

**THE EFFECT OF TEACHERS' WORKLOAD ON STUDENTS' ACADEMIC
PERFORMANCE IN COMMUNITY SECONDARY SCHOOLS
A STUDY OF MBEYA CITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled: “*The Effect of Teachers’ Workload on Students’ Academic Performance in Community Secondary Schools: A Study of Mbeya City*” in partial fulfillment of the requirements for the degree of Master of Education, Administration, Planning and Policy Studies (MED. APPS) of the Open University of Tanzania.

.....

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DEDICATION

This dissertation is dedicated to my late father Mr. Gwambombo Mwakibete and my lovely mother Tunsubilege Nsumbule.

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Idde, G.

ABSTRACT

The purpose of the study was to assess the effect of teachers' workload on students' academic performance in community secondary schools in Mbeya City. Four specific research objectives which guided the study were; to find out the number of periods taught by one teacher per week and its effects on students' academic performance, to identify how internal tests and marking load affect students' academic performance, to examine how administrative roles affect students' academic performance and to examine students' performance in the context of heavy teachers' workload. The study was conducted in Mbeya City in Mbeya region.

The study employed descriptive survey design, qualitative and quantitative approaches were used to carry out the study. The methods employed during data collection were survey, interviews, focus group and documentary review. Also interview guides and questionnaires were used as tools for data collection. Random and purposive sampling procedures were used to obtain the respondents.

The study revealed that teachers' workload is heavy and has negative effect on students' academic performance in community secondary schools. From the findings, it is recommended that the government should employ competent teachers in order to increase the teaching force, utilize retired teachers, and encourage people with academic qualifications to join the teaching profession.

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LIST OF ABBREVIATIONS

AFT	- American Federation of Teachers
BEST	- Basic Education Statistics of Tanzania
CEO	- City Education Officer
CSEE	- Certificate of Secondary Education Examination
E.A.C	- East African Community
GER	- Gross Education Rate
MoEVT	- Ministry of Education and Vocational training
NECTA	- National Examination Council of Tanzania
SEDP	- Secondary Education Development Plan
UNESCO	- United Nations Education, Scientific and Culture Organization
URT	- United Republic of Tanzania
ZCIS	- Zonal Chief Inspector of Schools

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter presents the following sections; background to the problem, statement to the problem, general objective, specific objectives, research questions, significance of the study, conceptual frame work, scope of the study, limitation of the study, and definition of key terms. Also organisation of the research report is represented in this Chapter.

1.2 Background to the Problem

It has been disclosed that in many of Sub-Saharan African countries, secondary education is a weak link in student's progress from primary to higher education level. Over the last two decades, governments in different nations have invested heavily in improving access to quality primary education among children and in developing strong networks of colleges and universities. However, secondary education level has been forgotten and given lower priority. At the same time, international organizations have largely neglected secondary education favoring other levels of education (UNESCO, 1999).

In Tanzania, it has been found that all changes in education since independence to date have been geared towards improving the quality of education provided at all levels. For example, there has been remarkable increase in secondary schools since 1999 through the introduction of Secondary Education Development Plan (SEDP). As a result, the increase of these secondary schools has affected teachers' workload and students' academic performance.

The education sector in Tanzania has expanded due to introduction of SEDP which resulted into the establishment of many community secondary schools all over the country. Also population growth and technology development resulted into many children joining secondary education in order to enhance their social mobility; this caused over enrolment and increased teachers' workload in those secondary schools. However, the country has begun to experience challenges in education sector which need to be seriously addressed by educational planners and policy makers. These challenges include shortage of teachers, lack of teaching and learning materials, lack of non teaching staff, over enrolment, teaching many periods per week than those directed by URT 2004, lack of laboratories and class rooms among others all these affect students' academic performance. Due to population growth and technology development, a deliberate effort to expand education opportunities is important (Chiuri, et al, 2005). This situation causes the present teachers to bear heavy teaching load and perform various administrative and non administrative roles which in turn increase teachers' workload and affect students' academic performance.

Attention is now increasingly given to secondary schools education, with particular focus on lower level of secondary education for several reasons (URT, 2004). The demand for increased secondary education provision has grown as a consequence of the increased primary education enrolment rates, from 7,541,208 pupils in 2005 to 10,815,359 in 2011, making the increase of 30.2%. As a result of over enrolment, there is great increase of teachers' workload which automatically affect students' academic performance. BEST (2011) reveals how students' academic performance decreases each year. This also is contributed by several factors including; heavy

teaching load, lack of enough exercises, internal tests, administrative and none administrative roles done by teachers which also increase teachers' workload. The analysis of form IV national examination results in Mbeya region indicates that the performance is always declining. For example, taking the case of form IV national examination results, it is revealed that in 2008, 92% passed while 08% failed. In 2009, 79% passed while 21% failed. In 2010, 58% passed while 42% failed, and in 2011, 60% passed while 40% failed. This indicates that the academic performance of students in secondary schools has been falling every following year, implying that serious measures should be taken to alleviate the problem.

The situation is even worse for form II national examination results for the years 2009, 2010 and 2011. Analysis of the results indicates that in 2009 only 74% passed the examination while 26% failed. In 2010, 64% passed while 36% failed. In 2011, only 51% passed while 49% failed (BEST, 2011).

As school participation rises and retention rates improved, Tanzania is now facing enormous social demand for wider access to quality and more relevant secondary education. In order to cope with the consequences of increasing primary schools, SEDP was launched in 2004. This plan outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, quality, retention, and management issues.

SEDP was a visionary plan with projections up to 2010, when the country was expected to achieve a 50% transition rate from primary to secondary education. The plan translates into having over 500,000 pupils joining form I in secondary schools

annually that was about five times the 2004 rate. This dramatically changed the outlook of secondary education in the country with forms 1 – 6 enrollments in secondary schools reaching above 2,000,000 by 2010 compared to 345,000 in 2003 (URT, 2004). According to BEST (2011), enrolments in secondary education increased by 96.9% from 524,325 in 2005 to 17,098,991 students in 2011. Table 1.1 indicates Form 1 – 6 enrolments in government and non – government secondary schools.

Table 1.1: Form 1–6 Enrolments in Government and Non–government Secondary School

Year	2005	2006	2007	2008	2009	2010	2011
Government	355,188	490,492	829,094	1,035,873	12,936,911	14,637,493	16,878,661
Non-government	169,137	185,180	191,416	186,330	172,711	198,638	220,330
Total	524,325	675,672	1,020,510	1,222,403	13,109,622	14,836,131	17,098,991

Source: BEST (2011)

As a result of the growth in secondary education, there has been a sharply increased demand for high quality secondary teachers. The projected demand for secondary school teachers exceeds the projected supply. The projection combined severe budget constraints that put pressure on the government to seek for effective teachers and efficient approaches for recruiting and retaining qualified secondary school teachers (UNESCO, 2002).

The government of Tanzania through the Ministry of Education and Vocational Training (**MoEVT**) has managed to introduce a number of community based secondary schools aiming at insuring more children attain secondary education.

Teachers in those community secondary schools have been one of the key stakeholders in ensuring good and progressive performance of students in their respective schools.

Experience shows that students' academic performance in community secondary schools is influenced by a number of factors, such as teaching and learning environment, shortage of teaching and learning materials, and lack of enough teachers, experience and competence of teachers, community awareness and understanding about education.

The quality of education primarily depends on teachers and their capacity to improve the teaching and learning process. It is recognized that the quality of teachers and teaching lies at the heart of all school systems intending to improve students' academic performance (Lassa, 1999 and Mosha, 2004). The teaching force is the foundation to improve students' academic performance in all levels of education. The importance of teachers and the roles they play in education process are central to the improvement of students' academic performance. Precisely, in any education level, it is largely the work of teachers that determines the degree of success or failure in the whole process of teaching and learning.

1.3 Statement to the Problem

Workload meant the amount of work that has to be done by a particular person or organization (Mbunda, 2006). In this study, the factors that add teachers' workload were examined. They include number of periods taught by one teacher per week, construction and marking of internal tests, making load and administrative roles.

Performance meant the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In this study, students' academic performance in community secondary schools was examined to see how the students' academic performance is affected by teachers' workload. In education sector there is relationship between teachers' workload and students' academic performance.

The rapid expansion of secondary schools due to introduction of SEDP has not been matched by proper mechanisms to ensure that reasonable teachers' workload is provided and maintained. Teachers are among the key agents for enhanced high students' academic performance (Lassa 1999, and Moshia, 2004). URT (2004) maintains that the teachers' teaching load per week should be thirty periods and the number of students should be forty five per stream this enable teachers to perform their roles and duties effectively and efficiently.

The overall research problem addressed in this study is that, despite the considerable effort made by the Ministry of Education and Vocational Training (MoVET) to expand secondary education since 2004 and training many teachers, it has been revealed that there is an outcry all over the country regarding heavy teachers' workload. Consequently, this situation is said to have great effect on students' academic performance. Unfortunately, little has been done to assess the effect of teachers' workload on students' academic performance in both government secondary schools and community based secondary schools. Many studies have been conducted concerning factors affecting students' academic performance, including

pregnancies, dropouts, science subjects, girls' performance, instructional materials, buildings and others.

However, the effect of teachers' workload on students' academic performance in community secondary schools has not yet been researched in Tanzania. Experience failed to show how teacher's workload affects students' academic performance specifically in community secondary schools in Mbeya city. Hence the study aimed at finding out the number of periods taught by one teacher per week, identifying how internal tests and marking load affects students' academic performance in community secondary schools, examine how administrative roles affects students' academic performance in community secondary schools and examine the students' academic performance in community secondary schools in Mbeya city.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the effect of teachers' workload on students' academic performance in community secondary schools in Mbeya city.

1.4.2 Specific Objectives

The objectives of this study were to:

- (i) Find out the number of periods taught by a teacher per week and its effects on students' academic performance.
- (ii) Identity how internal tests and marking load affect students' academic performance.

- (iii) Examine how administrative roles affect students' academic performance.
- (iv) Examine students' performance in the context of heavy teachers' workload.

1.5 Research Questions

This study was guided by the following research questions:

- (i) How many periods are taught by one teacher per week?
- (ii) How internal tests and marking load affects students' academic performance?
- (iii) How administrative roles affect students' academic performance?
- (iv) How is students' academic performance in the context of heavy teachers' workload?

1.6 Significance of the Study

This study is potential in addressing the relationship holding between teachers' workload and students' academic performance in community secondary schools. The statistics of National Examination Council of Tanzania (NECTA) (2011) shows that students' academic performance in community secondary schools is very poor *see table .4:2:4:2:6*. As noted already, among other factors, the problem is contributed greatly by teachers' workload. Therefore, the findings of this study provide suggestions and recommendations for solving the problem.

Likewise, balanced theoretical basis and explanations on teachers' workload and students' academic performance gleaned in this study are helpful in equipping stakeholders (Ministers of Education, Education Commissioner, Region Education officers, District Education Officers, School Inspectors, Heads of Schools, Members of School board and Education policy Makers) in education with practical tools with

which to evaluate students' academic performance and ascertain teachers' workload. Also, educational planners can use the results of the study as an eye-opener to see what is done in community secondary schools then the result help them to find solution to the existing problem. Moreover, the results of the study will help education planners to come up with good plans which realistically gear up for attaining high students' academic performance in education. The findings also will help teachers to reassess their workload in providing education in community secondary schools. Finally, the study may be used by educational policy makers in improving efficiency in SEDP.

1.7 Conceptual Framework

Conceptual framework is a research tool intended to assist a researcher develop awareness and understanding of the situation under scrutiny and to communicate it (Guba, *et al*, 1989). If conceptual framework is clearly articulated, it bears potential usefulness as a tool for enabling the researcher to make meaning of subsequence findings. Therefore, it is pointed out that conceptual framework is an abstract indication of how the basic concepts and constructs are expected to interact in the actual setting and the experiences that form foundation of the research study.

This study required a model focused on the essential components on which data collection and analysis would be based. Therefore, the combination of quality determinants which are grouped into inputs, process and output components, constitutes the major elements that guided this study.

Inputs: The study assumed that there are various aspects in teacher's workload. These include, number of periods taught by one teacher per week in community secondary schools, internal tests, marking load and administrative roles.

Process: This is the action of manipulating the teaching and learning materials so as to make them useful in achieving the intended learning outcomes. The process takes place in schools in which knowledge and skills are transmitted. Teaching and learning process takes place in schools, also it involves; teaching and learning facilities, appropriate management and administration and good execution of roles.

Outputs: These are the kind of objectives intended to be achieved. The consideration was on the students' academic achievements. The objectives were based on obtaining; high academic achievements, Continuation with education, Social skills, disciplined students and well educated graduates.

