

**THE EFFECTS OF SHORTAGE OF TEACHERS ON CURRICULUM  
IMPLEMENTATION IN COMMUNITY SECONDARY SCHOOLS IN  
TANZANIA, THE CASE OF BUKOBA MUNICIPALITY**

**GODFREY PROJEST**

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

**2013**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **The effects of Shortage of Teachers on Curriculum implementation in Community Secondary Schools in Tanzania**, in fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Prof. Babyegeya E.N.B

(Supervisor)

Date.....

**COPYRIGHT**

All rights are reserved. This dissertation is copyright material protected under the Berne convention, the copyright Act 1999 and other international and national enactment, in that behalf, on the intellectual property no party of this work may be reproduced, stored in a retrieval system or transmitted in any form or by any means theoretically, mechanically, photocopying, recoding or otherwise without the written permission from the author or The Open University Of Tanzania.

**DECLARATION**

I, **Godfrey Projest**, declare to The University of Tanzania that this dissertation is my own original work and it has not been submitted anywhere for similar award of Master of Education in Administration, Planning and Policy Studies.

Signature.....

Date.....

**DEDICATION**

This research is dedicated to my beloved wife Deborah A. Titus. My lovely daughter Karen Wokusimaomukama Twende and Klara Wokushubira Twende for the love devotion and spiritual prayers to me during my studies.

## ACKNOWLEDGEMENTS

First of all, I thank almighty God who has been the source of everything in my life and in particular for enabling me to conduct this research work without any problem throughout the time

I would like to give my special thanks to my Supervisor Professor Emmanuel Babyegeya for his consistent liberations and skillful guidance throughout the course of preparing this research paper and for his devotion to supervise me. I would like to extend my remarkable thanks to all school managements for accepting my request to conduct a field research to their schools in Bukoba Municipality

Finally I'm especially indebted to thanks my beloved fellow students who cooperated with me from the beginning in our study up to the date of submission of this dissertation. They are the following,

Mr. Simon Pastory Mwombeki (Bukoba Municipal Secondary Education Officer).  
Mr. George Joseph (Statistics and Logistics Officer of Missenyi District) Mr. Onesmo Dominic Rutasingwa (The Geography Teacher at Kahororo Secondary School) Mr. Peter Clavery Mushumbusi (The headmaster of Bugene Secondary School) and Mr. Delphinus Tibashabwa Benedict. I would also like to extend my special thanks to Mr. Emmanuel D. Mulokozi (currently pursuing Msc. Human Resource at UCU – Uganda Christian University). Mr. Edward Rwegasira [teacher at Rugambwa Secondary School], Methodia C. Rwelamira (Rugambwa Secondary School Secretary and Miss Adelina S. Karugaba who offered great support during

my research work.

Lastly but not list I would like to extend my special thanks and heartiest gratitude to everybody who contributed in one way or another to make this research paper successful. Let almighty God meet the desires of their hearts and bless theme all.

## ABSTRACT

The purpose of the study was to find out the effects of shortage of teachers on curriculum implementation in Community Secondary Schools in Bukoba Municipality. Therefore, the problem of the study was the shortage of teacher's on implementation of the Curriculum. The research design used in this study was cross-sectional survey aimed at collecting data from large number of samples of various categories at a particular time so as to describe the nature of the problem. The methods of data collection used were questionnaires, interview and documentary review. The major findings revealed in this research were as follows: the shortage of teachers seemed to be a major factor hindering the implementation of Curriculum as some subjects were taught effectively while other not taught at all, the shortage resulted into student indiscipline behavior where most of the time spent without teachers in classes is misused by student involving themselves in immoral behaviours such as love affairs. The researcher found that, the school administration used various strategies to alleviate the shortage of teachers such as the use of form six-leavers, part time teachers and remedial classes to reduce the problem. The study recommends on how to alleviate the shortage of teachers so as to implement the curriculum as required by the government through Ministry of Education and Vocational Training, to make changes in teachers training so as to produce enough and competent teachers, the government to attract teachers through giving them hardship allowance particularly those in peripheral areas and retain teachers in the teaching professional as well as teachers in the peripheral regions.

## TABLE OF CONTENT

<b>CERTIFICATION</b> .....	ii
<b>COPYRIGHT</b> .....	iii
<b>DECLARATION</b> .....	iv
<b>DEDICATION</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>ABSTRACT</b> .....	viii
<b>LIST OF TABLES</b> .....	xii
<b>CHAPTER ONE</b> .....	1
<b>1.0 BACKGROUND TO THE PROBLEM</b> .....	1
1.1 Definition of the Problem .....	5
1.2 Purpose of the Study .....	6
1.4 Objectives of the Study .....	6
1.5 Research Question .....	7
1.6 Delimitation of the Study .....	7
1.7 Significance of the Study .....	7
<b>CHAPTER TWO</b> .....	9
<b>2.0 LITERATURE REVIEW</b> .....	9
2.1 Shortage of Teachers: A Global Review .....	9
2.2. Shortage of Teacher: Africa Review.....	14
2.3. Shortage of Teacher: Tanzania Review .....	15
2.4. Knowledge Gap .....	18
<b>CHAPTER THREE</b> .....	19

<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>19</b>
3.1 Research Approach .....	19
3.2. Research Design.....	20
3.3 Area of the Study .....	21
3.4 Population .....	21
3.5 Sample and Sampling Techniques .....	22
3.6 Instruments of Data Collection .....	23
3.6.1 Questionnaires.....	23
3.6.2 Interview .....	23
3.6.3 Documentary Review.....	24
3.7 Validity and Reliability of the Instruments.....	24
3.8 Data Analysis .....	25
<b>CHAPTER FOUR.....</b>	<b>26</b>
<b>4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE</b>	
<b>    FINDINGS .....</b>	<b>26</b>
4.1 Introduction.....	26
4.2 The Effects of Shortage of Teachers on Teaching and Learning in Secondary Schools.....	27
4.3 The effects of Shortage of Teachers on Students Discipline in Community Secondary Schools in Bukoba Municipality .....	31
4.4 Shortage of Teachers and School Community Relationship .....	34
4.5. Effectiveness of the Strategies Used By the School Management to Minimize the Shortage of Teachers in Community Secondary School .....	36
<b>CHAPTER FIVE .....</b>	<b>40</b>

<b>5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....	40
5.1 Introduction.....	40
5.2 Summary of the Findings .....	40
5.3. Conclusion of the Study.....	41
5.4.1 Recommendation for Action.....	42
5.4.2. Recommendation for Further Study.....	43
<b>REFERENCES</b> .....	44
<b>APPENDICES</b> .....	45

**LIST OF TABLES**

Table 4. 1: Samples of the Study .....	26
Table 4. 2: Taught Subjects and not Taught in the Surveyed Schools .....	28
Table 4. 3: National Forms Four Performances.....	35
Table 4. 4: Showing the Strategies Used by School Administration to Address the Problem of Teachers' Shortage.....	37

## **CHAPTER ONE**

### **1.0 BACKGROUND TO THE PROBLEM**

Soon after independence Tanzania as one of the developing countries realized that education is very essential in social, economic and political stability. Curriculum as a centre of discussion, it has been viewed as a composite whole including the learner, the teaching and learning methodologies anticipated and unanticipated experiences, outputs and outcomes possible within a learning institutions. The University of Zimbabwe (1995) defined curriculum as, the officially prescribed courses of study, syllabuses and subject.

The process involves helping the learner to acquire knowledge or experience and implementation takes place as the learner acquires the planned or intended experience, knowledge, skills ideas and altitude that are aimed at enabling the learner to function effectively in a society. Chiediel And Kirumba (2000) argued that. Tanzania government supported the establishment of community secondary schools in order to widen chances for increased standard seven leavers to get chance for joining Secondary Schools. To ensure education opportunities to the requested scale and quality are available to the population. The number of standard VI leavers has been increasing over the year while their chances of gaining entry to form one of Secondary School Schools is less than 20%, (MOEC, 2001).

Furthermore, Getao (1986) argued that, in education policy formulation and implementation Communities supported Community Secondary Schools through giving them Land, Free labor, fund, and building materials. Many community

Secondary Schools were built since 1985 – 1999. MOEC (2000) noted that, Community Secondary Schools increased up to 380 nationwide. The introduction of community secondary schools at this time Tanzania government used to encourage and mobilize parents to build schools while it provides teaching staff and learning materials.

