicates that most of teachers do not differentiate general and specific objectives. Thus it is the recommendation from this study that the school inspectors should give a guideline on how to write the lesson plans and how to state the objectives in a lesson. On top of that, heads of schools should conduct some in-house sessions with teachers so as to exchange ideas and solve the problem to those teachers who are not able to write the objectives properly. In addition, teachers are advised to read widely and intensively rather than being satisfied with what they have learnt when they were in the colleges.

As far as objective three of this study is concerned that is to compare their classroom management and control as well as activities given to the learners, a classroom observation was conducted and the results show that teachers manage and control well their classes, but the great problem was found in activities given to the learners which revealed to be beyond the lesson objectives. That being the case then the study

recommends that teachers should use table of specification in any assessment they give to the learners.

Recommendations for Further Research

As for further studies, one may conduct a research on classroom performance of teachers with diploma qualification and graduates basing on other subjects, apart from English, and check on the use of standard texts and its impacts in teaching.

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APPENDICES

APPENDIX 1: CLASSROOM OBSERVATION SCHEDULE

	Time in One Period (40 Min)							
WHAT WAS HAPPENING	0 –5	5 -10	10- 15	15– 20	20– 25	25– 30	30– 35	35– 40
1.Cleaning the blackboard								
2.Preparing to teach								
3.Introducing the topic								
4.Stating lesson objectives								
5.Teacher into teaching								
6.Teacher asking questions								
7.Student asking questions								
8.Structuring move(Teacher)								
9.Discipline moves								
10.Idling								
11.Copying notes on black board								
12.Errors made								

13. Teacher accept errors								
14. Students correcting Teacher								
15. Teacher correcting students								
16. Use of teaching aids								
17. Activities given to learners								
18. Group work								
19. Teacher guiding students to reflect on the lesson								
20. Concluding the lesson (Teacher)								

APPENDIX 2: AN ANALYTICAL FRAMEWORK FOR LESSON PLAN.

Item	Things to be Observed and Checked
1.Objectives: General / purpose and specific objectives	Ways of stating general and specific objectives; whether they match with the topic.
2.lesson development / Stages	Sequencing of ideas in lesson development / stages
3.Time allocation Vs stage	Appropriateness of time allocated in relation to each stage
4.Evaluation	Exercises given to the learners to evaluate their understanding on the topic.
5.References	Content validity – coverage or relate to the syllabus.
6. Format: Old and new	Does the teacher use current or old format of writing a lesson plan as proposed by curriculum developers?