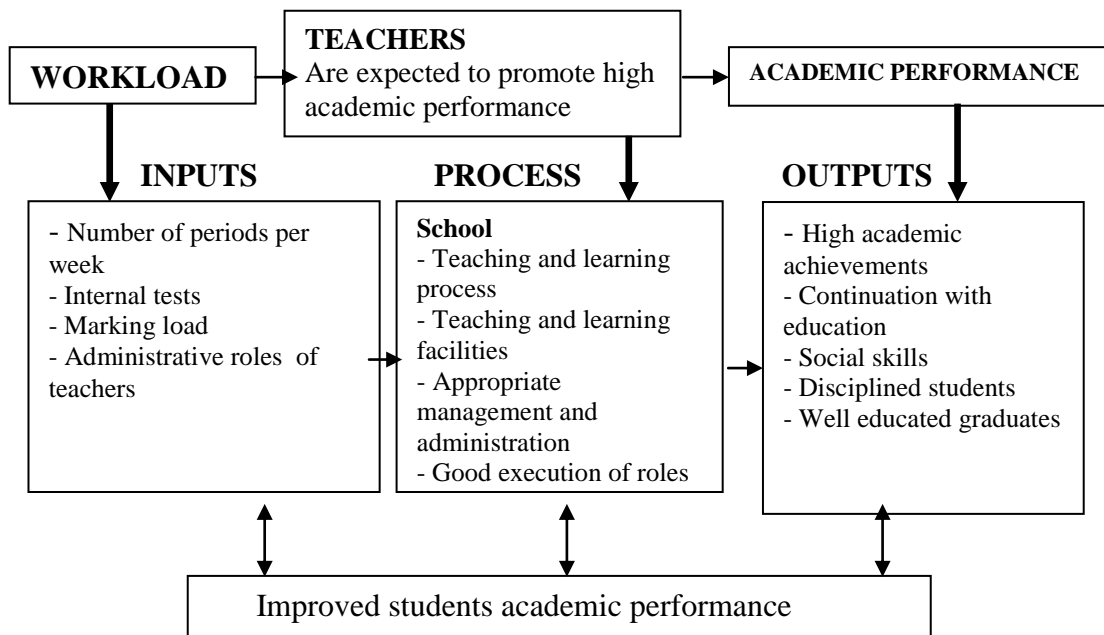


Figure 1.1: A Conceptual Framework Showing Factors Affecting Students' Academic Performance

Source: **From Different Researcher Reviewed Literatures**

1.8 Scope of the Study

The study aimed to examine the effect of teachers' workload on students' academic performance. The study was conducted in six community secondary schools only in Mbeya city, namely: Iwambi, Wigamba, Mwakibete, Itiji, Nzondahaki and Legiko secondary school.

1.9 Limitations of the Study

Limitations of the study are those factors or conditions which hinder the researcher from smooth access to the required data or respondent or place restrictions on the conclusions of the study (Kombo, *et al*, 2006). The study was limited by a number of factors including:

- (i) During sampling the parents involved in the sample study were selected randomly by picking the numbers of houses from the ward office. During focused group discussion with parents it was found that only nine parents which was 75% were aware about education matters and were able to provide reliable information concerning education issues. Three parents 25% were not able to provide information about students' academic performance in community secondary schools.
- (ii) The time for which the permission for data collection granted was three months commencing 28th June 2012 to 30th September 2012 was not enough because the research was conducted with other office responsibilities and social activities. More time was needed by researcher in order to obtain better research findings.

1.10 Definitions of key Terms

A number of terms were frequently employed in this study. The following are the definitions for the terms:

Teacher: In the context of this study meant a professional educator who has undergone teacher education whose job is teaching especially in secondary schools (Mbunda, 2006). He or she is a person who can facilitate learning or directly provide knowledge, skills or information required to learners. In this study, teacher is regarded as a key agent for the success or failure of students. Hence, the workload of teachers was examined in this study together with its effect on students' academic performance in community secondary schools.

Qualified Teachers: In the context of this study meant the persons who received teacher formal training in a diploma college or University and have attained the requisite academic and professional qualifications to teach in schools (Bennaars, et al, 1994). Qualified teachers play greater roles in teaching and learning process in order to achieve the intended objectives in educational system. Therefore, in this study, the researcher examined the number of periods taught by one teacher per week, marking loading, internal tests and administrative roles played by teachers, and the effect of those factors on students' academic performance.

Workload: In the context of this study meant the amount of work that has to be done by a particular person or organization (Mbunda, 2006). In this study, the factors that add teachers' workload were examined. They include number of periods taught by one teacher per week, internal tests, making load and administrative roles.

Students: In the context of this study meant the persons to whom knowledge and skills are facilitated through teaching and learning process (Mbunda, 2006). In this study, students' academic performance in community secondary schools was examined. The effects brought by teachers' workload on student's performance were also examined. Form II and IV students of the year 2012 were selected to represent others.

Community: In the context of this study meant a group of people that is organized around the common values and is attributed with social cohesion within a shared geographical location (Bennaars, et al, 1994). Generally, a community is a social unit large than a house hold. The community has a lot to contribute to the ware fare of learning of their children. In this study, parents from the areas in which community secondary schools are allocated were involved since they were helpful in providing reliable information about the education system within their areas and about their children education in the community secondary schools around them.

Performance: In the context of this study meant the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In this study, students' academic performance in community secondary schools was examined to see how students are affected by teachers' workload.

Community Schools: In the context of this study meant are schools which are owned and built by members of respected community. Unlike government schools, parents and other members of the community have significant contribution in building classes and funding for the community school facilities. Usually,

community schools are built within the community and are primarily intended to enroll children within that geographical location. In this study, teachers' workload and student academic performance in community secondary schools were examined.

Parents: In the context of this study meant guardian of children. They are among the most important education stakeholders' in education system. In order to achieve the intended learning outcomes there are must be open communication between the school authority, parents and the communities (Bennaars *et al*, 1994). Parents are responsible in provision of requirements in order to enhance learning process to students. This study explored some information from parents about education provided in community secondary schools around them.

1.11 Organisation of the Report

The study is organized into five chapters. *Chapter One* contains the background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, conceptual framework, scope of the study, limitations of the study and definitions of key terms. *Chapter Two* contains the review of theoretical stances, worldwide empirical findings and findings from developing countries and Tanzania relating to the study, followed by a synthesis of literature review. *Chapter Three* provides the research methodology. It includes the approach to the study, research design, study area, target population and sampling procedures, data gathering techniques, validation of instruments, data analysis plan and ethical considerations. *Chapter Four* contains presentation, discussion and analysis of research findings. Finally, the summary, conclusion and recommendations are provided in *Chapter Five*.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter contains a review of literature relevant to the study specifically on the effects of teachers' workload on students' academic performance in community secondary schools.

2.2 Theoretical Stances

This section contains arguments from various authors on effects of teachers' workload on students' academic performance in community secondary schools.

The review focuses on the concept of teachers' workload, factors that contribute to teachers' workload such as number of periods taught by a teacher per week, internal tests, marking load and administrative roles. Other factors such as teacher supply and demand, teacher retention and attrition, are also presented in this Chapter as they largely add to teachers' workload. Likewise, the effects of teachers' workload on students' academic performance are reviewed.

2.2.1 Who is a Teacher?

A teacher is a person whose job is teaching, usually in schools. A teacher is an individual who can facilitate learning or directly provide knowledge, information or skills required (Bennaars, *et al*, 1994). The teacher must be committed to bring about the desired change. He or she organizes all the curriculum activities at the classroom

level and he or she is expected to provide an atmosphere for learning. Teachers' skills and attitudes play a leading role in the implementation of changes in the curriculum, this increase teachers' workload.

Also, a teacher must know the local communities and the local dynamics. All these put teachers in a better position to act as change agents (Bennaars, *et al*, 1994). The school of idealism places teachers above anything else in a school. In this respect, teachers are not only expected to serve as a source of motivation to students, but also as a source of inspiration (Mwanahewa, 1999). A teacher must show that he or she has ability to discover students' intellectual needs and help them to acquire these needs. Similarly, a teacher is expected to see creativity from students. Therefore, a teacher is a professional educator who has undergone teacher education. He or she is a person who is trained in the art of teaching. As a professional educator, a teacher is paid a salary or a wage for the services rendered to his or her students.

2.2.2 Constitutes of Job Descriptions of Teachers

Teachers' Service Commission Code of Professional Conduct for teachers in Tanzania lists down five areas that constitute a basis on which teachers' duties and responsibilities designate: to the child, to the profession, to the employer, to the community and to the nation this have effects on students' academic performance.

Teachers' services commission is not alone in establishing an elaborate basis upon which teachers' job description is made. In the United States of America, teachers' duties and responsibilities instrument is well established. These comprises of a document upon which teachers' job descriptions are derived. Teachers follow

professional practices consistently with school and educational system policies in working with students, student's records, parents and colleagues. They have to demonstrate communication and interpersonal skills as they relate to students, parents, other teachers, administrators and other school personnel. Moreover, teachers have to be available to students and parents for conferences according to system policies, they should facilitate home-school communication by such means as holding conferences, telephoning and sending written communication to all those people to whom their service is rendered. In the same way, teachers should maintain students' confidentiality of students' records and work cooperatively with school administrators, special support personnel colleagues and parent (Cho-ye To, 1982).

Also, the teachers comply with rules, regulations and policies of governing agencies and supervisory personnel. In this case, agencies with state administration and the board of education policies adhere to school and local system procedures and rules. They conduct assigned classes at the times scheduled, enforces regulations concerning student conduct and discipline. In addition the teachers demonstrate timelines and attendance for assigned responsibilities, provide adequate information, maintain accuracy, complete appropriate records, files and reports, attend and participate in faculty meetings and other meetings (Gerald, *et al*, 1995).

Further, the teachers act in a professional manner and assume responsibilities for the total school program, its safety and good order. Teachers take precautions to protect records, equipments, materials, and facilities. They assume responsibility for supervising students in and out of class settings and demonstrate appropriate

personal contact while performing other school duties. Lastly, the teachers assume a role in school meetings, students' academic achievement goals including academic gains that students assigned to the teachers (Farant, 2005). These contribute to teachers' workload and affect students' academic performance.

Therefore, close examination of both the Teachers' Services Commission Code of Professional Conduct for teachers in Tanzania and the Teachers Duties and Responsibilities Instrument of the United States of America provides a clear picture of Teachers' Job Descriptions. It is revealed that teaching as a profession is not only very much committed to the learner and the community but also intensive and extensive to the proportions of becoming easily burdensome to a teacher.

2.2.3 Teachers' Workload

Workload is the amount of work that has to be done by a particular person or organization (Bennaars, *et al*, 1994). Teachers' workload can be considered quantitatively and qualitatively. When roles and duties of a teacher are listed down as many teachers' job descriptions do, only quantity is projected (Farrant, 2005). But when one considers the time spent by a teacher in excursing her or his duties, weight and effect of the teacher's work is sought to be measured. It is possible to rate the teachers work as light or heavy.

The number of periods taught by one teacher per week, internal tests, exercises, marking load, administrative roles as well as non administrative roles performed by teachers affects both teachers' workload and students' academic performance in community secondary schools. The administrative roles performed by teachers in

school includes; head of school(head master/mistress), head of department, second master/mistresses, discipline masters/mistress, dean of students, academic masters and member of school board. Non administrative roles include; store keeper, cashier, patron and matron, laboratory technicians, librarian, councilors, school driver, subject club master, class teacher, teacher on duty, social affairs coordinator and student's project supervisor (Mbunda, 2006). All these affect both teachers' workload and students' academic performance. Teachers who are exhausted, frazzled and demoralized by heavy workload are not effective and creative in the classroom hence teaching and learning processes are affected.

(i) Teachers' Heavy Workload

In schools when teachers are working above their normal working load it regarded as heavy workload, teachers who are faced excessive workload are not effective and efficient in teaching process this brings various negative effects including poor students' academic performance. Teachers' heavy workload can be contributed by the following; massive increase in number of students per class, teaching many periods than those directed by URT 2004, shortage of teachers in schools, lack of non teaching staff, lack of teaching facilities and aids, conducting tests in overcrowded classes and marking those tests, Performing administrative and non administrative roles, these also make difficulty to students to learn (Mosha *et al* 2007).

Furthermore heavy teachers workload can bring the following negative effect to teachers; stress, burnout, mistakes in work, poor work-life balance, physical affects and mental effects. Secondary schools teachers are in the arms of over heavy

workload since the introduction of community secondary and failure by the government to give them adequate remuneration.

(ii) Teachers' Light Workload

When teachers perform their responsibilities according to teaching policy, example teaching thirty periods per week and having a reasonable number of students in a class, teachers not involved in non administrative roles is regarded as light workload. As stipulated by URT 2004. Light workload increase efficiency and effectiveness of teachers in teaching process and lead to positive students' academic performance.

2.2.4 Students' Academic Performance

Performance are parameters around which qualitative and quantitative data on individual, school or educational system can be collected in order to assess the quality and achievements in the educational system. An item under analysis has to perform well on each parameter or on several or all parameters in order to achieve all merits.

Performance can be in percentage of scores, grades or division. It will be shown in Chapter Four in this study that getting division I or II in national examinations for the years 2008, 2009, 2010 and 2011, or getting A, B, C and D in class tests or form IV examinations shows that the students has performed well in the community secondary schools in Mbeya City. Performance standards are levels of excellence established by consensus. Standards are reference points of judgments on the level of the excellence based on information collected on each indicator or multiple of

indicators worked interactively and collectively. Therefore, using this concept it may be believed that student scores in the Division I – III reflect high quality performance based on their set standards, while another school may see Division III as unsatisfactory according to their set standards (Mosha, 2006).