The increased efforts from the government to support the construction of community secondary schools were facing the shortage of teachers which affects the effective implementation of school curriculum. BEST (2008) recommended that on its statistics, the numbers of community secondary schools has increased with 91 government secondary schools and 2948 community secondary schools while the total number of teachers was 24,971 but the total number of students in government secondary schools was 122493 with teacher student ratio of 1:41.

Unfortunately, even this information data does not specify these teachers are for which subject. It is possible that most of these teachers are either social science (arts) teacher or science subject teachers. This is common in many community secondary schools in Tanzania particularly in Bukoba urban where you can find that for every two streams there is only one teacher. The implication of this is that there is always a class without a teacher in every period something which affects the effective implementation of school curriculum.

In 1995 Tanzania government introduced education policy known as Education and Training policy (ETP) which was introduced nationwide but with the intention of improving education sector particularly secondary education concerned. Community

Secondary Schools allowed the increase of enrollment in Secondary schools but shortage of qualified teachers up to 2012 still exists. In a smooth way achieving educational goals, there is a need for qualified teachers in community secondary schools so as to effectively implement the curriculum. Many untrained teachers have been recruited. Many new graduated have been allocated to community secondary schools in the rural areas assuming that they would receive attention, guidance from qualified head of schools and supervisors.

Cuillods (2005), unfortunately this does not happen as there is a serious problem in orientation of young teachers. Students' performance and management of schools particularly fiscal resources. The report from MOEC (2001) shown a major sources of resources inequalities in secondary school is the number of graduate teachers and their distribution where rural schools have lower graduate teacher student ratio of 1:68 compared to urban schools of student ratio of 1:49.

Lawson-et al (1999) argued that the quality of teaching personnel does also determine performance; unfortunately most of rural teachers were characterized by lacking formal training. Motivation and professional integrity such as competences personality and dedication. With the rapid expansion of secondary school in Tanzania particularly in Bukoba urban does not favor effective implementation of curriculum of the school, poor physical environment without sustained professional support from the school community and head of the school. (TAHARIRI NO. 2/2002) report from Education sector development program Newsletter that, the government aimed at employing 9100 teachers in 2001, unfortunately, the target was not met and only 6437 were employed. It was stated that poor salaries poor working

environment and low status of teachers in society were probably factors causing graduate not to report for work. With this evidence many schools are likely to be affected community secondary school because of unequal distribution of teachers' community secondary schools has experienced the problem.

MOEVT (2007) report that, the supply of teachers from education training institution is less than the demand. For example in 2007, the demand of new teachers was 41,455 but the training institutions could only supply 15,400 teachers. It shows that many community secondary schools has not been given enough teachers to accommodate the growing numbers of students which affect the effective implementation of school curriculum the implementation of the school curriculum is a function of numbers of factors like qualified teachers, education managers and other related groups.

Education Training Policy (1995) stipulated that, O' level secondary schools are supposed to employ diploma teachers to teach from one up to form two while form three to form six taught by graduated from the universities with qualification of education degree. But this is not seen as most of O-Level student by graduates. Currently, there is increased number of universities but there is still a problem in case of science teachers. Generally, the aim of this study is to make assessment on how school curricular is implemented with inadequate numbers of teacher is community secondary schools.

### **1.1 Definition of the Problem**

Education is one among the key tools in most developing countries. Currently, there is expansion of Secondary School education in which many community secondary schools are still constructed at ward levels in order to accommodate the big number of standard seven leavers who pass the Primary Schools leaving examination.

Effective implementation of the school curriculum depends on the number of factors such as the teaching and learning facilities. Teachers and the teaching and learning strategies the community support to school and the background of learners. It is argued by a number of experts that among the mentioned factors, teachers and the teaching learning strategies are central towards effective implementation of the curriculum (Babygeya 2007; Megginson et al 2005; Darlin 1998).

The expansion of secondary education in Tanzania through community secondary schools has fall short of going hand in hand with expansion of the teaching force. According to the establishment, a single teacher is supposed to teach 24 lessons of 40 minutes each week. Apart from the number of lessons the teacher has to teach, he/she should teach subjects from his/her are of specialization. Not only that, each teacher is supposed to manage not more than 45 students in a class. It is assumed that by adhering to these proportions, the school curriculum will be effectively implemented.

Furthermore, in order for any secondary schools to implement the intended curriculum a number of things should be put in place including the infrastructure

such as classrooms and laboratories, teaching and learning materials, qualified students and teachers (teachers and students) are basic. Under such circumstances of severe shortage of teachers one would like to investigate the extent to which the implementation of the secondary school curriculum is affected. Therefore, this study is much interested in investigating subjects that were not taught or partially taught, the extent to which the discipline of students in these schools are affected and how school communities were affected by the situation of students going to schools without being attended simply because teachers were not enough.

## **1.2 Purpose of the Study**

The purpose of the study was to investigate the extent to which the shortage of teachers affects the effective implementation of the school curriculum in community secondary schools particularly in Bukoba Municipality

## **1.4 Objectives of the Study**

The objectives of the study comprised the following;

- i. To analyze the effects of shortage of on teaching and learning of subjects in the secondary schools curriculum in community secondary school.
- ii. To examine the effects of shortage of teachers on student discipline in community secondary schools.
- iii. To examine how the shortage of teachers affects the schools community relationship.
- iv. To assess the effectiveness of the strategies used by the school Management to minimize the effects of teachers shortage in community secondary schools.

### **1.5 Research Question**

- i. To what extent the shortage of teachers is limiting effective teaching of Subjects in Community Secondary School?
- ii. What are the effects of shortage of teachers in community secondary schools on Students?
- iii. What is the relationship between communities and schools that have not sufficient teachers to keep student busy during school hours.
- iv. Are the strategies used by School Management to minimize the effects of shortage of teachers in community secondary school effective.

### **1.6 Delimitation of the Study**

Basically the study was carried out in Bukoba Municipal among the community secondary schools in the following Bukoba Mnicipal ward. Kitendaguro, Miemberni, Kashai, Hamugembe, Buhembe, Rwamishenye and Bilele. The study was limited in six community secondary schools out of sixteen community secondary schools, which was selected randomly. Therefore, the findings and conclusions will be generalized to other areas of Bukoba Municipality.

### **1.7 Significance of the Study**

- i. The study will help education managers, the government education officers and other stakeholders to understand in-depth the effects of teachers' shortage on curriculum implementation in community secondary schools in Tanzania.

- ii. The findings will serve as a reference to the educational planners' and decision makers to invest more and more on teachers training and allocation of enough teachers so as to promote the provision of quality education in community Secondary Schools in Tanzania.
- iii. The findings will assist appropriate authorities such as the teachers' services. Department which is the legal entity responsible in the welfare of teachers in finding the best ways of retaining teachers and attracting teachers to join the profession so as to reduce the shortages of teachers
- iv. The knowledge from the study will lay the base for further assessment into the issues related to the shortage of teachers in community secondary schools in Tanzania.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

This chapter contains a review of literature related to the study and divided into three sections. In the first section the situation of shortage of teachers in secondary school was viewed worldwide. Section two shows the situation of the problem in Africa. Lastly, the real picture of the problem which Tanzania is experiencing is also reviewed as information about the structure of secondary education in Tanzania.

#### **2.1 Shortage of Teachers: A Global Review**

Teachers shortage especially qualified teachers is a worldwide problem. Many countries in the world are threatened by shortage of teachers. ILO Report (2008) showed that the world is facing a shortage of qualified teachers. The report further stated that 18 million new teachers will be needed to teach all children, youth and adults by 2015 as stated in the Millennium Development Goals (MDGs) and Education for All movement. In the French speaking countries of West and Central Africa to meet these demands, countries are increasingly turning to using contract teachers.

Ingersoll, (1999) data shows that, one third of all lessons in grade 7 – 12 are taught by non-specialists. In some subject areas the figure rises, half of all history and science classes are taught by non-specialists. Geographical variations can push this percentage up with predictably, economically disadvantaged communities experiencing significantly high levels of non-specialists teaching. UNESCO (2005) reported that, the lack of science and technology teachers is particularly striking and in an attempt to solve the problem, non-teachers are sometimes called in such as the

health professional to teach biology in central Africa, African Republic, these evidence were revealed from the General problems in Teacher training for the high level expects, meeting on UNESCO Teacher.