(i) Factors Affecting Students' Academic Performance

(a) Curriculum

The school curriculum is divided into three sectors; intended implemented and learnt. The intended curriculum is the official documents which include different subject syllabii and lists of official learning objectives that inscribed in syllabii. Some parts of the curriculum are never taught because there is no necessary equipment and with regard to some topics teachers are not conversant with them. Some of the parts are left out because the syllabus is too long to cover. Some of the parts may not be implementable in particular cultural environmental situations. Therefore the intended curriculum is never full taught.

The second part is the implemented curriculum, is what actually teachers teach some part of implemented curriculum is left out due to various reasons discussed above. Leaving some parts of curriculum untaught disrupt the continuity of the learning process and these results in teaching parts which are not coordinated making the achievement of educational aims difficult. The third part of curriculum is the one that is achieved. Planning should aim at facilitating learning that will make students achieve the objectives of intended curriculum (Babyegeya, 2000).

(b) Books and Materials

The research findings have shown that where there is a shortage of books and materials performance of students is relatively lower if compared with where books and materials are sufficient (Babyegeya, 2002).

(c) Teaching and Teacher Education

The type teachers the school has, the experience, professional qualification, their commitment to work all contribute to achievements of students academically. The schools should be provided with good mixture of teachers, not only basing on qualifications but also in experience.

(d) The Instructional Time

More time the students spend in actual learning activities, the more they understand and perform better.

(e) School Organization

Under school organization, the issue of school size and class size is considered. It is argued that, teachers can teach better and assist slow learner if they have few students to teach. Also in small size schools teachers are able to understand their students and parents and thus assist in building the home-school relationship that foster teaching and learning.

(f) Political, Social and Economic Factors

Educational decisions in a number of developing countries are sometimes more political than educational. For example, Tanzania decided to nationalize all schools

in 1970. This move shifted the burden from individuals and private sector to government while the economic base was becoming narrower. This had serious consequences to the quality of education provided. Further more in 1974, Tanzania decided to achieve Universal Primary Education by 1977 which was very short period. The country's economy in this period was not good enough to support such a rapid change. As a result many schools were opened without even the minimum requirements in terms of facilities and teachers. These situations affected both teachers' workload and students' academic performance (Babyegega, 2002).

2.2.5 Teachers' Workload and its Effect on Students' Academic Performance

They are many roles and duties assigned to teachers. Farrant (2005) justifies this by pointing out that teachers are also leaders, counselors, tutors, and managers. There are incidences where teachers are football or netball coaches, cashiers or head of departments. This indicates that teachers bear great workload and which affect students' academic performance.

Moreover, the Victorian Government School Agreement (2008) points out four multifaceted sources which add to teachers' workload to great level. These are face-to-face teaching, including restored classes, assemblies and extras. Other duties of teaching including correction, preparation of lesson, assessment, meetings, students' supervision, and organizational duties are also tiresome. Likewise, such roles performed by teachers like discipline masters or mistress, academic masters or mistress, heads of department and class teachers add more workload to teachers and affect students' academic performance.

Other factors including class size, extra curriculum activities, range of ability and age of students, resources availability and facility, voluntary effort, including school camps, concerts, excursions and school sports increases teachers' workload. This list of sources of teachers' workload is for affluent nations. In less affluent nations the following points can be added: lack of proper accommodation for both teachers and students, lack of transport for both teachers and students, lack of illumination power rationing and lack of basic facilities such as classrooms, libraries, laboratories, books, chemicals and apparatus for science subjects. These affect both teachers' workload and students' academic performance in secondary schools.

(i) Number of Periods Taught by One Teacher per Week in Community Secondary Schools

A period is a particular length of time for accomplishing a particular task (Bennaars, et al, 1994). In Tanzania, the government through the Ministry of Education and Vocational Training has set the number of periods to be taught by one teacher per week depending on the subject. (URT, 2004) maintains that the teaching load per week for ordinary level is thirty periods. The more time spent by students in actual learning activities, the more they understand and perform better. This has an implication on determining school days per year and the number of instructional hours per day. Basing on what is required for students to achieve, the actual teaching load for teachers should be within the teachers' ability and not above (Babyegeya, 2002). The situation is even worse in community secondary schools where one teacher can teach from Form one to Form four especially for science subjects, this is due to shortage of teachers as many teachers escape from teaching career. Some

teachers do teach more than 40 periods per week while the maximum teaching load per week is 30 periods (URT, 2004).

(ii) Internal Tests, Marking Load and their Effects on Students' Academic Performance

Testing is an examination of some body's knowledge or ability, consisting questions for them to answer or activities for them to perform (Mbunda, 2006). In educational system, students are provided with internal tests to find whether the internal objectives have been achieved. Continuous assessments constitute formative testing. Their purpose is to monitor the learning process, to detect learning problems in order to provide feedback to both teachers and students (Babyegeya, 2002). The normal class size for O-level is forty five students this is according to educational policy but in secondary schools the classes are overcrowded due to over enrolment. Conducting tests in classes with high number of students increases the teachers' workload which in turn affects students' academic performance.

Testing is a specific term that is taken to mean a particular type of education measurement (Bennaars, *et al*, 1994). A test can be considered to be a measurement device used to find out something defined about a student. It is a commonly used tool of evaluation. There are several purposes of testing including evaluating students' knowledge, preferences and motives, all of which affect students' behavior. For each one of the purpose, particular type of tests may be given. The general methods of evaluation serve as a general working basis, leaving the more specific aspects of testing to be explored and put in use during administering particular tests in specific situations.

The overall purpose of testing is to improve instruction. This is made quite evident when testing is used to help a teacher determine a relative position for each student according to the student's success. Also, it helps in the current diagnosis of weakness - the assessment of the student's understanding and the adequacy of the teaching. Thus, testing is for placement, diagnosis and assessment. It allows also the teacher to predict and foresee how well a student can perform in future (Babyegeya, 2002).

Sometime during the teaching and learning process, the teacher may discover that there is a persisting learning difficulty. In such a situation, it becomes necessary to investigate the cause of such persisting problem and device the solution. Testing for persisting difficulty is known as *diagnostic testing* and it is a part of formative evaluation since it is conducted during the instruction process. Both diagnostic and formative testing is designed to ensure that learning takes its course (Mbunda, *op cit*).

Testing as a process usually involves four distinct stages, namely: planning of the test, writing of the test items, administering the test, scoring and analysis of the test. All these greatly contribute to an increase of teachers' workload, especially in community secondary schools where there is acute shortage of teachers. Furthermore, the marking of these tests leads to the increase in workload for teachers due to the large number of students per stream of about 78 students in these community secondary schools. Also, production of table of specification during preparation of test adds teacher's workload. In this case, teachers have to find extra time in order to accomplish tasks concerning continuous assessments (Mbunda, 2006).

Continuous assessment is an on-going evaluation in the course of the school year or session. It involves keeping records of progress for each student through the use of regular tests and class exercises. The results of the tests and classes exercises are then discussed with the concerned students. If this type of assessment is properly done, it gives a true picture of a student's total performance. In turn, this can give an accurate picture of each student's range of abilities, skills, attitudes and behavior. In present study, results in continuous assessments, form II and form IV national examinations for the years 2008, 2009, 2010 and 2011 were examined to real a picture of students' academic abilities (*see Section 4:2:2*).

Despite the great importance of continuous assessments to both teachers and students, the assessments affect teachers' workload. Continuous assessments involve; planning, constructing, administering the test, scoring and analysis, in the highest number of students in the classroom it increase workload of teacher which in turn affects students' academic performance (Mbunda, 2006).

(iii) Administrative Roles of Teachers and their Effects on Students' Academic Performance

Administrative role is concerned with organizing the work of an institution. Teachers are the key agents in organizing different works in their schools. Babyegeya (2002) points out that administration means all acts and procedures essential to make policies and procedures essential for the organization effectiveness. This means that administration is composed of activities which make the organization to strive. Such activities include the co-ordination of resources so as to obtain the ends of the

objectives for which the organization is established. In education for example, administration is the process of establishing structures, policies and procedures that will effectively accomplish various educational objectives.

Generally, there are five dimensions of administration. In the context of Tanzania, a dimension refers to size, magnitude and directions of the area under jurisdiction of administration. Dimensions provide boundaries of the administrative process. It is within these boundaries that administrative tasks are delineated and process is set. These dimensions include purpose and mission, productive work and work achievement, social impact and social responsibility, time dimension and entrepreneur dimension (Babyegeya, 2002).

A role is a dynamic or behaviour component of a position. Within school settings, a person has a position such as a head teacher or care taker. Associated with each position is a role which consists of appropriate patterns of behaviour for a person occupying that position. A role may be specified in detail or may be determined by the role norms, the expectations held by persons in related position or how a person in that particular position should behave.

Ngoroga (1996) points out the roles played by teachers in secondary schools. These roles are summarized as follows: A teacher includes moral perception or ideas of a society. A teacher is seen as judge because; he awards marks and rates the pupils. A teacher is a resource person because he gives knowledge and skills. A teacher is a helper and counselor; he guides pupils in settling disputes. He discovers rule breakers. He is an object of identification; pupils imitate the trait that he possesses.

He is an object of affection because he meets the psychological needs of his pupils. He is a group leader; he establishes climate of group. He is a friend; he establishes a warm relationship with pupils and shares confidentiality with them. He is a limiter of anxiety; he helps pupils control their emotions. He is an ego – supporter; he helps students develop confidence in themselves. Also, as seen already, there are a number of administrative roles which teachers perform in schools, all of which make teachers' workload heavier, especially in community secondary schools where the problem of shortage of teachers is prominent. Furthermore interactive function executive function and organization function of teaching are performed by teachers in secondary schools (Mbunda, 2006).

In the same manner, a teacher is also assumed to be good citizens. As a leader, a teacher is expected to display good manners in broad terms. The community strongly scrutinizes both the private and the public life of a teacher. Teachers are required to be models both in speech and in the way they dress. They are expected to be sensible and careful in making judgments, thus, they are expected prudent, honest and responsible people (Gitau, *et al*, 1993). Generally the administrative roles done by the teachers in secondary schools increase teachers' workload and affect students' academic performance as teachers spent most of their time performing those responsibilities instead of teaching.

(iv) Teacher Supply and Demand

It is predicted that secondary education is about to expand in many country in Africa as a result of both the rising populations and growing participation in secondary

education. The overall trend reveals an increased share of primary school pupils entering secondary schools. Most countries have policies in place for the expansion of secondary education in response to growing demand. In Tanzania, the education strategy has been aimed at increasing secondary enrollment from 415,973 in 2004 to 1,446,402 in 2009 (Omari, et al, 2010).

The rapid expansion in secondary education has resulted into an escalating demand for teachers. The scale of the increased demand for teachers can be as follows. Assuming a Gross Enrolment Rate (GER) of 22 percent (the median GER reported for secondary education in Sub-Saharan Africa in 2000), then, 20,119,880 students will enroll in secondary education across the continent in 2005 (UNESCO, 2002).

Assuming a 2.1 student: teacher ratio 1,005,994, teachers were needed to teach these students. This number is almost double the 576,770 secondary teaching staff estimated to have been available in 1998, based on data from 40 countries (UNESCO, 1998). In the context of Tanzania, it has been established that there was a shortage of 28,850 graduate teachers in secondary schools (Mosha *et al*, 2007). This has the implication that it is going to take long the problem of shortage of teachers to be solved. This situation increase teachers' workload which affect students' academic performance.

(v) Teachers Retention and Attrition

Teacher retention is affected by economic factors, as teachers make rational economic choice about their careers and seek better paid work whenever they can. However there is also considerable evidence that teachers feel their work is

becoming increasingly stressful and that their status is falling (Macdonald, 1999 and Mosha, 2004). There is evidence, for example, that teaching conditions have deteriorated drastically in Senegal, Burkina Faso and Mali, with an insufficient supply of student textbooks and materials, inadequate, poor teaching and living accommodation, and a high number of students per classroom (Cailods, 2001). The loss of teachers from the teaching profession is also affecting the teaching force. Attrition is highest in geographical locations where living conditions are extremely harsh, poverty abounds, or where teachers do not feel comfortable with the local ethnics, customs, or language (Macdonald, 1999). Attrition rates are also higher in the early years of teaching and the remaining teachers bear heavy workload and affect students' academic performance.

Teachers in the early years in their careers may have less stable family lives and have less commitment to teaching. If they stay in their positions, they often accrue the benefits of knowledge, skills, contacts and an investment in that locale (for example, land use or home ownership), as well as knowledge of land seniority within the institution (Macdonald, *ibid*).

In many African countries, the distribution of teachers is uneven, with surpluses in certain areas coexisting with shortages in others (Lewin, 2002). Typically, the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or in the poorest urban areas. Teachers found in these areas tend to be untrained or under-qualified. The difficulties of teacher deployment are a major cause of inefficiency in the education system and run counter to the aim of equitable

education. In Tanzania, student teachers expressed concern about poor classrooms and accommodation, school resources, leisure opportunity and medical facilities (Towse *et al*, 2002).

Likewise, teachers in isolated schools often feel excluded from opportunities for participating in consultations or professional development. They may also find it difficult to secure their entitlements, such as salaries, benefits and professional development opportunities from regional education administrations, often due to corrupt officials. The problem is further exacerbated where the majority of student teachers come from urban backgrounds. Rural postings appear even less attractive, as healthcare is less accessible (Smith, *et al*, 2003). Rural postings may present particular problems for female teachers. Single female teachers may feel unsafe in rural areas or believe that they have better marriage prospects in urban areas (Hedges, 2002). Married female teachers may be reluctant to accept a post where there is a shortage of teachers in rural areas, sometimes because of the greater workload, further increasing the disincentive to accept a rural posting (Fry, 2003), or if it involves a move away from their husbands (Gaynor, 1998).

2.3 Synthesis of the Reviewed Literature

From the theoretical stances it was revealed that heavy teachers' workload affected the students' academic performance in secondary schools. Examples from form II and IV final examination results were cited. The reasons for increased teachers' workload were also described. They included such factors as larger number of periods taught by a teacher per term, internal tests and marking load due to high class

size, administrative roles played by teachers, teacher supply and demand, teacher retention consequently, affect academic performance among students.

2.4 Identification of the Research Gap

The reviewed literature has presented enough on how teachers' workload affects students' academic performance. Synthesis of the literature has established facts regarding teachers' workload and students' academic performance. Yet, the literature failed to show how teachers' workload affects students' academic performance specifically in community secondary schools, given the inherent additional complications exclusive to such schools. Therefore, this study aimed at assessing the effect of teachers' workload on students' academic performance in community secondary schools, focusing on similar attributes such as number of periods taught by one teacher per week, internal tests, marking load and administrative roles as they largely affect teachers' workload and students' academic performance in their continuous assessments and final national examinations.

2.5 Conclusion

This Chapter has surveyed in details on different literature regarding the teachers' workload on students' academic performance. Evidence from the literature has shown that teachers bear workload which affect students' academic performance. The next Chapter presents the methodology employed in this study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This Chapter presents the area of the study, research design, research approach, population and sample of the respondents, sampling techniques, methods of data collection and types of data collected. The Chapter also presents the procedures which were used to validate the data collected and the data analysis plan.

3.2 Area of the Study

It is very important for a researcher at the planning stage to specify clearly and define the area of the study (Cohen, et al, 2000). This study was conducted in six community secondary schools in Mbeya city, namely: Iwambi Secondary School, Mwakibete Secondary School, Wigamba Secondary School, Itiji Secondary School, Nzondahaki Secondary School and Legico Secondary School. Mbeya city was selected based on the number of reasons. First, poses community secondary schools which has no non teaching staff thus teachers' workload and students' academic performance is affected. Second, community secondary in Mbeya city has no enough teachers. Third, Mbeya city was easily accessible in terms of transport.

Therefore, Mbeya city had necessary characteristics for conducting a study on the effect of teachers' workload on students' academic performance. The schools were selected due to the following reasons; founding history, establishment, availability of transport and communication necessitated the selection of these schools. More over neighbouring areas around the selected schools were involved in the process of

obtaining views and suggestion of some parents on the effect of teachers' workload on students' academic performance.

3.3 Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). It is the conceptual structure within which the research is conducted; it constitutes the blue point for the collection, measurement and analysis of data. Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible in yielding maximal information with minimal expenditure of effort, time and money. This study employed Descriptive survey design because it involves measurement, classification, analysis, comparison and interpretation. Also descriptive survey design involved collection of information by interviewing a sample of individuals and administering a questionnaire to a sample of individuals.

3.4 Research Approach

This study used both qualitative and quantitative research approaches. Qualitative and quantitative research approaches have often been used together in the same research project and in many cases, (Kombo, *et al*, 2006). Both qualitative and quantitative approaches were used in this study in order to maximize the quality of the data that were collected.

Quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in formal and rigid fashion. In this

study, the quantitative data were obtained through questionnaires as well as from different documents. For example, Form II and Form IV national examinations results for the schools under the study from 2008 – 2011 were extracted from NECTA records while continuous assessment results were obtained from academic records in the relevant schools. The quantitative research techniques were used to enable the quantification of some information in ratios and percentages. Quantitative data was collected from teachers and students.

Qualitative approach was also employed in this study. Since qualitative is concerned with subjective assessment of attitude, opinions and behavior (Kothari, 2004). The qualitative approach was employed because it enabled the researcher to get first-hand explanations or experiences and views of respondents. Interview and focused group discussion were used for this purpose. These methods were found useful because they enabled the researcher to obtain in depth information by entering into respondents' personal world. Also qualitative research approach enabled respondents to provide information in a relaxed way, and researcher recorded exactly what was being said.

Furthermore qualitative research approach allowed the researcher to understand participants' settings by gathering wide narrations describing on the effect of teachers' workload on students academic performance in community secondary schools. Qualitative approach was employed to CEO, ZICS, teachers and parents in order to gather information about the effect of teachers' workload on students' academic performance.

3.5 Target Population, Sample and Sampling Procedures

3.5.1 Target Population

Target population is described as consisting of individuals or elements that fit a certain specification (Cohen *et al*, 2000). Moreover, target population is that group from which a researcher wants to get information about which to draw some conclusions or make generalizations. The target population of this study included teachers of community secondary schools, education officers of secondary schools, school inspectors of secondary schools, heads of community secondary schools, and students from community secondary schools in Tanzania and parents from the community in which the community secondary schools were located. The selection of each of these groups in the population was based on the reasons presented in the sub-sections 3.5.3.1 and 3.5.3.2

3.5.2 Sample Size

The researcher could not use 10% of the population under study because of larger number of students which was 5471, in addition there was one (1) CEO, one (1) ZCIS, sixty (60) teachers and fifteen (15) heads of schools forming a total of 5548, together with parents surrounding the community secondary schools under study. Since it was impossible to access all the targeted population, a segment called sample had to be selected. A sample consists of a few items selected from the target population (Kothari, 2004). The sample contains the major characteristics of the population in order to make generalizations about the entire population. The sample for this study included one (1) Zonal Chief Inspector of Secondary schools, one (1) City Education Officer, thirty (30) teachers, sixty (60) students, six (6) heads of

schools from the selected community secondary schools and twelve (12) parents from the area in the community secondary schools under this study are allocated were also included in sample. Therefore, the sample size made a total number of 110 respondents. The researcher included that sample size because it contained all major characteristics of the population under study from which the researcher got information, draw conclusions and made generalization. Lastly the sample of 110 respondents could provide clear and real picture of situation of the areas under study. The major characteristics of the respondents included in the sample were; ZICS, CEO, Heads of schools they are administrators concerned with educational management issues, teachers they are central party of the study dealing with day to day teaching and learning activities, students they are subjected to continuous assessment and Form II and Form IV national examinations. Table 3:1 below summarizes sample composition of respondents and data collection instruments used for each category of respondents.

Table 3.1: Sample Composition of Respondents and Data Collection

Instruments		
Category of Respondents	Number of Respondents	Instruments/Techniques Used
ZCIS	01	Interview
CEO	01	Interview
Heads of schools	06	Interview and documentary review
Teachers	30	Interview, questionnaire and documentary review
Parents	12	Focused group discussion
Students	60	Questionnaire

Source: Field Data, (2012)

3.5.3 Sampling Procedures

Sampling is a process of selecting a given number of representatives of the target population or the universe in such a way that they represent all attributes of the population (Cohen et al, 2000). Two sampling techniques were employed in this study, namely: purposive sampling and random sampling.

(i) Purposive Sampling

In purposive sampling items or respondents for the sample are selected deliberately by the researcher depending on the data he or she intends to collect from them (Cohen, et al, 2000). Through this technique, respondents were chosen based on their merits and the roles they play in education process.

Thus purposive sampling was employed to select teachers; they were purposively selected because they are the center of the study; they are one who carries out the workload. They can provide information about teachers' workload and student's academic performance in their schools. The heads of schools in which the research was conducted were included in the sample. They were expected to give the right information about teacher's workload and students' academic performance in their schools. Also heads of schools were included due to their key administrative position and related responsibilities in school management, therefore they know clearly about workload of teachers and students' academic performance in schools they supervised.

In one way or another, City Educational Officer and Zonal Chief Inspector of secondary schools are the people who work directly with teachers. They were

included in the sample because they deal with teachers' issues, namely: training, placement, transfer and promotion. Therefore, they were selected because they are involved in management issues and supervision in education issues thus they had right information concerning what is going on all secondary schools that they supervise.

(ii) Random Sampling

Random sampling is the technique of selection where by each member of the population has an equal chance of being selected (Cohen *et al*, 2000). This is because each member of the population is assumed to have all the characteristics of the population. Random sampling was used to select parents and students. Stratified random sampling in this study was applied to select ten students from each school. From each stratum of male and female students, simple random sampling was applied by using hand-generated random numbers written on a piece of paper, by putting in a box a piece of a shuffled paper. The pieces of shuffled papers were then randomly picked until all the respondents with the numbers were obtained for each stratum.

3.5.4 Research Methods

A research method is specific plan, strategy or structure which shows how data will be collected effectively and efficiently (Enon, 1998). In other words, a research method refers to a plan or procedure for gathering information, portraying when, from whom and in what situation the information will be obtained (Kothari, 2006). The following methods were used to collect data; survey, interview, focused group discussion and documentary reviews.

3.5.5 Survey

Survey method is a strategy for gathering data from a large population (people or objects). It involves collection of data from a sample selected from a population. This method focuses on several units or institutions from which the sample was drawn, such as all secondary schools, ministries, primary schools or higher learning institutions. The data obtained are used to generalize large population from which the sample was drawn (Enon, 1998). It also used to describe the nature of the problem being investigated. During survey questionnaires were used to collect data from teachers and students.

Questionnaires are the research tools that involve the use of written questions or items to which respondents respond individually in writing (Kothari, 2004). The questionnaires consisted of both closed and open ended questions. As Kothari (2004) observes, both open and closed ended questionnaires types are cost effective and efficient, and can elicit a lot of different type of information.

However, the danger of questionnaires is that some questions can be ambiguous, hence reduce the validity and reliability of the information obtained (Frankael, *et al*, 2000). Therefore, in order to minimize this limitation, the questionnaires were rigorously scrutinized by the supervisor and then pre-tested during the pilot study conducted at Wigamba Secondary School. Like the interview guides, some questionnaire items were found ambiguous and others could not elicit specific response from respondents. The weak items were improved to suit the purpose of the study.

Questionnaires were distributed by the researcher in person and clarifications were given whenever necessary. In order to avoid the possibility of some respondents not returning back the filled questionnaires, all students in the selected schools filled in the questionnaire and returned the questionnaire on the same day of the visit. The same was insisted to teachers except for a few of them who required more time to fill in the questionnaires. In this case, some filled questionnaires were collected by the researcher at different times in convenience of the respondents. In this study questionnaires were used to collect data from teachers and students *see appendices iii and iv*.

3.5.6 Interview

Interview is important method that can be employed to collect data. This involves the oral or vocal questioning technique or discussion. The researcher becomes the interviewer and respondents from the selected sample are the interviewees. Interviews involve face-to-face interaction between individuals and a researcher. It involves the interviewer asking questions generally in a face-to-face contact with the interviewee, after which important responses from the interviewee are recorded and noted down by the interviewer as data.

Interview was used to collect data from CEO, ZCIS, heads of schools and teachers, during interview, interview guides were used to collect data. Interview guides are the tools which are used in data collection when qualitative approach is used (Kombo, *et al*, 2006). The interview guides on the major areas to be investigated were constructed see Appendix II. The combination of both structured and semi-structured

interview guides were used. The researcher recorded the responses from both structured and semi-structured questions ready for analysis. Interview was employed because it enabled the researcher to study abstract and intangible personal factors such as attitudes, feelings and reactions that could not be observed otherwise. Also, it helped the researcher to get first hand information and in depth information from respondents. Furthermore, interview was employed because of its flexibility to adapt to the language of the interview and educational level or characteristics of the interviewee.

Prior to actual data collection, the researcher conducted a pilot study at Wigamba Secondary School to pre-test the effectiveness of the questionnaires and interview guides. The results revealed that questionnaires were effective and most interview guides were effective except for a few of them which were not clear as they contained ambiguity. Therefore, the few unclear items were modified to meet the purpose of the study.

3.5.7 Focused Group Discussion

Focused group discussion is closely related to interview, since both involve face-to-face interaction between the researcher and the respondent. Unlike interview, in which the researcher interviews a single interviewee individually, in focused group discussion the researcher interacts with a group of individuals (respondents) at the same time to discuss a specific subject of interest regarding the research objectives (Denscombe, 1998). The study employed focused group discussion to collect data from twelve parents who were randomly selected from the community in which the community secondary schools under the study were located.

Two groups were made with six parents each. The researcher prepared questions for discussion see Appendix v. The discussion intended to gather opinions of parents on the workload of teachers and its effect on students' performance in their community secondary schools. During the discussion session, each participant had equal chance of participation except that the researcher could sometime intervene with prompt challenge or question, especially when certain point was raised and seen that it would yield very useful information relevant to the study. Kiswahili language was used for discussion as a common language to all the participants in the discussion. However, the reporting language remained English.

The choice of focused group discussion method was grounded in the fact that it enabled the researcher to get high quality data in a social context where participants considered their own experience in the context of the experience in relation to the experience of others. Also, it provided some quality control on data collection since participants' implicitly provide checklist and balances on each other. The parents from the nearby community secondary schools were involved in discussion.