Training initiatives for sub-Saharan Africa. Ingersoll (2003) reported on the teachers' shortage that, too many students are being taught by teachers who lack subject matter knowledge, training and instructional skill, and necessary to help students learn, especially in science subjects in Washington.

This is due to the class-size reduction and student population growth the state has experienced a severe shortage of full prepared teachers to implement school curriculum Ingersoll (2004) indicated that over the last two decades shortage of teachers as predicated, have occurred as a consequence of increased student enrollment, lowering by regulation of pupils teacher retirements. However, the main problem in the united states, is due to teachers leaving the teaching profession early rather than the graying of the profession or increase enrolment, Furthermore, Ingersoll conducted another study on the shortage of teachers in California public schools in America, examined the shortage of qualified teacher, which formed that shortage of teachers lower the quality of instruction in public schools.

Sometimes students were taught by uncertified teachers or class sizes are larger than would be if schools were more fully staffed. Evidence of this shortage is apparent from a number of indicators the number of emergency permits and credential waivers, the number and duration of faculty in schools and the pupils –teacher ration

in non-regulated grades from this situation in California apart of USA it shows that there shortage of teachers. Henkel, Chen and Geis (2000) clarified that, the two main reasons for early departure are cited as dissatisfaction and the hire of another occupation to teachers, this also is another causes for teachers, shortage in United state of Africa.

Lauder (2009) argue that, the largest survey of Australia teachers and school principal reverted that teacher shortage was so bad that 43 per cent of secondary school principles had to asks teacher to take classes that they were not qualified to teach Dr. Phil Mackenzie is a research director at the Australia council for Educational Research. He said that the survey of 14,000 people was the largest conducted to date of Australia teachers and principals. He added “the study does showed some strong indication that there more shortages in secondary schools that primary schools, and the shortage.” It show that the shortage of teachers in Australia works more serious in government school than in non government school.

Shortage of teachers in United State of America showed, Darling – Hammond (2006) teachers shortage have been endemic in the United State of America for a number of year, a wide range of federal state – wide initiatives have been introduced to alleviate shortages. There include career change programmes such as the troops to teachers project that sought to persuade retiring military personnel of the opportunities in such as starting bursaries, paying off of student was and assistance with housing, have also been deployed. All of there strategies have been used to fight against the problem of teachers shortage in order to implement school curricular affectively.

Rood (2005) argued that Australia is facing an alarming shortage of qualified science teachers, some senior physics and chemistry teachers “manifestly unprepared for the classroom. With a graying workforce of science teachers falling numbers of science students and the problem of retaining early - career teachers, the shortage is predicted to worsen, dramatically over the next decade. A national survey of science teachers found that as most 75 per cent of responding schools had difficulty finding suitably qualified science teachers. Forty per cent of the 629 school cited problems hiring senior physics teachers.

The study commissioned by the Australian Council of Deans of Science found that there were people teaching secondary school science who had received low levels of academic preparation. More than 40 per cent of senior physics teachers did not have university physics major and one in four had no tertiary background in physics or had studied it in first year only. A quarter of senior chemistry teachers lacked chemistry major.

Stutz (2005) revealed that, the shortage of teachers for Mathematics and science subjects and the problems was becoming worse. The report from researchers at the University of Texas in Australian also found that the shortage of teachers is used, particularly in schools with lower income students. The most acute teacher shortages in Texas are said to be in secondary Mathematics and science since, those shortage are said to have increased dramatically, especially in science where the shortage has jumped 30 per cent.

Cramer and Spalding (1956) reported the rate in teacher on shortage of qualified teacher is due to lack of full trained teacher and problem has increased. This is due to the increased birth rate, have brought floods of new children into the school. Teachers training institution in the third world countries have out put of graduate but these have not sufficient to meet normal attrition rate and care in the increased environment.

Alec (2002) reputed the shortage of teachers with population growth that the relentless population growth and declining working conditions are creating a severe shortage of teachers in the world's classrooms that may lead to a slide in education standards, according to a new global study by UNESCO and the Geneva based International labour Organization. The study released on the occasion of world Teachers Day October 5 in Geneva, found that the number of school aged children had outpaced the growth in the number of teachers worldwide in the 1990s packing classrooms in some developing country with as many as 100 students per teacher.

UNESCO (2006) reported on the issue of teachers shortage, that some countries face particular challenges. In Afghanistan, the school age population will grow by 34 per cent over the next decade with a consequence huge demand for teachers (current pupil: teachers ration are 65:1) Pakistan is likely to have 10 per cent more pupils by 2015 yet to day 34 per cent of primary age children are out of school Mac Donald (1999) pointed out through defining qualification levels of teachers are low, large numbers of teachers do not meet national requirement of being a teacher. Furthermore, Nilsson (2003) pointed out that the low numbers of female teachers in

many of the countries of the region and impact of this on girls enrollment in school particularly in the third world countries reduce the number of female teachers in Public secondary schools.

## **2.2. Shortage of Teacher: Africa Review**

Shortage of teacher in Africa, different review done in Africa. Showing the density of the shortage of teachers' problems. African countries experiencing the shortage of teacher which affect the implementation of school curriculum in the area

Another study by the UNESCO institute for statistics UNESCO (2006) indicated the south and West Africa is facing a looming teacher's shortage in the drive to provide every child with find in primary and secondary education by 2015 in order to meet universal Primary Education and to replace existing teachers. The push to achieve Education for All (EFA) will certainly never succeed without substantial investment in teacher. Remittent training retention and professional development, the seemed recommendation reputed to the large numbers of unqualified teachers in schools and the difficulty of attracting new recruitment.

UNESCO (2002) made a survey of 11 Eastern and Southern African countries which indicated that one third of existing secondary school teachers were untrained. As well as Lewn (2002) as documented the shortfall in trained teachers that to meet education for All target. Two factors in particularly appear to be impacting on the teaching profession in most sub-Saharan African countries. First the decline in salaries relative to other comparable profession has been well document continues. Lungu and Chiputa (2003) in their work addressed the shortage of teacher as an

acute shortage of trained teachers particularly at secondary school level. The existing secondary school trained teachers annually, provide year of education for all eligible children by 2007, there should have been the provision of an additional 100 teachers annually.

Another cause for shortage of teacher is due to chronic diseases which consume teachers' life in Africa. Furthermore, Colclough et al (2003) pointed out that, emergent knowledge economics offer alternative employment opportunities for those who provided the traditional pool of primary teachers, second, HIV/AIDS is impacting on the existing and potential teaching force. UNESCO (2000) reported on the estimation that nearly a million children a year lose their teacher to HIV/AIDS in Kenya more teachers are during of AIDS annually than that output of the teacher training institutions, as well as Remy (2002) reported in Zambia on HIV/AIDS consume the lives of 2000 teachers a year, against more that the output of the teachers with the impact of HIV/AIDS calculated will be 7,161 by 2010.

### **2.3. Shortage of Teacher: Tanzania Review**

Mwingira and Pratt (1965) explained the following:- The serious shortage were of graduate Tanzania in particular and more generally, the experienced teachers having high academic qualifications who we likely to remain in Tanzania long enough to give continuity until an adequate supply of Tanzania graduates is forthcoming. There were less than 2000 Tanzanian teachers in secondary schools and over a half of there were grade "A" teachers of the 323 qualified graduates 145 were teachers serving two years contracts under the terms of the teachers for East Africa scheme and several others were recent recruits. Furthermore, Mwobahe (1975) showed the

shortage of teachers in schools led to large size of classes and a heavy work load for the few available teachers, who had to share the teaching load. This situation led to teachers teaching subjects that they were not professionally or even academically trained for. Under these circumstances teachers cannot feel confident and, therefore they are less effective in curriculum implementation.

Davidson (2002) conducted a study research in Morogoro, reported on the shortage of teacher. Morale was further affected by the fact that there were often teacher. Shortage within schools. Although, it was generally (but on always) possible for head teachers to design a time table, this often had little relation to what happened in practice. From this Morogoro study we learn that teachers were willing or able to teach more than 20 periods per week. In many cases the result was that less half the allocated lessons were being taught.