3.5.8 Documentary review

This is a method used to collect data which have already been collected and analysed by someone else (Kothari, 2004). In this study documentary review was employed in collecting data concerning continuous assessments of form II students for the first term of 2011. The continuous assessments were obtained from student's progress in the respective schools. Form II and IV national examination results from 2008 to 2011 were obtained from NECTA reports available in the respective schools. The

students' academic performance in the selected community secondary schools were examined and analysed so as to draw conclusion from the findings.

Internal tests reports in community secondary schools were obtained from students' academic files in the selected schools. The distribution of periods per subject, number of periods per week and number of students per stream were obtained from the Ministry of Education and Vocational Training proposed during establishment of SEDP 2004. Generally, secondary data were collected through documentary review.

3.6 Data Collection

This study collected two types of data: primary data and secondary data.

3.6.1 Primary Data

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

3.6.2 Secondary Data

Secondary data include data which have already been collected and analysed by someone else (Kothari, 2004). This study employed continuous assessments of form II students for the first term of 2011. The continuous assessments were obtained from parents report forms in respective schools. Form II and IV national examination

results from 2008 to 2011 were obtained from NECTA reports available in respective schools. The students' academic performance in the selected community secondary schools were examined and analyzed so as to draw generalizations of the findings.

Internal tests reports in community secondary schools were obtained from academic files of the students in the sampled schools. The distribution of periods per subject was obtained from the Ministry of Education and Vocational Training circular proposed during establishment of SEDP 2004. Generally, secondary data were collected through documentary review.

3.7 Data Analysis Procedures

Data analysis is a process that involves editing, coding, classifying tabulating the collected data (Kothari, 2004). In this study, the researcher employed both qualitative and quantitative data analysis techniques. Qualitative data, particularly responses from interviews and focused group discussion were analyzed following the content analysis. This approach essentially involves a thorough and repeated reading of all the written responses of each respondent, underlying the main ideas and then extracting the core meaning. Also allowed the exploration of qualitative similarities and differences of respondents' ideas, responses were categorized on the basis of similarities and core meanings. Each category represented a unique way of understanding in relation to the study objectives.

Quantitative data were derived from different documents as well as questionnaires. They were interpreted and computed into frequencies and percentages. Then, the data were systematically presented in tables and figures. With the help of Microsoft

excel program, data analysis was done after making some editing to displays visual results in terms of tables and figures.

3.8 Ethical Considerations

Ethical principles in conducting research include acquiring research clearance and requesting consent of the participants as well as maintaining confidentiality (Morrison, 1993). In this study, the research clearance letter was obtained from the Faculty of Education of the Open University of Tanzania. The clearance letter introduced the researcher to the Regional Administrative Secretary who in turn, introduced the researcher to District Administrative Secretary. There after the District Administrative Secretary wrote a letter that introduced the researcher to the study area. When administering the questionnaires, interviews and organizing focused group discussion the researcher assured the respondents that privacy, confidentiality and anonymity would be guaranteed.

3.9 Validity and Reliability of Instruments

Validity refers to the degree to which any reference the researcher makes, based on the data he/she collects using a particular instrument, is supported by evidence (Frankael, *et al*, 2000). Therefore, the coverage and relevance of the instruments to the problem under the study are subject to content validity.

Validity entails the extent to which questions in the instruments cover the ground to be explored and convey the intended meaning to the respondents. The researcher welcomed the supervisor's comments in terms of relevance, coverage and consistency. In order to realize the validity and reliability of instruments, a pilot

study was conducted at Wigamba Secondary School involving five teachers and ten students. The aim of the pilot study was to check the effectiveness of the instruments in tapping the required information for this study. Findings from the pilot revealed the necessity for the researcher to alter some items, for instance to simplify some terms and clear ambiguity. Respondents involved in the pilot study were not included in the sample under study.

3.10 Conclusion

This chapter has described the methodology used in this study. The study area involved six community secondary schools in Mbeya City. The process of data collection involved four methods, namely: survey, interviews, focused group discussion and documentary reviews. The target population included teachers, heads of schools and students from the selected community secondary schools, education officers, secondary schools inspectors and some parents from areas surrounding the community secondary schools. The study employed both qualitative and quantitative approaches to collect and analyze the data. Both purposive and random sampling procedures were used to obtain the sample of respondents. The sample consisted of 110 respondents who were selected through purposive and random sampling. Instruments were validated through pilot study done at Wigamba Secondary School before embarking at actual data collection.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Overview

This chapter presents and discusses the research findings of this study. The findings are presented and discussed according to the sub-themes derived from the research objectives and research questions presented in Chapter One (*see sections 1.4 and 1.5*).

4.2 Teachers' Workload and its Effect on Students Academic Performance in Community Secondary Schools

The main objective of this study sought to assess the effect of teachers' workload on students' academic performance in community secondary schools. ZCIS, CEO, Heads of schools, Teachers, Students and Parents provided information about effect of teacher's workload on student's academic performance in community secondary schools. Therefore teachers' workload and its effect on students' academic performance in community secondary schools are presented and discussed in subsequent sub-sections.

4.2.1 Number of Periods Taught by One Teacher per Week

The first objective of this study sought number of periods taught by one teacher per week and its effect on students' academic performance in community secondary schools. Teachers and heads of schools who responded to the questionnaire and interview that sought to find out the number of periods taught by one teacher in a week, revealed the following data as summarized in Table 4.1.

Table 4.1: Number of Periods Taught by One Teacher per Week

Total Number of Periods per Week	Frequency of Teachers	Percentages
Less than 30	03	10
30 periods	02	6.7
More than 30	25	83.3
Total	30	100

Source: Field Data, (2012)

Table 4.1 shows that 03 teachers equivalent to 10% who were involved in the study said that they were teaching less than 30 periods per week. On the other hand, 02 teachers (6.7%) revealed that they were teaching 30 periods per week. Furthermore, 25 teachers (83.3%) reported that they were teaching more than 30 periods per week. (URT, 2004) maintains that the maximum number of periods to be taught by a teacher per week is 30. This means that most teachers teach more periods than required.

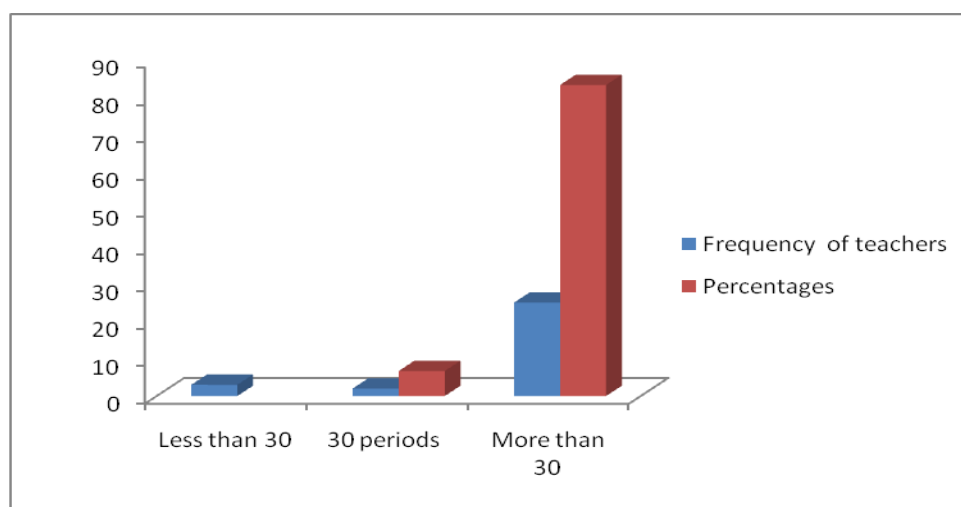


Figure 4.1: Response of Teachers about the Number of Periods Taught by One Teacher per Week

Source: Field Data, (2012)

This situation increase teachers' workload which affect students' academic performance negatively. Figure 4.1 provides even the best impression of this phenomenon. When the same question was posed to teachers during the interview, most teachers agreed that they were teaching more than 30 periods per week. One teacher from one of the selected secondary schools remarked:

The teaching career is very stressful and frustrating. We are teaching so many periods per week, our salary is very low compared to the salary of other careers. We are working in very poor environment as you can see, this office formerly was used as a local beer club, now days it is a teachers' office, in which position does the society place teachers? Whenever I get a chance, I will escape this teaching career and join other careers for the sake of green pastures and better working environment.

The same was maintained by other teachers from other secondary schools. For instance, one teacher commented that the heavy teaching load is caused by many teachers joining higher learning institutions for more education and in order to get loan from the Higher Education Students Loan Board and use it to earn a living and free themselves for a while from everyday teaching burdens.

Heads of schools had the same view with teachers on the number of periods taught by a teacher in a week. There was consensus among heads of schools who agreed that teachers in their respective secondary schools were teaching large number of periods per week. The headmistress of one the secondary schools disclosed that:

The situation is even worse in my school. I had only one teacher teaching Chemistry and Biology from Form One to Form Four in both subjects. His teaching load is extra heavy. Taking Chemistry subject

for example, both Form One and Form Two have six streams each, with each stream having three periods per week. This makes a total number of thirty six (36) periods per week. The teaching load is even the toughest when the same teacher has to attend Form Three and Form Four which have two streams each, with each stream having four periods, which make a total number of sixteen (16) periods per week. In fact, 52 periods (36+16) per week makes the teacher exhausted and demoralized.

The same headmistress claimed almost the same situation to her Biology teacher who had a total number of forty eight periods per week for the four classes (form I to form IV). Bad enough, the headmistress insisted that she can never force any of these teachers to attend all periods in a week because she is aware of the heavy teaching load the teachers are bearing. She also informed about the timetable problem prevailing in her school due to the clash in the periods in the timetable.

What was depressing from the comments of the headmistress is that the Biology teacher referred to has not received his salary since his first appointment in 2004 due to poor deployment system. In spite the heavy teaching load the teacher is bearing, he also teaches in neighbouring private schools at least to ensure his survival.

When the CEO and the ZCIS were interviewed on the number of periods taught by one teacher per week, they maintained that they were aware of the situation that teachers were teaching more periods per week than those indicated by SEDP circular of 2004 which directs the number to be 30 periods. It was revealed that the problem is bigger; especially for science teachers due to the fact that only a very few females take science subjects. Thus, teaching science subjects has remained an occupation of

few male teachers in the educational system of Tanzania. Moreover, few teachers trained to teach science subjects tend to escape from the teaching profession and join other working places.

During the interview, all teachers complained that their teaching load was heavy and affected students' academic performance negatively. They pointed out that they were not attending all periods allocated in the time table and their teaching was inefficient.

For example, one of the teachers complained:

The teaching load in our school is heavy in all subjects, but the situation is even more discouraging in science because there is no even a single science teacher. Normally we use Form Six leavers as part-time teachers in spite of the truth that they have not undergone teacher training.

In the same case of interview, some teachers associated their weekly heavy teaching load with exploitation by the government. They noted that their teaching load was extra heavy while salaries were too low. Thus the government was over utilizing them with low pay. They made comparison to other careers and found that teaching was a lowly paid career. A teacher from one secondary school read a message in his cellular phone and disclosed:

Look at this message distributed by CWT to all teachers in our country. The salary gap is too large. Teachers are paid very low salary compared to other professionals... Look at the differences in salaries among civil servants in Tanzania for first appointment. Certificate: teachers - Tshs 240,000/=, healthy sector -Tshs 472,000/=, agriculture and livestock sectors - Tshs 959,400/= and lawyers - Tshs 630,000/=.

Diploma: teachers-Tshs 325,700/=, healthy sector- Tshs 682,000/=,

agriculture and livestock sectors - Tshs 1,133,600/= and lawyers - Tshs 871,500/=. First Degree: teachers - Tshs 469,200/=. healthy sector - Tshs 802,200/=. agriculture and livestock sectors Tshs - 1,354,400/= and layers - Tshs 1,166,000/=”... The too wide salary gap between teachers and other civil servants in the same country is nothing but a discouragement to teachers.

Heads of the selected community secondary schools were of the same view. They are dissatisfied with heavy teachers’ load in relation to teachers, salaries. One head of school commented the following:

The teaching load in our secondary school is too heavy due to shortage of teachers. Nine teachers have left the teaching career within a period of three months in this year 2012 just for the sake of better paying careers. This situation has added some teaching load to us. Teachers spend extra time in order to cover the topics. For example, some teachers decide to teach even on Saturday without any overtime payment, which in fact, discourages teachers by making the teaching career stressful to teachers. Consequently, our Form II and Form IV students performed very poorly in their final national examinations in 2012.

What is surprising is that the government trains many teachers every year, but the problem of teachers’ workload resulting from shortage of teachers is still prominent. The CEO reported that teachers terminate their career to other careers just a few months or years after reporting to their teaching stations. The ZCIS also observed that some teachers do not report to their teaching stations after training; they join different careers with a bit more pay. From the findings, it was revealed that a large percentage of teachers teach more than thirty (30) periods per week (83.3%), beyond

those stipulate by the 2004 circular of SEDP (thirty periods per week). According to the findings, the heavy teaching load results from acute shortage of teachers. In turn, the whole process has become a worse when it turns to students' academic performance whereby they perform poorly in their examinations.