Furthermore, Towse (2002) revealed on the shortage of teacher, in Tanzania student teachers expressed concern about poor classroom and home accommodation school resources, leisure opportunities and medical facilities which lead to them to be reluctant to join in teaching profession after their studies. Mosha (2000) quality education can only be provided in a context where teachers are well trained and competent. At secondary school level, some are untrained, under qualified and inadequate teachers especially many private secondary school and some public secondary schools. The result is poor preparation of lessons lectures. Infrequent staff contact outside the classroom. Parallel instruction in private tuition classes' minimal participation in the intellectual life of the school or university and neglect of

many extract curricular activities. Some teachers may also be lacking positive attitudes and values of training pupils' students for further education and life.

Otieno (2000) counted that, if teachers are unwilling to teach effectively, the quality of education provided will not be maintained to the expected standard. Therefore, the quality of education declines. Now day, the condition of teaching has become worse. The ratio of student teacher ratio is absolutely high because of the shortage of teachers which affect the implementation of school curriculum. Furthermore. Malekela (2000) argued that in some private and community secondary schools there is an acute shortage of teachers. One Cont School in Ukerewe had only 5 teachers for an enrolment of 320 students.

Mushashu (2000) argue that the number of teachers per subject inmost public secondary school is alarmingly small to allow proper teaching there are very few teachers of Science, Mathematics, Geography and Commercial subjects. This has been aggravated by the fact that some graduates avoid teaching and are employed elsewhere, where can pay handsomely

MOEC (2000) added that, shortage of teachers is having a negative effect on efforts to improve the quality of education in school. From the report commented that, unless urgent measures are taken to address the issue of teacher recruitment, teacher shortage are likely to seriously affect the quality of learning in schools. In order to have quality, assurance in education sector example good student performance due to filling of effective curriculum implementation in Tanzania particularly in community secondary schools. It need to focus on having well trained motivated,

adequate and committed teachers; ready to work hard to ensure that high performance in their schools is realized.

#### **2.4. Knowledge Gap**

Shortage of teachers is the problem forced many Tanzanian researchers to deal with it . It is the area where researchers tried to find out the causes and sometimes give out the alternative solution in ending the problem such researchers comprises Mwakalembe (1981), Mollo Ntalimia (1981), Muze (1981), Hakielimu (2008) and Davison (2002). Unfortunately, most of them, their main focus is on factors caused the teachers shortages and others looked on the effects of poor teaching and learning methods in secondary schools. However, most of them neglected to investigate the extent to which the shortage of teacher affects curriculum in Community Secondary Schools. Therefore research of this study aims to fill that gap.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

In this chapter describes how this present study was carried out. It includes the method and techniques used in data collection a description of the area of study, the research design, target population and sample and sampling techniques as well as data collection techniques.

#### **3.1 Research Approach**

Quantitative is the gathering of information aimed at providing or refuting some facts Kothari (2009) argued that, this involves the generalization or data in quantitative form which can be subjected to rigorous quantitative analysis in formal and rigid fashion. This was used in assessing the strategies used by school management to reduce the shortage of teachers on curriculum implementation in community secondary schools as well as on the students' discipline, caused by effects of teachers shortage on curriculum implementation.

Qualitative research Approach describes the findings obtained through interview, observation, questionnaires and documentary review Enon (1998) it is concerned with subjective assessment of attitudes, opinions, behaviours and the data to be obtained are not ordinarily expressed in numerical terms, sometimes numerical figures can be used Kothari (2009).

This were used in the study in order to describe whether there was any effect on the relationship between the school and the community within the community

secondary schools as well as effects of teachers shortage in students teaching and learning in community secondary schools.

### **3.2. Research Design**

Seltiz (1962) defined research design as the arrangement for collection and analysis of data in a manner that aimed to combine relevance of the research purpose with economy in procedure. The plan or procedure for gathering information portraying when, from whom and in what situation the information is obtained. In this study survey design were used to gather data from large number of samples at a particular time as to describe the nature of the problem being investigated.

The type of survey design was cross sectional survey where different students' teachers and the communities around the selected community secondary schools in Bukoba Municipal Council were surveyed. The reasons for using this type were the facts that many samples are spread across Bukoba Municipal so it would be easy to get the required information. In order to find out whether money contributed by parents to pay Part time teachers for example how many part time teachers have been employed in community secondary schools in Bukoba Municipal council. Numbers of failure in form two II national examination and form four national examinations.

Also, survey design was used so as to give out information whether the strategies used by the school management to minimize the effects of teachers charge were effectives in community secondary schools, on the effects of teachers shortage on

teaching and learning in community secondary schools, as well as to provide information on how the teachers shortage affects students disciplines in community secondary schools.

### **3.3 Area of the Study**

The area of the study was Bukoba Municipality in Kagera region. Bukoba Municipality is among eighteen Municipal councils in the country which are categorized as secondary cities. Bukoba lies between latitudes 1°6'0" to 1°8'42" south of the equator and longitude 31°16'12" to 31°18'54" each of Greenwich, with a total area of 80 square kilometers where by 22 sq.km of that area are covered by water and the remaining 58 sq. Km Island. The climatic condition of Bukoba Municipality is an average temperature of about 23oC and an average rainfall of 2000mm per year. The 2002 National census results indicated that the population as reached 81.221 people with annual growth rate of 4%.of the total population 40,.380 are women and 40,841 are men. (Bukoba Municipal profile/2011)

### **3.4 Population**

Fraenkel (2000) defined population as the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the stud. The population are always all of the individuals who possess a certain characteristics. In this study, the Population comprises of the following: heads of community secondary schools, the students from the selected community secondary schools, teachers as well as community members around those selected community secondary school.

### **3.5 Sample and Sampling Techniques**

Best and Khan (1983), defined sample as a small proportion of a population selected, observed and analyzed. This study was comprising a total of 120 respondents where by 72 were students, 6 heads of schools, 24 teachers and 18 community members. (12) Students from each selected community secondary schools were given questionnaires, six (6) heads of community secondary schools were given questionnaires, twenty four (24) teachers were given questionnaires and eighteen (18) community members were interviewed.

Kothari (1990) argued that, sampling techniques is the process of selecting samples to represent the population. Random Sampling techniques was used in order to ensure the law of statistical regularity which states that, if an average of the sample chosen in a random one, the sample will have the same composition and characteristics of the universe. Simple random sampling was used to get teachers student, and head of the schools and community members of the schools.

School was sixteen (16) whereby piece of papers were numbered from 1 to 16. Then were put in the container mixed and only six papers was selected among them c. Those six picked papers were used as sample. For Students – piece of papers were numbered from 1 – 30 and put in the container and mixed them together. Students were allowed to pick them in each school. Students who picked the first ten prime numbers were told to rise up their hands and these were the sample. Teachers were selected basing on those who were around. Therefore the method used to get

teachers who were around the schools was accidental random sampling technique. For Community members around the school the type of sampling was accidental.

### **3.6 Instruments of Data Collection**

In order to get reliable and valid information three (3) instruments were used namely interview, documentary review and questionnaires.

#### **3.6.1 Questionnaires**

A questionnaire involves the use of written down items to which the respondent individually responds in writing Enon (2004) these items are in the form of statements or questions. In this study structures and semi structured questionnaires were used.

Structured questionnaire was used to the respondent in order to collect a lot of information from many respondents. The structured questionnaires were restricted to the respondents to pre-determined responses. Semi-structured also was used in order to make respondent explain what they are required to answer in short. The use of questionnaires helped the researcher to get information whether there were enough teaching and learning materials as well as get information (data) if there were any good relationship between the schools and communities around the schools.

#### **3.6.2 Interview**

According to Kothari (2006) defined interview as the method of collecting data which involve presentation of oral – verbal stimuli and reply in term of oral – verbal

responses at the respondents. The researcher became the interviewer and the respondents became the interviewee. Therefore, in this study a structured interview was used in order to enable the respondent to provide limited response

### **3.6.3 Documentary Review**

According to Guba and Lincoln (1985) documents are those written or recorded materials. Which are not prepared after the request of the inquirer for the purpose of evaluation? A document is another source of information which is used in data collection and is very valuable source of information in education research. This study included the school time table, log books, teacher' students' exercise books, examination student' reports and monthly school reports on academic performance in community secondary schools.

### **3.7 Validity and Reliability of the Instruments**

Frankel (2000) defined validity as the ability of a process of collecting evidence to support inference; it is a process of measuring determining whether the instrument measure what it is supposed to measure. The researcher prepared interview guides and questionnaires in advance and administer them to some respondent for trials to see whether the instruments are effective for data collection.

He further argued that, reliability refers to how consistent a research procedure or instrument is. The degree of consistency demonstrated in a study. It implies stability and dependability of an instrument or procedure in order to obtain information. To ensure the reliability of researcher used an interview and questionnaires guide questions for each category, sample as well as the researcher to avoid the use of

leading questions due to the influence answer from the respondent. To the researcher all the instruments were pilot – tested in one primary school, namely Kibeta in Bukoba Municipal. During the piloting exercise the instruments was distributed to the participant for the comments from respondents' show that the information which the research expected to collect through the instrument captured.

### **3.8 Data Analysis**

According to Seltiz et al (1962) data analysis was defined as a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research questions. Data analysis is the process involving working with data, organizing and breaking into manageable units with the purpose of scaling, measuring and comparing.

During the process of collecting data, the dates, months and year of data collection was recorded and read from time to time so that the researcher could have an in depth understanding of the data. The information from documentary review as well as observation was incorporated to those from interview so as to get the full picture of the themes of see if there was convergence.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

#### 4.1 Introduction

The purpose of the research was to find out the effects of shortage of Teachers on curriculum Implementation in Community Secondary Schools in Tanzania, the case of Bukoba Municipality. Data were collected from community secondary schools which were established from 2004 to date.

**Table 1: Samples of the Study**

S/N	Ward	School	Head of Scho ol	Teachers	Students	Community
1	Buhembe	Buhembe S.S	1	4	12	3
2	Bilele	Bilele S.S	1	4	12	3
3	Miembeni	Rumuli S.S.	1	4	12	3
4	Kitendaguro	Kagemu S.S.	1	4	12	3
5	Hamugembe	Hamugembe S.S.	1	4	12	3
6.	Rwamishenye	Rwamishenye S.S	1	4	12	3
<b>TOTAL</b>			<b>6</b>	<b>24</b>	<b>72</b>	<b>18</b>
<b>GRAND TOTAL</b>						<b>120</b>

**Source:** From field research, 2012

It this studies the instruments for data collection that was used to collect data included interview, questionnaires and documentary review. The findings were

presented according to the sub-themes derived from the research questions. The researcher managed to supply the questionnaires to the respondents conducted interviews as well as collecting some documents from the respondents. The respondents included heads of Community Secondary School, secondary school teachers, and secondary school students as well as the community members. The total number of respondents was 112 as indicated in table 4.1.

It was revealed from the field findings that of the six heads of schools five were males (83.3%) and only one (1) a female (16.7%). It is possible that women were less considered in management. The part presents the findings of the facts obtained from the field and it is guided by the research objectives which forms the bases of research question. There objectives were as follow:-

- i. To analyze the effects of shortage of teachers on teaching and learning in the secondary schools curriculum in community secondary schools.
- ii. To examine the effects of shortage of teachers on students discipline in community secondary schools.
- iii. To examine how the shortage of teachers affects schools community relationship.
- iv. To assess the effectiveness of the strategies used by the school management to minimize the shortage of teachers in community secondary schools.

#### **4.2 The Effects of Shortage of Teachers on Teaching and Learning in Secondary Schools**

The researcher wanted to find out the subjects which were taught and those which

were not taught in the community secondary schools in Bukoba Municipality. It was revealed that some subjects were taught fully while others were not taught at all. This did not fulfill the Secondary Education curriculum in Tanzania Mainland (2008), which recommended that form one and form two students should study nine subjects. There are Mathematics, Physics, Civics, Biology, Kiswahili, History, Chemistry, Geography and English which are compulsory. From form three to form four the students can either opt for science subjects or arts subjects.

The findings from all the visited community secondary schools (100%) revealed that there were subjects who were taught and others were not taught due to shortage of teachers. Table 2 shows the subjects which were taught and those which were not taught in six visited community Secondary Schools in Bukoba Municipality.

**Table 2: Taught Subjects and not Taught in the Surveyed Schools**

Subjects	Schools					
	Kagemu	Buhembe	Hamugembe	Bilele	Rumuli	Rwamishenye
History	√	√	√	√	√	√
Kiswahili	√	√	√	√	√	√
Geography	√	√	√	√	√	√
Biology	√	X	X	√	√	X
Chemistry	√	X	X	√	√	X
Physics	X	X	X	X	X	√
Mathematics	√	√	√	X	X	X

Source: Field data, 2012

Key:

√ = **Subjects taught**

X = **Subject not taught**

From table 2 it was revealed that arts subjects with exception of English subject were taught fully while Science subjects were not taught fully. 80% of arts subjects were taught and 20% of arts subjects were not taught as recommended. In Science subjects there was no any subject which was fully taught in the surveyed community secondary schools.

The heads of school reported to this situation that, their schools did not have problems of getting arts teachers, simply because arts subjects were taught according to the school time table. All students involved in this study also confirmed that arts subject in some schools. Were taught without a problem except English subject in some schools. Information collected from teachers revealed that many schools do not have physics teachers that why they perform poorly in the national examinations in physics subjects.

Physics, Chemistry, Biology and Mathematics were not taught in some of the schools visited though they were compulsory for form one and form two students. It was learnt that some of these subjects were taught outside of the school hours and credit must go to those teachers who spared their time to make sure that learning continued. Findings from the documentary review showed that some subjects were taught as indicated in the school time table while other subject were not taught. The heads of school mentioned different reasons including lack of subject teachers. They explained that sometimes they were forced to use part time teachers who were not available all the time at schools.

One of the teachers in one of the visited Community Secondary School said that, teachers were overworked and could not teach all the period all the time. Some untrained and trained were forced to teach subject of which they had little knowledge or no knowledge at all. Many of untrained teachers were found to be form six leavers and teachers with no teaching professionals such as extension officers (who teach biology) and engineers (who teach physics and Mathematics) although such individuals might have knowledge of the subject matter but, they might fail to deliver due to lack of teaching techniques which teachers get during teachers training. One of the heads of schools reported to the researcher.

*In my school, due to the shortage of teachers a subject teacher like Physics is not by a mathematics teacher, I believe he is able because those subjects are same how related.*

He continued by saying that;

*Due to the shortage of teachers, the available teachers were teaching by combining two or more streams of the same class in a single room.*

These words concur with Mosha (2000) who reported that:

*Quality education can only be provided in a context where teachers are well trained and competent. Teachers training Colleges and the Universities do not attract the best student into the teaching professional. Many teachers especially in primary schools are under qualified at secondary schools level. Some are untrained, under qualified and inadequate especially in many private secondary schools and some public secondary schools. Most teachers have not undergone in service training since they left colleges.*

The research findings revealed that, the shortage of teachers in community secondary school led to large classes and a heavy workload in the teachers for the school curriculum to be implemented well, a teacher should have a manageable number of students and periods in a week. The information obtained from subject teachers showed that there were teachers who had more than 40 periods per week. This concurs with the research findings by Davidson (2002) who commented that teacher morale was sometimes affected by the fact that there were inadequate numbers of teachers in schools. In normal situation a teacher should teach not more than twenty four (24) periods per week because appropriate number of periods per week is a vital consideration in giving teachers time to plan, prepare and deliver effectively. Tanzania is putting a lot of emphasis on science subject but this might not bear fruits if secondary school learners are not effectively taught science subjects. In the end the country will have to depend on outside experts such as engineers, doctors and pharmacists or remain without these experts which retard the development.

#### **4.3 The effects of Shortage of Teachers on Students Discipline in Community Secondary Schools in Bukoba Municipality**

The researcher was interested to examine the effects of shortage of teachers on students discipline in Community Secondary schools. Six community secondary schools were visited in search for information concerning this study. All the students when responding to the questionnaires pointed out that, the shortage of teachers had adversely affected their discipline (behavior). Some student noted that shortage of teachers gave them room to spend much of their time in caves and

bushes taking local beers and opium. This is an indication of indiscipline behavior that was caused by shortage of teachers.

One student from another community secondary school said that, all the free time that we have at school without teachers makes us bored and think about love affairs which sometimes lead us to engage ourselves in sexual relationship with our fellow students, villagers, petty businessmen, fisherman and drivers. Research findings showed that following students sexual relationship some girls (students) were found to have pregnancies.