(i) Number of Subjects Taught by One Teacher

Another question sought to find out how many subjects were taught by one teacher. The responses were obtained through questionnaires given to teachers and interviews for teachers, heads of secondary schools, CEO and ZCIS. The respondents maintained that teacher specialize in one or two teaching subjects only in their Teachers' Training Colleges and Universities. Therefore, the expectation was that teachers in their respective schools were teaching only one or two subjects. However, this study found that the case was quite different. Teachers were teaching more than two subjects. This implies unexpected increase in heavy teachers' workload. Table 4.2.1.1 summarizes teachers' responses on the number of subjects taught by one teacher in community secondary schools.

Table 4.2: Number of Subjects Taught by One Teacher in Community Secondary Schools

Number of Subjects	Frequency of Teachers	Percentages
1 subject	--	--
2 subjects	18	60
3 subjects	12	40
Total	30	100

Source: Field Data, (2012)

Table 4.2 indicates that 18 teachers (60%) were teaching two subjects and 12 teachers (40 %) were teaching three subjects these responses were obtained through questionnaires to teachers. When these teachers were interviewed, 18 of the teachers (60%) said that they were teaching Kiswahili and English, 7 teachers (23.4%) were teaching History, Geography and Civics, 4 teachers (13.3%) were teaching English, History and Civics, only 1 teacher (3.3%) was teaching Chemistry and Biology and Civics. One of the teachers disclosed;

I am the only teacher teaching Chemistry and Biology from Form I to Form IV and Civics for form 1 in my school. I have more than 80 periods per week, this teaching load greatly increased my workload.

While the respondents revealed that they were teaching two subjects, they also pointed out that in some other cases had to teach more than two subjects. It was noted that in Teachers' Training Colleges, teachers specialized in only two subjects as noted already. In contrast, some teachers were teaching more subjects, some of which were not of their specialization.

For example, one teacher from one secondary school was teaching Kiswahili and Civics while she specialized in Kiswahili and History. Another teacher in a different school was teaching Geography and Civics, while he had specialized in Geography and History. The question that one may need to ask is whether these teachers teaching subjects outside their areas were really teaching effectively. Obviously, the teaching was nothing but a 'just teaching'. And if this is the case, what then would one expect out of this on the part of students' academic performance? Indeed, this increases teaching load on one hand but also constitutes poor performance on the other hand.

The findings concur with Macdonald (1999) who states that teachers in working stations with an acute shortage of teachers are overstretched, as some of them are forced to teach subjects of which they have no experience at all. UNESCO (2006) however has suggested that teachers should be prepared to teach more than one subject, or possibly as many as three subjects, at various grades in order to minimize the effects of the shortage of teachers in developing countries.

(ii) Subjects Supposed to be taken by All Students

It was also necessary in this study to examine the number of subjects which were supposed to be taken by students. The data obtained through the questionnaire supplied to students indicated remarkable difference in the number of subjects taken by form II and those taken by form IV students. For example, at Mwakibete Secondary School, form II took a total number of eleven subjects while form four students had a total number of nine subjects, dropping Physics and Chemistry or Commerce and Book – Keeping, as presented in Table 4.2 The same case was observed at Nzondahaki, Iwambi, Itiji, Legico and Wigamba Secondary School, where form II students took nine subjects while some of the form IV students were taking only seven (Pure Arts) and others taking nine subjects including Chemistry and Physics.

The difference was also found between the subjects taught in one school and another. For instance, students at Mwakibete Secondary School had a total number of eleven subjects opting from Arts, Science or Commercial subjects. Contrary, at Nzondahaki, Iwambi, Mwakibete, Wigamba, Itiji and Legico Secondary School students were

taking a total number of nine subjects opting either from Science or Arts subjects only. The variation in subjects taken among these schools is clearly shown in Table 4.3.

Table 4.3: Subjects Learned by Students

Name of the School	Form	Subjects
Mwakibete Secondary School	II	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics, Commerce and Book-Keeping
	IV	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics and Physics, Commerce and Book-Keeping
Nzondahaki Secondary School	II	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
	IV	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
Iwambi Secondary School	II	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
	IV	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
Itiji Secondary School	II	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
	IV	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
Legico Secondary School	II	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
	IV	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
Wigamba Secondary School	II	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics
	IV	Kiswahili, Civics, Biology, Geography, History, English, Chemistry, Mathematics, Physics

Source: Field Data, (2012)

On the one hand, the findings of this study concur with URT (2004) circular which directs that all secondary schools should teach all compulsory core subjects in form I

to form IV. The compulsory subjects include Kiswahili, English, Mathematics, Civics, History, Biology, Geography, Physics and Chemistry, showing that optional subjects will be taught in a few designated schools. The study found that all compulsory subjects are taught in all schools. On the other hand, the differences existing in the number of subjects in one school and another may imply something different as far as students' academic performance is concerned. For example, it goes without saying that a student taking eleven subjects has a different study load from the other taking only nine subjects, thus producing different academic results. However, since it was not the purpose of this study to examine students' academic performance in relation to the number of subjects taken by individual students, the matter was left to other research studies.

(ii) Ways through which Students Learn Subjects which are not Taught in Classrooms

Since the study was on workload among teachers, it was also important to find out how students learned subjects which were not taught by teachers in the classroom. Students who responded to the students' questionnaire disclosed that they were learning those subjects through discussions and tuitions as represented in Table 4.4.

Table 4.4: Ways of Learning Subjects which are not taught in Classrooms

Method	Frequency of Respondents	Percentage
Discussion	47	78.3
Tuition	13	21.7
Total	60	100

Source: Field Data, (2012)

Table 4.4 indicates that 47 students equivalent to 78.3% were learning subjects which are not taught in classrooms through discussions among themselves, and 13 students (21.7%) learned the subjects through private tuitions. It was also revealed that students had to form groups for discussions. In the discussions, students were guided by questions from past papers. Since discussions only were not enough, students had to attend different tuition centres for which they had to undergo payment. For example, one of the heads of schools who responded to the interview question that sought to know how students were learning the subjects that were not taught in classroom pointed out that he had hired form six leavers who volunteered to help students in their discussions, for which students were supposed to pay the amount of 5,000/= per term in order to pay the volunteers. Since the problem of heavy teaching load and acute shortage of teachers in community secondary schools was clear to the majority, CEO and the ZCIS had also allowed heads of schools to hire form six leavers and licensed teachers as temporary solution to the problem.

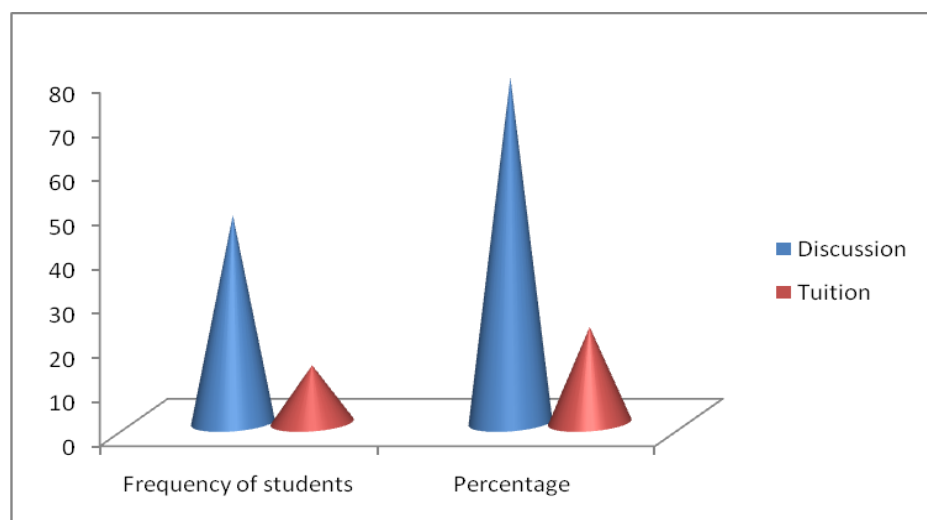


Figure 4.2: Ways through which Students Learn Subjects which are not Taught in Classrooms

Source: Field Data, (2012)

This concurs with HakiElimu and TTU (2004) observation that shortage of qualified teachers results in the use of large numbers of unqualified teachers in schools. However, one would be attempted to argue that this temporary solution has a more likelihood to lead students and the nation as a whole into permanent academic calamity. Figure 4.2 shows presents a visual impression of ways students learned that the subjects which were not taught in classrooms. One thing that can be noted here is that heavy teaching load among teachers did not affect only students' academic performance but also had economic implication on both parents and students. Likewise, it affected students' timetable because students had to spare time for more discussion and attending tuitions for the subjects that were not taught in classroom due to heavy teaching load among teachers in community secondary schools.

In order to address the problem, the government of Tanzania made a decision to employ 3,500 form six leavers with very weak academic qualifications for the 2006/07 financial year, giving them less than a month's training before posting them to teach in secondary schools. The experiment is reported to have failed miserably.

This has prompted the government to embark on a more robust programme of training teachers through expanding enrolment in Diploma Teachers Colleges, establishing two constituent colleges of education and the establishment of Dodoma University.

(iii) Number of Students Taught by One Teacher per Stream in Community Secondary Schools

Another question of the researcher was to find out the number of students taught by one teacher per stream. The responses were obtained through questionnaire to

teachers and interviews to heads of schools and CEO. Table 4:5 show the responses from teachers through questionnaire.

Table 4. 5: Number of Students Taught by One Teacher in Community Secondary Schools

Size of a Stream	Frequency of Teachers	Percentage
45 Students	--	--
Less than 45 students	--	--
More than 45 students	30	100
TOTAL	30	100

Source: Field Data, (2012)

Table 4:5 shows that there is no stream with 45 or less than 45 students. All 30 teachers (100%) teach more than 45 students in each stream. This implies that teachers bear great workload during the instructional time.

When heads of schools, teachers and CEO were interviewed, they maintained that currently there is over enrollment in community secondary schools leading to overcrowded streams. For example, it was found that there were 1108 students at Nzondahaki Secondary School, and each teacher was supposed to teach his/her subjects in all streams in all classes from form I to IV. The same case was reported in the rest of the schools. Wigamba Secondary School had 1,050 students while Itiji Secondary School had enrolled 878 students and Legico Secondary enrolled 678 students. At the same time, Iwambi Secondary School had 787 students while Mwakibete Secondary School had enrolled 970 students. In each of the schools, each teacher taught his or her subjects to all students. As a result, it was difficult for

teachers to teach and assess students' academic performance effectively. For example, one of the teachers disclosed during the interview that he just teaches only one stream and then asks students in the rest of the streams for the respective class to copy the notes from fellow students from the stream in which the teacher taught. As Omari, *et al*, (2010) point out; there is a great increase of enrollment in secondary schools in Tanzania leading to problems, such as teacher-to-pupil ratios which in turn have lowered quality of secondary education.

So far this section has dealt with number of periods taught by one teacher per week, number of subjects taught by one teacher, subjects supposed to be taken by all students, ways through which students learn subjects which are not taught in the classroom and number of students taught by one teacher per stream in community secondary schools. Each of these aspects has been discussed in details in relation to how they affect students' academic performance. By so doing, the first objective of this study that sought to identify teaching load of a teacher per week and its effects on students' academic performance was realized.

4.2.2 Internal Tests, Exercises Marking Load, and their Effects on Students' Academic Performance

The second objective of this study was to find out whether internal tests, exercises and marking load affected the students' academic performance in community secondary schools. This study found that these aspects constitute teachers' workload and have remarkable effects on students' academic performance as presented in the subsequent sub-sections.

(iv) Provision of Internal Tests in Community Secondary Schools

Teachers and students who responded to the questionnaires that intended to gather data on the contribution of internal tests on teachers' workload and students' academic performance helped to establish facts on the second objective of this study.

Table 4.6: Contribution of Internal Tests on Teachers' Workload and Students' Academic Performance

Nature of a Test	Respondents			
	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Weekly tests	--	--	--	--
Monthly tests	--	--	--	--
Terminal tests	30	100	60	100
Annual tests	30	100	60	100

Source: Field Data, (2012)

As seen in Table 4.6 students were not given weekly and monthly tests. Instead, they were given only terminal tests and annual tests. When teachers were interviewed on the matter, they commented that provision of internal tests is a difficult exercise because it involves several stages such as planning a test, constructing the test items, administering the test, scoring the test, analyzing the test scores and report the test, all of which contribute to teachers' workload. One teacher who had a total number of 878 students put it clear when he indicated that he cannot provide and afford to make weekly or even monthly test to such large number of students.

In fact, any rational observation of the situation in which one teacher attends over 100 students cannot afford to assign tests on weekly basis, because class control and

management during teaching and learning process become difficult. Likewise, test scoring in overcrowded classes is really difficult. Even when necessity is sought as obligation, the fact remains that the exercise has more likelihood of becoming ineffective.

In the same way, heads of schools who were interviewed on the same exercise of giving weekly and monthly tests to students revealed awareness of the complexity of such an exercise. For example, one of the heads of schools remarked:

As a head of school, I am aware that internal tests help to discover teaching and learning difficulties, but, since I know the teaching load of teachers, large number of students, poor working conditions and environment place me in a position of not forcing my teachers to set weekly and monthly tests because these tests add teachers' workload through preparing, administering, and marking.