One of the parents (Community members) was interviewed on how shortage of teachers affected the students discipline and responded that:

*The students of these days are no longer disciplined to extent of insulting their elders and engaging themselves in love affairs this has lead may girls students to become pregnant while still schooling. All these are happening to some extent due to the shortage of teachers in our community secondary schools which make students stay idle during the class session*

Documentary review from one of the visited secondary school revealed that three (3) students had been discontinued from schooling due to pregnancy and one (1) student due to taking opium during class hours.

Again, the research findings revealed that the shortage of teachers had led to chronic absenteeism to some students in community secondary school. This was because some students found no reason of staying at school without learning. This seemed to

be indiscipline case because the school rules and regulation were preventing them from absconding the school.

On responding to the questionnaire where the researcher wanted to know whether the school got any trouble from the students as far as discipline was concerned. One headmaster said that, shortage of teachers had caused many students not to attend school as required. Also, one community member from one of the wards argued that many students were being seen in the streets roaming about during class hours. He continued that, when he asked them as to why they were not attending school they responded to him that they had been doing so because they had nothing to do at their schools due to the shortage of teachers.

Research findings revealed that the shortage of teachers in community secondary schools in Bukoba Municipality created the problem of theft behaviours among secondary school students. Instead of staying at school, the students roam about in street doing nothing whereby they mix up with street dwellers: some of them are very influential in stealing others properties. The students acquire such behaviour which is not good for development of any society one of the interviewees from Buhembe ward said that;

*Katika Kata yetu hii wanafunzi wengi hasa wa kiume wamejiingiza sana katika masuala ya wizi. Haupiti mwezi mmoja bila kijana mmoja kukutwa ameiba kitu fulani. Sababu kubwa inayowasababisha kujiingiza katika wizi ni kupenda maisha ya anasa kupindukia wakati wangali wanafunzi.*

*The behaviors among male students from this word has become so rampant, a month hardly passes without victimizing at least one students engaging in such behaviour, it is evident hat the reason for that is the luxurious life which the student prefer [My own translation]*

It is clear baying doubt that the students discipline is affected negatively following the shortage of teachers in community secondary schools. It is therefore necessary to make efforts of increasing teachers at community secondary schools so as to reduce such disturbances.

#### **4.4 Shortage of Teachers and School Community Relationship**

It was disclosed by the heads of community secondary schools through questionnaires that in all visited community secondary schools there was a poor relationship between those schools and some of the community members. This was because the students from those schools had shown bad behaviours which as theft, prostitution and disobedience to their elders. The community members were very angry with the school management for not up bringing them in good manners.

Also, poor permanence of the students in their examinations aggravated the matter. Most of the students could not perform well in their examinations to the extend to not even earning a living . One of the community members from Hamugembe ward who was interviewed by the researcher argued that.

*We are so angry with the school management for not ensuring good performance of our students, such that they end up getting nothing in their examinations. Generally our relationship with a school is not good.*

Findings from documentary review from the headmasters of the visited schools revealed the poor performance of the students in the national form four examinations as it is indicated in Table 3.

**Table 3 National Forms Four Performances**

Year	School	Total number of student registered	Divisions				
			I	II	III	IV	0
2011	Rumuli S.S.	45	0	02	06	16	21
2011	Hamugembe S. S.	49	0	02	05	29	12

Source: Documentary review, 2012

Most parents think that students' failure is due to negligence of teachers in teaching while in most cases it is caused by the shortage of teachers.

Also, it was found from the research findings that, poor school community relationship was caused by the problem of teachers' shortage. In this case the students who were always roaming in streets causing havoc to the community

members were telling the community members that the teachers were not teaching. This angered the community members who thought that the school management was not working as directed by the Ministry of Education and Vocational Training.

One headmaster of a certain visited community secondary school in Bukoba Municipality said that the school management was not in good terms with the community members because the students had told lies to their parents that the teachers were not teaching them. This was not true but the reason was that the teachers were very few and could not teach them the entire subject.

According to Adam (2005) higher level of community participation is likely to occur in a community in which it relationship with a parents – teachers association which links the school and the community. Thus, this mutual cooperation minimizes school problem, and lead greater access to education (Decker & Decker (1991))

#### **4.5. Effectiveness of the Strategies Used By the School Management to Minimize the Shortage of Teachers in Community Secondary School**

Due to the problem of shortage of teachers which most of the community secondary school were experiencing, heads of schools were asked to explain how they manage to ensure that all the subjects were taught.

**Table 4: Showing the Strategies Used by School Administration to Address the Problem of Teachers' Shortage**

School	Strategies used		
	Part-time teachers	Form six leavers	Remedial classes
Rwamishenye	√	X	√
Buhembe	√	X	√
Bilele	√	√	√

Source: Field data (2012)

Heads of three community secondary schools that is Rwamishenye, Buhembe and Bilele said that, they used part – time qualified teachers from other secondary schools including private schools to teach some of the subject in their schools. Teachers from outside taught the students when they did not have classes in their school. Those teachers were paid according to the agreements made between them and the school administration.

Although this was not a dependable way of running the school, it certainly helped to some extent one of the student said though the part time teachers stayed at their school for few hours in a week they helped them no much. Another, strategies that was used by the school administration to minimize the effects of shortage of teacher was the use of Form Six leavers as teachers. Data collected from heads of schools (66.7%) showed that from six leavers helped to teach some subjects because of shortage of teachers. Research findings from the heads of school revealed that form

six – leavers teachers were good though they were not teachers by professional sometimes form – six leavers (temporary teachers) engaged themselves in love affairs with female students. This was reported by one of the heads of schools, who said that.

Due to the shortage of teachers we forced to use form six leavers to teach some of the subjects, they are not bad though some engaged themselves in love affairs with female students. In some schools, the school administration used teachers to teach subjects of which they had no knowledge or little knowledge to ensure that all subjects were taught.

Three of the heads of community secondary schools visited revealed that subjects like physics, Chemistry, Biology and Mathematics were taught by teachers who were not experts in those subjects. Four teachers (16.7%) confirmed that they taught in those schools though they were not teachers by professional. This strategy might not have helped students to learn because teachers who taught were not competent in those subjects.

The use of remedial classes was another strategy that was used by the heads of all the visited community secondary schools. The parents with their students schooling decide to contribute some amount of money for remedial classes. The amount of money ranged from 5,000/= thousand shillings per student. This was used to pay the teachers who were teaching during extra time. However that was a temporary solution as sometimes the teachers decided not to continue teaching them claiming

the money they were getting from those parents was very little. The strategies that were use by those heads of schools are highly appreciated. They tried different ways to ensure that students were taught. However, just having someone in the classroom does not guarantee quality teaching and learning. There is a need for the government of Tanzania to make sure that more teachers are trained ad retained in the profession so as to solve this problem of shortage of teachers.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, findings, conclusions and recommendations for improvement of curricula implementation in community secondary schools in Tanzania in this chapter, suggestions for further research are included.

#### **5.2 Summary of the Findings**

The purpose of this study was to find out the effects of shortage of teachers on curriculum implementation in community secondary schools in Bukoba Municipality. The study was conducted in the selected six wards of Bukoba Municipality. These wards included Rwamishenye, Hamugembe, Kitendaguro, Kashai, Buhembe and Miembeni. Respondents in the study were heads of the selected community secondary randomly selected while on the part of community members' accidental sampling technique was employed.

Literature review contained information related to the study. Furthermore, it has information about the structure of secondary education in Tanzania. The shortage of teachers in secondary schools in Tanzania was discussed in depth.

The instruments were pilot tested to determine their validity and were adjusted accordingly. Data collected were presented in tabular form and percentages. Information which could not be quantified was subjected to content analysis.

### 5.3. Conclusion of the Study

- i. The research findings showed that there were few teachers in all the visited community secondary schools compared with the requirement. There was an acute shortage of teachers in community secondary schools. In this situation, it was very difficult for school curricula to be implemented accordingly. In order for subjects to be taught effectively, enough number of qualified teachers should be available in Schools. In all the visited schools, school curricula were not being implemented effectively is required due the shortage of teachers.
- ii. There were subjects that were fully taught and others were not taught at all in some the community secondary schools visited. In most of the visited community Secondary schools arts subjects were fully taught according to the school time table while science subjects were either partially taught or not taught at all.
- iii. The study noted that most of the classes in the visited community secondary school had more than 50 students. In all the visited schools, classes comprised about 70 to 90 students during the teaching and learning process. Subject teachers combined two or more classes in a single room to enable students to learn all the subjects according to the school timetable.