There is also consensus between CEO and ZCIS regarding internal tests in community secondary schools. Like teachers and heads of schools, CEO and ZCIS understand that it is practically not possible for a teacher in community secondary school to organize weekly and monthly tests due to overcrowded classes in these schools. For example, the CEO commented:

I am aware that the classes in community secondary schools are overcrowded, no enough classrooms, teachers, houses, hostels but the government educational policy insist that all standard seven leavers who pass well their final examination join secondary schools regardless of resources available in a particular school. The large number of students in classes largely contributes to teachers' workload making class control and management a problem. Due big

teachers' load, internal weekly and monthly tests are completely impossible. As a result, students do their final examinations without enough practices of test techniques ending into failures in the final examinations.

Similarly, the ZCIS maintained that:

The preparation, administration and scoring of internal tests in a community secondary schools increases teachers' workload, which also affects students' academic performance. According to educational policy of Tanzania, the reasonable number of students required to be enrolled in a school is that for each class there are must be four streams A, B, C and D with each stream containing only forty students making a total number of one hundred and sixty (160) students per class. Thus, a total number of students required in a school from form one to form four is 640 students for the whole school. However, this is not the case community secondary schools where classes are overcrowded. According to inspectorate report of 2011, students were enrolled twice the normal required number of students. For example, Nzondahaki enrolled 1108 students instead of 640 students. In this situation, it has become a serious problem when the matter comes to administering internal tests such as weekly and monthly tests. Marking load becomes difficult resulting into teachers failing to organize internal tests to their students. The consequence is noted during the final examination results when most students perform very poorly in these examinations.

What is observed is that teachers in community secondary schools do not provide weekly or monthly tests due to large classes, which make the whole process of testing difficult. As Babyegeya (1998) observed, tests are important in monitoring the learning process, detecting learning problems and providing feedback to teachers,

students and the educational system as a whole. In the contrast, tests are viewed as (in fact they are) increasing teachers' workload (Mbunda, 2006), and affect student's academic performance as teachers used most of the time in constructing and administering those tests instead of teaching due to large number of students in class rooms, finally leading to students' poor academic performance.

(v) Provision of Exercises in Community Secondary Schools

It was also important for the researcher to examine the number of exercises provided by teachers per term. The responses were obtained through questionnaire given to teachers and students.

Table 4.7: Number of Exercises Provided per Term in Community Secondary Schools

Number of Exercises	Respondents			
	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Less than 5 exercises	30	100	60	100
5 exercises	--	--	--	--
More than 5 exercises	--	--	--	--
Total	30		60	

Source: Field Data, (2012)

Table 4.7 indicates that 30 students (100%) received less than 5 exercises per term instead of 10 exercises as directed by MoVET. The researcher was also interested to find out the number of exercises administered to students per week. The data obtained through the interview with students indicated that it is not specific when a teacher provides an exercise to his or her class. Students claimed that teachers cover

big content in a single lesson period to compensate the previous missed lessons when the teacher had to attend other classes. What happens is that teachers lack time to provide class exercise because most of the time is used to write notes on the blackboard for students. And, in some instances, a teacher appoints one student to write the notes on the blackboard on behalf of the teacher while the teacher attending other classes. In more other cases, the teacher may give the notes to one student to copy the notes and then give the notes to another student for the same activity. Students are therefore encouraged to cooperate in sharing the notes. However, while this exercise may provide time for students to write notes at their own time of convenience, it sets students at more risk of copying mistakes that are transferred from one student to another resulting into failure in a test or final examination.

Teachers themselves were of the opinion that provision of exercises increased teachers' workload. As it is for weekly and monthly tests, class exercises are too burdensome. The task becomes even harder for big classes like those in community secondary schools where no class with less than 70 students, as noted already.

(vi) Classification of Marking Load

Furthermore, the researcher examined how teachers classify their marking load in community secondary schools. The responses were gathered through questionnaires given to teachers. Table 4.8 presents the matter.

It is noted in Table 4.8 that 30 teachers (100%) bear heavy marking load. The heavy marking load forces teachers to suspend weekly and monthly tests just remaining with terminal and annual tests because these testes are organized around the end of a

term or year when students will be on holidays. During this time, teachers have at least a short time to concentrate only on marking after ceasing teaching and other class activities. Yet, this implicitly suggests heavy working load on the part of the teacher on holidays.

Table 4.8: Classification of Marking Load in Community Secondary Schools

Category of Marking Load	Frequency of Teachers Responses	Percentage
Light	--	--
Heavy	30	100
Total	30	100

Source: Field Data, (2012)

The foregone presentation and discussion in this section (*see section 4:3*) has looked at provision of internal tests in community secondary schools, provision of exercises to students in community secondary schools and classification of marking load in relation to teachers' workload and students' academic performance. The findings have revealed that internal tests, class exercises and marking add teachers' load consequently affecting negatively students' academic performance. In this regard, the second objective of this study that intended to examine the role of internal tests, class exercises and marking on teachers' workload and students' academic performance is therefore verified.

4.2.3 Administrative Roles and their Effects on Teachers' Workload and Students' Academic Performance

Basing on the third objective of this study, the researcher embarked on finding out how administrative responsibilities entrusted to teachers affect both teachers'

workload and students' academic performance in community secondary schools. The data gathered through the questionnaire given to teachers and the interview held with teachers, heads of schools, CEO and ZCIS provide useful insights. The first task was to discover whether teachers perform administrative roles. The findings ascertained that teachers are involved in administration responsibilities beyond their primary occupation, teaching. Table 4.9(a) clearly presents teachers responses in support that teachers are also school administrators.

Table 4.9(a): Teachers' Responses on Administrative Roles

Responses	Frequency of Teachers	Percentage
Yes	30	100
No	--	--
Total	30	100

Source: Field Data, (2012)

Table 4:9(b) Administrative and Non-administrative Roles of Teachers

Administrative Roles	Non-Administrative Roles
Head of school (headmaster/mistress)	Sports and games coordinator/coach
Second master/mistress	Store keeper
Head of department	School bursar or cashier
Discipline masters/mistresses	Patron and matron
Dean of students	Laboratory technicians
Academic masters	Librarian
Member of school board, etc.	Councilors
	School driver
	Subject club master
	Class master/mistress
	Teacher on duty
	Social affairs coordinator
	Students project supervisor, etc.

Source: Field Data, (2012)

All 30 teachers agreed that they were assigned to different administrative roles as presented in Table 4.9(a) just from the responses, this raises a feeling that a teacher is multipurpose personnel. The second task was to identify different administrative and non-administrative roles that teachers perform beyond teaching. A number of the activities (responsibilities) were identified, but few of them are summarized in Table 4.9(b)

Lastly, the third task was to examine the interface between the administrative and non-administrative roles of teachers in relation to teachers' workload and students' academic performance. During the interview, teachers expressed their concern about the amount of work they do. They felt that they were overloaded with the teaching load and other administrative and non administrative roles that they play in their respective schools beyond teaching. As the Table 4.2.3(b) shows, teachers are entrusted with different responsibilities, which affect their timetable, effectiveness and concentration in dealing with their professional accomplishments. One teacher complained:

I am the only teacher in this school teaching English from form one to form four. Students in my classes are overcrowded... I perform cashier's duties without any training or experience. Sometimes I use four days preparing cash report when the auditors visit our school. Throughout the visit of auditors I do not attend classes. I remember one day the auditor discouraged and disappointed me very much when he commented that I had to stop immediately spending working hours to prepare monetary report, while I had spent extra hours preparing it without any overtime payment.

Heads of schools of the sampled community secondary schools insisted that administrative and non-administrative roles affect teacher's workload in their

schools. Drawing an example from himself, one head of school reported that together with the administrative roles, he also has to teach one subject, civics. Then he disclosed that he just attended his classes only twice in the beginning of a term. Thereafter, he was too occupied with administrative responsibilities that he had to handle in the subject to another teacher requesting him to assist the students. He was sincere to the research to explain that appreciates and acknowledges the effort of those teachers who, apart from teaching, also perform administrative and other non administrative roles. He cited practical examples from two teachers in his school and said:

I have only one Chemistry and Biology teacher, who teaches both subjects from form one to form four. The teacher is also a head of the Departments of Chemistry and Biology. The teacher also is a cashier and laboratory technician. The teacher is occupied with a lot of work in his office, but he can accomplish them to his best. Another teacher teaches Mathematics. He is also a store keeper and academic master. To my surprise, this teacher does better than I would think. When these teachers are too occupied with more responsibilities, they surrender teaching but find out extra hours after normal working hours and on weekend to compensate the missed classes. In spite their effort, these teachers cannot produce best academic results because of their involvement in more responsibilities which affect the whole process of teaching.

This study found that the fact that teachers perform different responsibilities, including those which are beyond normal teaching responsibilities was not new to CEO and ZCIS. Both the CEO and ZCIS had enough experience on what goes on in community secondary schools regarding involvement of teachers in different

administrative and non-administrative responsibilities. Also it was not a new idea that the too many responsibilities of teachers affected students' academic performance. For example, the ZCIS even cited examples of some community secondary schools that performed very poorly due to shortage of teachers resulting from teachers' heavy load. These schools included Isyesye Secondary School, Insenga Secondary School, Maziwa Secondary School and Stella Farm Secondary School, all in Mbeya city.

The CEO went beyond and commented that the problem of shortage of qualified staff leading into the distribution of responsibilities amongst the staffs including those who are not specialists or experts in certain fields was not the problem affecting the teaching staff only. In his understanding, it was the problem of many sectors in Tanzania. He cited an example from his own office which lacks statistics and logistics officers, special education officers, attendant officers and adult education officers. Most of these duties are performed by the CEO himself resulting into inefficiency in producing desired expected outcomes.

(vii) Classification of Teachers' Workload

Since this study was on teachers' workload and its effects on students' academic performance, it was found useful to classify teachers' workload so as to provide a clear picture that would enable one to draw conclusions on the teachers' workload in community secondary schools. The information collected through the questionnaire given to teachers, interview with teachers, head of schools, CEO and ZCIS indicated that teachers perform heavy duty. For example, the findings based on teachers' responses to the questionnaire present this concern in Table 4.10.

Table 4.10: Classification of Teachers' Workload in Community Secondary Schools

Category of Teachers' Workload	Frequency of Teachers Responses	Percentage
Light	02	6.7
Heavy	28	93.3
Total	30	100

Source: Field Data, (2012)

The data in Table 4.10 reveal that only two (02) teachers (6.7%) teachers' workload is light. In contrast, twenty eight teachers (93.3%) were of the view that teachers experience heavy workload. Graphically, the classification of teachers' workload provides an impression illustrated in Figure 4.3 below.

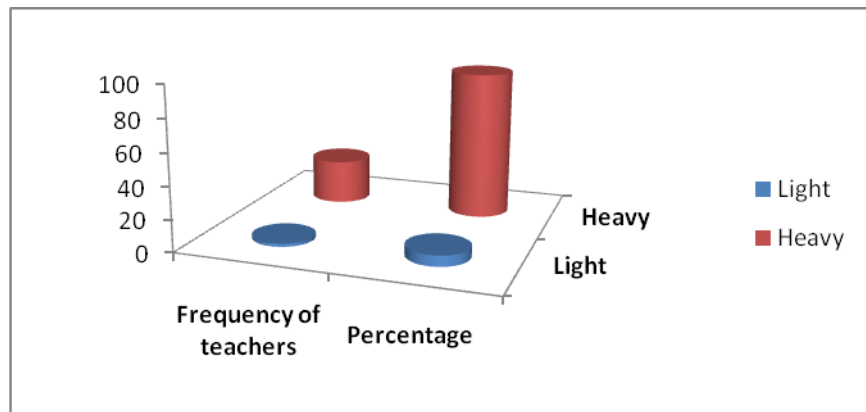


Figure 4.3: Classification of Teachers' Workload in Community Secondary Schools

Source: Field Data, (2012)

Both Table 4.10 and Figure 4.3 indicate that the majority (93.3%) of the respondents hold the view that teachers are overloaded. As already pointed out in this study, all heads of schools, the CEO and ZCIS maintain the same view and the consensus

among these respondents is that the heavy teachers' workload has negative implication on academic achievement of students in community secondary schools.

(viii) Ways to Alleviate the Problem of Teachers' Workload

It was also of paramount importance to gather different opinions of respondents on how to alleviate the problem of heavy teachers' workload that affects students' academic performance in community secondary schools. The information was collected through the interview with teachers, heads of schools, CEO and ZCIS. Each group of the respondents had different opinions as presented and discussed in the subsequent paragraphs.

To start with teachers' opinions, it was first suggested that the government should improve teachers' working conditions. Offices and furniture at work place should be improved. It was found that most community secondary schools lack enough offices and furniture, and the few available ones are not in good conditions. Most toilets in community secondary schools are in poor conditions to burn out teachers' morale for teaching. Therefore, the government should improve teaching environment so that work places become friendly to both teachers and students. First, improving teachers' working conditions will retain the available teachers from escaping the career to other careers. Second, it will attract many people to join teaching profession, which in turn will reduce teachers' workload.