BEST (2008) recommended that, a class should contain no more than 50 students. Teaching and learning was almost not affective in all the visited community secondary schools.

- iv. The research findings showed that part-time qualified who were used to teach some subjects. This category of teachers was used to teach subjects which did had not have permanent teachers. This strategy was a positive alternative because at least those teachers had experience and had good knowledge of the subject content.
- v. It was revealed from the research findings that some community secondary used form six leavers to asst in teaching some of the subjects. Data information obtained through questionnaires showed that some were good at teaching though they were not professional teachers while others were not. To use form six leavers as secondary teachers is country to what is recommended by the Education and Training Policy (1995) Availability of form six leavers as secondary teachers contributed to the ineffective implementation of school curricula.
- vi. In the schools that were visited it was found that, there was a poor relationship between those schools and some of the community members because the students from those schools had shown bad behaviors such as theft and prostitution to their elders. This created conflicts between community members and the schools.

#### **5.4.1 Recommendation for Action**

- i. There is a need for the government through the Ministry of Education and Vocational Training to encourage more young Tanzanians to join teachers' training colleges so as to produce enough and competent teachers.
- ii. The government should provide enough Salaries to attract, motivate, encourage and retain teachers in the teaching professional through providing free scholarship for those who intend to develop in teaching carrier at different levels, providing free accommodation or house allowances where accommodation is difficult.
- iii. The government through ministry of education should introduce Complementary Basic Secondary Education Programme to those who failed in their final national examination due to teachers' shortage.
- iv. The shortage teachers sometime can be caused by geographical factors for example The peripheral regions. Teachers in the peripheral region should be given hardship allowances so as to be encouraged and attracted remain in those areas.
- v. Due to decentralization of education system, local authorities through their education department should be given power to recruit the type of teachers they need, to avoid the current recruitment and allocation done by ministry which has caused excess but inefficient in some regions /districts.

#### **5.4.2. Recommendation for Further Study**

The study was conducted only in community secondary schools in one district in an urban setting. Therefore, it is suggested that a study should be conducted in other districts found in rural settings in order to get information of how school curricula

are implemented with inadequate number of teachers in community secondary schools.

## **REFERENCES**

- Adam, F (2005), *Community participation in School Development; Understanding Participation in Basic School Performance in the Nanumba District of Ghana*. Unpublished MTHIL Thesis. The University of Beragen
- Babyegeya E. (2011) *is it Secondary Education or Secondary community School in Tanzania?* In Journal of issues and Practices in Education Volume 2 No.1
- Best J. & Khan, J. (1993)*Research in Education*. New York: Allyn and Bacon.
- Caesar, E. (1995), *Education Research Statistics and Measurement (2<sup>nd</sup> ed)*, University Press, Makerere, Kampala.
- Chidiel, R, Sekwao, N. and Kirumba, P. (2006) *Private and community school in Tanzania mainland*, International Institute in Tanzania for Educational Planning.Paris, France.
- Cohen, L Manion, L & Morrison, K (2000) *Research Methods in education*. Rutledge Falmer. London, UK
- Colclough, C et al (2003) *Achieves schooling for all in Africa*, Ash gate press, USA
- UNESCO (2002) *Statistics document; education for All 2000 assessment*. Paris. France
- Cooksey, R (1991) *Quality Teachers for sustainable Education in Brazil*, Longman press
- Cramer , J and Spalding, B (956) *Contemporary Education*, Harcourt Brace and world inc,USA
- Darling – Hammand, I (1984) *Beyond the Commission Reports: The Coming crisis in teaching and cooperates*, Saint Monica press, USA
- Davidson, E (2002) *The progress of the primary education development plan (PEDP) in Tanzania, working paper 2*. Ministry of Education and Vocational

Training, Dar es Salaam, Tanzania

Enon. I (1995) *Educational research, Statistics and Measurement*, Makerere University press, Kampala.

Frankel, R Wallen, E (1993) *How to Design and Evaluate Research in Education (4<sup>th</sup> Ed)*. McGraw-Hill Inc, New York, USA.

Gall, M Borg. W & Gall, J (1996) *Educational Research: An introduction*, White Plains, Longman, New York.

Hakielimu, (2008) <http://www.ippmedia.com/ipp/guardian/lipp/guardian>. Six Years of PEDP Implementation from government review.

Henkel. R Chen, X and Geis, S (2000) *Progress through the pipeline, 1992 – 93 /college graduates and Elementary Secondary school teaching as of 1997*, Washington DC National Center for Education Statistics press, Washington, USA

Ingersoll, R (1999) *The problem of under qualified teachers in America Secondary Schools*. Chicago University Press, USA

Ingersoll, R (2003) [http://www.depts.washington.edu/ctpmain/PDFs/The shortage of Teachers in. U.S.A](http://www.depts.washington.edu/ctpmain/PDFs/The%20shortage%20of%20Teachers%20in%20U.S.A)

Kothari, C (2004) *Research Methodology: Methods and Techniques (2 Ed)*, New Age international Ltd, New Delh

Lawson, A Craig, R and Hough J (1999) *Tanzanian Education Sector public Expedinditure*, Review Report for Ministry of Education and Culture, Dar es Salaam University Press, Tanzania

Lema, E Mbilinyi, M Rajan, P (2004) *The situation and challenges of education in Tanzania* .JuriusNyerere foundation, Dar es Salaam

- Lewin, K (2002) *“The costs of supply and demand for teacher. Education dilemmas for Development in International journal of Education Development. Vol.3 ..... No 5.*
- MacDonald, D (1999), *Teacher attrition: a review of Literature in teaching and Teacher*, Chicago University Press, USA
- Malekela, G (2000) *The quality of Secondary Education in Tanzania in Galabawa, J. C. Senkoro. F.E M.K. & Lwaitama, A. F.(Eds). The quality of Education in Tanzania Issues and experience.*
- Melany, P (2000) *The Impart of HIV /AIDS on the education sectors in Southern Africans*, CAER II, Discussion paper No. 81 Cambridge MA:Howard institute for international Development.
- Ministry of National Education (1965).*Annual Report of the Ministry of Education.* National Printing Company Ltd, Dar es Salaam, Tanzania.
- Ministry of Education and Vocational Training (2007) *Medium term Strategic Plan.* Government press. Dar es Salaam
- Ministry of Education and Culture (2006) *Medium term strategic plan.* Government Press, Dar es Salaam, Tanzania
- Ministry of National Education (1970) *Critical Analysis of Teaching Manpower.* National Government Press, Dar es Salaam
- Morrison, R (1975) *Education and Politics in Africa: The Tanzania case*, Hurt and Co Ltd, Nairobi, Kenya
- Moser, C (1971) *Survey Methods in Social Investigation*, the English Language book society and Heinemann Education books Ltd, London

- Mosha, H (2000) *Conceptualizing quality of education, in Galabawa, J.C. J. Senkoro, Fs E.MK and Lwaitama. A. F. (Eds). The quality of education in Tanzania issues and experience, Dar – es Salaam University Press, Tanzania*
- Mushashu, B (2000) “*The question of quality Education in Public Secondary School. What is to be done*” in Galabawa, J. C. J., Senkoro, F. E. MK. & Lwaitama A.F. (Eds), *The quality of Education in Tanzania Issue and experiences, Ministry of Education & Culture, Dar es Salaam, Tanzania*
- Muze, M (1987) *Shortage of job Satisfaction among teachers in Public Secondary schools in Tanzania Mainland. Unpublished PHD Dissertation, University of Dar es Salaam.*
- Mwakilembe , A (1981) *Lack of motivation leading to teachers exodus: An Opinion survey of Shortage of Secondary School teachers in Tanzania: Unpublished M. A. Dissertation University of Dar es Salaam, Tanzania.*
- Mwingira, A and Pratt, S (1965) *The process of educational planning in Tanzania* IIPE; Paris
- Nyirenda, S and Ishumi G (2002) *Philosophy of Education: An introduction to concepts, principles and practices, Dar es Salaam University press, Dar es Salaam.*
- Omar, I (2001) *Gender equality: Issues and Interventions in girls education in education. Paper in education and Development No. 21, University of Dar es Salaam. Tanzania.*
- Otieno, N (2000) *The impact of Primary school Management on quality education in Tanzania Mainland in Galabawa J.S. J. Senkoro, F. EM.K & Lwaitama, A.*

- F. (Eds). *The quality of Education in Tanzania Issues and experience*.  
Ministry of Education and Culture, Dar es Salaam
- Patton, M (2002) *Qualitative research and evaluation methods (3edition)*. Sage  
publication, London
- Pons. V (1992) *Introduction to Social Research*, Dar es Salaam University Press,  
Dar es Salaam, Tanzania
- Programmer ya kuendeleza sekta ya Elimu toleo Na. 3.12/3/2002
- Report of the Commission for Africa. (2005) *Our Common Interest, Commission  
For Africa*, London.
- Selltiz, C.Marie, J.Morton, D& Stuart, C (1962) *Research methods in Social  
Relations*. Rinehart and Winston Inc, New York
- The United Republic of Tanzania,(1995) *Education and Training Policy*, The  
Ministry of Education and Culture,Dar es Salaam.
- Thomas, R and Nelson, K (1985) *Research Method in physical activities*, Human  
Kinetic Press, USA.
- UNESCO (2002) *Statistical document; Educational for All 2000 assessment*.  
Harcourt World Inc, London
- UNESCO (2006) *Teachers and Educational quality motoring global needs  
2015*,Montreal UNESCO Institute for Statistics,USA.
- UNESCO (2005) *Meeting on UNESCO Teacher Training initiative for General  
problems for Teacher Training identified for the High – level Experts*, Paris
- University of Zimbabwe (1995) *Curriculum Implementation, change and  
Innovation*, Centre for distance Education,Harare,Zimbabwe

## APPENDICES

### Appendix i: Questionnaires to the Teachers

#### INFORMATION BACKGROUND

1. Sex: Male ..... Female .....
2. Name of school ..... ward .....
3. Date .....

#### **QUESTIONNAIRES:**

4. For how long have you been at this school?
5. How many classes /Forms do you teach at this school?
  - (a) One
  - (b) Two
  - (c) More than two.
6. Have you experienced any shortage of teachers at your school? YES/NO. (Put a tick where appropriate).
7. (a) How do you compare the shortage of teacher with the teaching loads at this school? .....
- (b) Does the teaching loads affect your teaching professional carries YES/NO. (Put a Tick (v) where appropriate)
- (c) If YES, explain how it affects you .....
- 8 (a) Does the shortage of teachers affect students performance YES/NO (Tick (v) where Appropriate)
- (b) If YES, show how it affects their performance. ....

(c) What strategies do you do to ensure that the perform well?

- i) .....
- ii).....
- iii).....
- iv).....

9. (a) Does the shortage of teachers have any impact on student discipline YES/NO

(tick (V) where appropriate)

(b) If YES, show those impacts

- i) .....
- ii) .....
- iii) .....
- iv) .....

(c) What actions do you take to reduce indiscipline cases/

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

10. (a) Does the school Management put some strategies to reduce the shortage of teachers? YES/NO (Tick (V) where appropriate)

(b) If YES/What are those strategies?

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

11. (a) Have those strategies reduced the problem, YES/NO put a (Teck (V) where appropriate)

(b) If what strategies would you advise the school Management to adopt?

i).....

ii) .....

iii) .....

iv) .....

**Appendix ii: (Kiambatani5ho) - Mwongozo Wa Dod050 Kwa Wanajamii**

**TAARIFA VA AWALI**

1. Jinsia:..... Kiume.....
2. Kata: .....
3. Tarehe: .....
4. (a) Unadhani shule ya ..... ina walimu wa kutosha? NDIYO/HAPANA.  
(b) Jibu kama ni HAPANA, ni kwa vipi?
5. (a) Kama wanajamii mna taarifa zozote kuwa shule hii ina upungufu wa walimu? NDIYO /HAPANA  
(b) Kama ni NDIYO, taarifa hizi mnazipata kutoka wapi?
  - (i) Wanafunzi
  - (ii) Uongozi wa Shule
  - (iii) Walimu
  - (iv)
6. (a) Ni hatua gani mmechukua ili kutatua tatizo la uhaba wa walimu katika shule hii?
  - (i) .....
  - (ii) .....
  - (iii) .....
  - (iv) .....
- (b) Je hatua hizo zimejaribu kutatua tatizo kwa kiwango gani?
  - (i) Kutosha
  - (ii) Wastani
  - (iii) Hazijatatua tatizo kabisa.
7. (a) Je, wanafunzi wameathirika kinidhamu kutokana na upungufu wa walimu? NDIYO/HAPANA.  
(b) Jibu, kama ni HAPANA, mnafikiri tatizo hila limesababishwa na nini?  
.....  
.....  
.....  
.....

8. a) Je mnaridhishwa na ufaulu wa wanafunzi katika shule hii? NDIYO/HAPANA

b) Jibu, kama ni hapana, mnafikiri tatizo hili limesabishwa na nini

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

9. Mnafikiri nini kifanyike ili kutatua tatizo la uhaba wa walimu katika shule hii?

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

**Appendix iii: (Kiambatanisho) – Mwongozo wa Dodoso kwa Wanafunzi**

Taaarifa za awali

1. Jina la shule..... kata.....
2. Jinsia : Kiumbe.....
3. Kidato .....
4. Tarehe .....

**DODOSO ZENYEWE**

5. (a) Katika shule hii mna walimu wangapi waliopo shuleni? .....

.....

(b) Walimu wa Sayansi.....walimu wa sanaa .....

6. (a) Je katika shule hii kuna walimu wa kutosha wa kufundisha masomo vote?

NOIYO/HAPANA. (Weka alama (v) kwenye jibu sahihi.

(b) Kama jibu ni HAPANA, Je upungufu huu unajitokeza katika masomo yapi?

(i) Sayansi

(ii) Sanaa.

(iii) Biashara.

(iv) Masomo mengine.

(weka alama (V) kwenye jibu/Majibu sahihi)

7. Ni madhara gani mnayapata kutokana na upungufu wa walimu katika shule yenu

(i) .....

(ii) .....

(iii) .....

(iv) .....

(b) Je upungufu huo una madhara yapi katika taaluma?

.....

.....

.....

8.(a) Uangazi wa shule unaehukua hatua zipi kukabiliana na tatizo hili ili msiendelee kuathirika kitaaluma?

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

(b) Je, hatua hizo zinajaribu kutatua tatizo hila? NDIYOjHAPANA - (Weka alama

(v) kwenye jibu sahihi.

(c) Kama jibu ni HAPANA, mnafikiri nini kifanyike ili kutatua tatizo hila.

(i) .....  
(ii) .....  
(iii) .....  
(iv) .....

9.(a) Je upungufu wa walimu unawaathiri katika kumaliza mihtasari?

NDIYOjHAPANA

(Weka alama ya (v) kwenye jibu sahihi)

(b) Kama jibu ni HAPANA, Ni masarna gani ambaya hamumalizi miuhtasari?

(i) .....  
(ii) .....  
(iii) .....  
(iv) .....

(c) Mnafanya jitihada gani za ziada kuhakikisha mnamaliza mihtasari hiya? 10. (a)

10. Je upungufu wa walimu unaathiri nidhamu za wanafunzi shuleni? NDIYO

jHAPANA.

(Weka alama (v) kwenye jibu sahihi).

(b) Kama ni NDIYO, ni kwa vipi mnaathirika kinidhamu?

(i) .....  
(ii) .....  
(iii) .....  
(iv) .....

c) Je waza/walezi wenu wanaguswa na hali hiyo ? NDIYO/HAPANA. (Weka alama

(v) kwenye jibu sahihi)

(d) Kama ni NDIYO, Wanachukua hatua gain?

(i) .....

(ii) .....

(iii) .....

(iv) .....

11. a) Miongoni mwa hatua zinazochukuliwa na wazazi/walezi zinaonesha kutatua tatizo? NDIYO/HAPANA (Weka alama (v) kwenye jibu sahihi

b) Jibu kama ni HAPANA, unafikiri nini kufanyike zaidi

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