Normally working conditions cannot be isolated from living conditions. Teachers living conditions should be improved together with working conditions. Teachers reported that they were living poorly in terms of housing, furniture, water supply,

electricity, transport, health services, just to mention but a few. It was cited for example, that lack of accommodation has made some teachers undistinguishable from vagabonds. Teachers poorly accommodated around garages, welding stations, video show centers, music studios, and so on, feel extremely deteriorated. Therefore, the government and the general community should improve living conditions of teachers in order to retain teachers at their work places and motivate other people join the career to alleviate teachers' workload problem.

Salaries lay at the heart of improving living conditions of teachers. Teachers complained that they are paid lowly that they could not afford living expenses. The problem is not new to the government; it is rather a persisting problem. Teachers commented that, if education is to be improved in Tanzania, teachers' salaries should practically be improved. With improved salaries, teachers can build their own houses, buy their own means of transport, clothing, food, water and pay for their health services. This will increase teachers' morale and hence help to retain teachers and attract others to join teaching profession.

Moreover, there is a need to discourage large size classes in community secondary schools. The respondents pointed out that overcrowded classes increase teachers' workload which becomes like a punishment to teachers. Thus, there should be a reasonable number of students in a class and one teacher should not teach all students in all streams in different classes. This will reduce teachers' workload.

Similarly, discouraging large size classes should be implemented together with reducing teachers' workload to affordable responsibilities. Teachers should not be

assigned to administrative and non-administrative responsibilities beyond their career. The government should employ specific persons like electric technicians, store keepers or sports and games coaches in community secondary schools so that teachers remain with their primary job, teaching. When a teacher is appointed and assigned to administrative roles like head of school, then replacement should be made quickly so that the teacher concentrates only on administrative roles. This will increase efficiency in performance of the nominated head of school and hence produce good results. In turn, this will be a strategy to reduce teachers' workload.

It was also found that teachers are not promoted on time. They work for a number of years without promotion, which in turn discourages them. Therefore, teachers' promotion should be timely to enable teacher feel that their working rights are valued. When teachers feel valued, they will not think of quitting from their career; in steady its reward will be attraction to other people from different fields of specialization to join teaching profession, thus minimizing teachers' workload.

Heads of schools had their own opinions regarding alleviating the problem of teachers' workload. Heads of schools saw that deployment system should be modified by setting clear criteria in posting teachers in community secondary schools. For example, one head of school pointed out that there is an uneven distribution of number of teachers from one school to another. Teachers were not posted in different schools equally in spite the fact that those schools had almost equal number of students. Thus, while teaching load was generally big to all teachers in community schools, it was extremely bigger to some specific teachers in particular

schools. Therefore, heads of schools demanded equal distribution of teachers in all schools, or at least having a balanced ratio in terms of number of students and number of teachers in a school.

During interview, when the question about ways of alleviating the problem of teachers' workload on community secondary schools posed to CEO and ZCIS, they maintained that it is known to every education stakeholder that teachers' workload is heavy. Thus they commented that government has to train and employ many people who have undergone teacher education in order to alleviate the problem of teachers' heavy workload. Also they added that the government has to improve teaching and learning environment, conditions and increase teachers' salaries in order to attract many qualified teachers to join teaching career leading to reasonable teachers' workload. Lastly they suggested that the education planners must introduce the education policy that favour equal distribution of teachers among government and community secondary schools.

As seen, administrative roles that are assigned to teachers are nothing but contributors to teachers' workload and students' academic performance in community secondary schools. Likewise, the classification of teachers' workload summarizes that teachers are extra overloaded. Therefore, by revealing some administrative roles that teachers perform and classifying teacher's general workload in relation to students' academic performance, then the third objective of this study that aimed at examining how administrative roles affect both teachers' workload and academic performance in community secondary schools has been achieved.

4.2.4 Students' Academic Performance in the context of teachers' heavy workload

The last objective of this study aimed at assessing students' academic performance in the context of the heavy teachers' workload. Specifically, this objective sought to analyze and assess students' examination results in the period of four years from 2008 to 2011 so as to obtain a real picture of students' academic performance in the context where teachers' workload is heavy. For this purpose, Form II students' continuous assessments in the 1st term in 2011, Form II national examinations results for the four years (2008-2011) and Form IV national examination results for the four years were examined. Form II students' continuous assessments records for the 1st term in 2011 were available in respective community secondary schools. Likewise, form II and form IV national examination results for the four years (2008 – 2011) were obtained from NECTA documents available also in these community secondary schools. Moreover, different comments regarding students' academic performance in both continuous assessments and national examination results were gathered through the questionnaire given to teachers and students, the interview held with teachers, heads of schools, CEO and ZCIS, and the focused group discussion held with parents.

(i) Students' Performance in Form II Continuous Assessments

As Mbunda (2006) observes, continuous assessment is an on-going evaluation in the course of the school year or session. It involves keeping records of the progress for each student, through the use of regular tests and classes' exercises. Continuous assessment also involves planning, constructing, administering the test scoring and

analysis. If properly done, continuous assessments provide a true picture of students' total performance in a class and an accurate picture of each student's range of abilities, skills, attitudes and behaviour.

Documentary review of form II students' continuous assessments in the first term in 2011 for the six sampled community secondary schools revealed the following results as presented in Table 4.11.

Table 4.11: Form II Students' Academic Performance in Continuous Assessments in the First Term in 2011

Subject	Grade										Total Students	Total %
	A	%	B	%	C	%	D	%	F	%		
History	07	0.5	37	2.9	238	18	452	34.3	584	44.3	1318	100
Mathematics	00	00	30	2.3	62	4.7	328	24.8	899	68.2	1319	100
English	00	00	14	1.1	110	8.5	442	34	734	56.4	1300	100
Kiswahili	05	0.4	62	4.7	232	23.2	176	37.8	286	64.4	48.7	100
Geography	03	0.2	12	0.9	127	9.7	413	31.4	762	57.8	1317	100
Civics	04	0.3	52	4.2	234	18.8	375	30.2	578	46.5	1243	100
Biology	00	00	26	02	86	6.5	404	30.7	801	60.8	1317	100
Chemistry	00	00	00	00	116	13.2	240	27.3	522	59.5	878	100
Physics	00	00	20	1.8	129	11.5	390	34.7	584	52.0	1123	100
B/Keeping	00	00	00	00	11	15.4	23	31.9	38	52.7	72	100
Commerce	00	00	01	1.4	08	11.1	19	26.4	44	61.1	72	100

Source: Field Data, (2012)

Table 4.11 indicates that generally the students in the six sampled secondary schools performed poorly in all subjects. With exception of the very few **A_s** and **B_s** in

History, Kiswahili, Geography and Civics, all the results were generally poor, and even the worse particularly in Mathematics, Physics, Chemistry, Commerce, Book/keeping, English and Biology in which large percentage of students scored D and F. Taking History, for example, the findings indicate that only 7 students (0.5%) out of 1318 students scored A, while 452 (34.3%) score D and 584 (44.3%) of all the students score F. Note that D and F means fail. Thus, only 282 students out of 1318 passed the examinations while all the remaining 1036 students failed their examinations. The worse is noted for example in Mathematics in which no single student scored an A grade while 328 students (24.8%) scored D and 899 students (68.2%) scored F. Thus, only 92 students (7%) passed the examination while a big number of students (1227) (93%) failed. Generally, the students performed poorly in all subjects in continuous assessments, this situation is contributed by teachers' heavy workload. The findings are even clearer as presented in Figure 4.4.

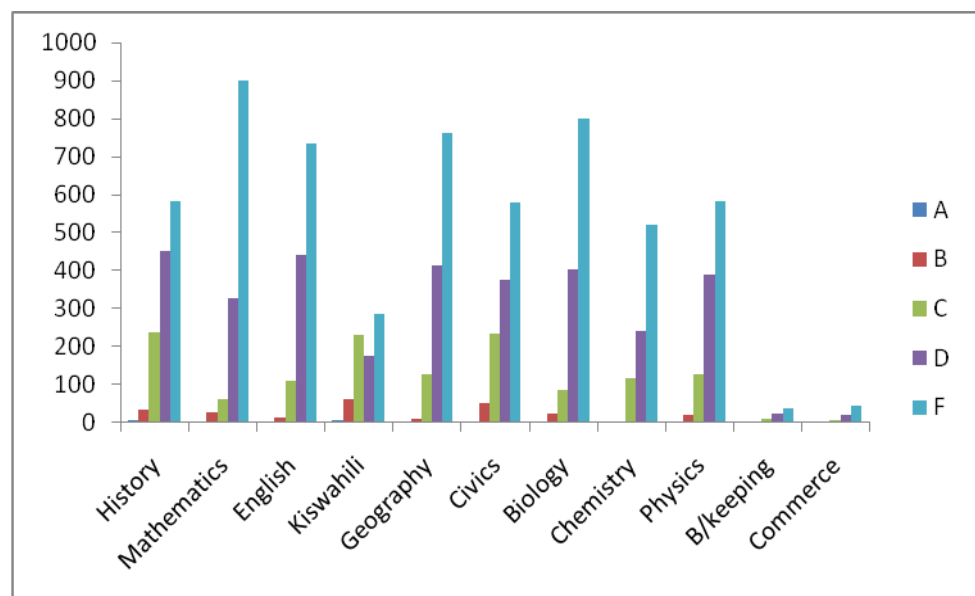


Figure 4.4: Form II Students' Continuous Assessments for the First Term (2011)

Source: Field Data, (2012)

Regarding the Form II students' performance in continuous assessments for the sampled community secondary schools as presented in Table 4.11 and Figure 4.4, different opinions were gathered from respondents. Table 4.12 below presents teachers' general opinions on Form II students' performance in continuous assessments for the 1st term in 2011 in community secondary schools:

Table 4.12: Teachers' Opinions on Form II Students' Performance in Continuous Assessments for the First Term (2011)

Teachers' Opinion	Frequency of Teachers	Percentage
Very good	00	00
Good	00	00
Poor	04	13.3
Very poor	26	86.7
Total	30	100

Source: Field Data, (2012)

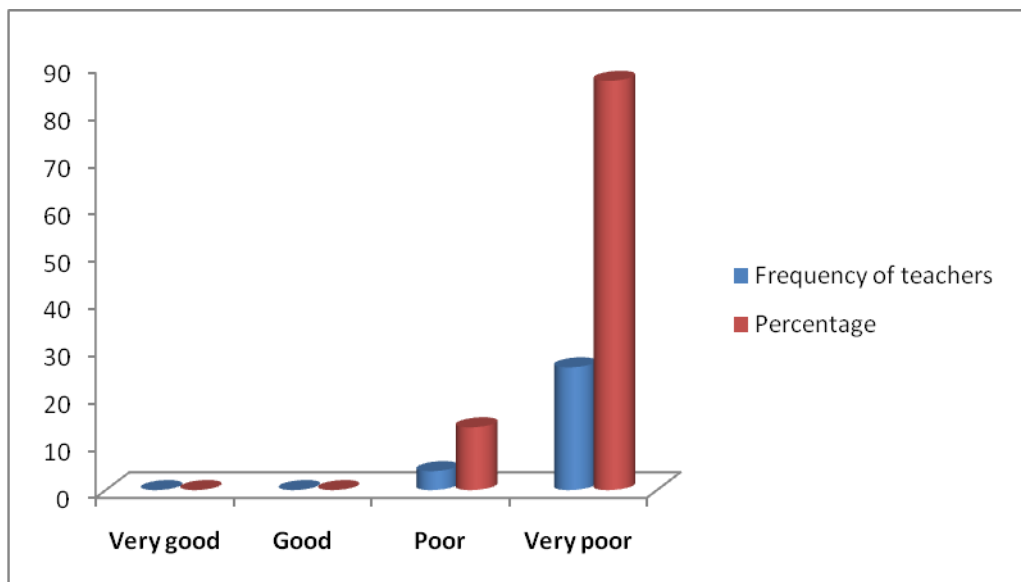


Figure 4.5: Teachers' Opinions on Form II Students' Performance in Continuous Assessments for the First Term (2011)

Source: Field Data, (2012)

As Table 4.12 reveals, twenty six teachers (86%) held the view that the students' performance in continuous assessments was very poor while only four teachers (13%) viewed the performance as poor and no single teacher thought it to be very good or even good as shown in Figure 4.4. Almost in the same way, students held similar opinion that their performance in continuous assessments was very poor as a result of heavy teachers' workload. Table 4.12 illustrates this phenomenon.

Table 4.13: Students' Opinions on Form II Students' Performance in Continuous Assessments for the First Term (2011)

Students' Opinions	Frequency of Students	Percentage
Very good	00	00
Good	08	13.3
Poor	18	30.0
Very poor	34	56.7
Total	60	100

Source: Field Data, (2012)

As we can see in Table 4.13 it is only 8 students (13.3%) who held positive feeling towards students' performance in continuous assessment. While these eight students maintained that the performance was good, 18 students (30.%) had the view that the performance was poor and the big number 34 students (56.7%) considered the performance as being very poor. Simply, a total of 52 students (86.7%) out of 60 students looked at the performance as failure. This suffices to say that most students perform poorly in the context of heavy teachers' workload in community secondary schools. This is also illustrated in Figure 4.6 for clear impression.

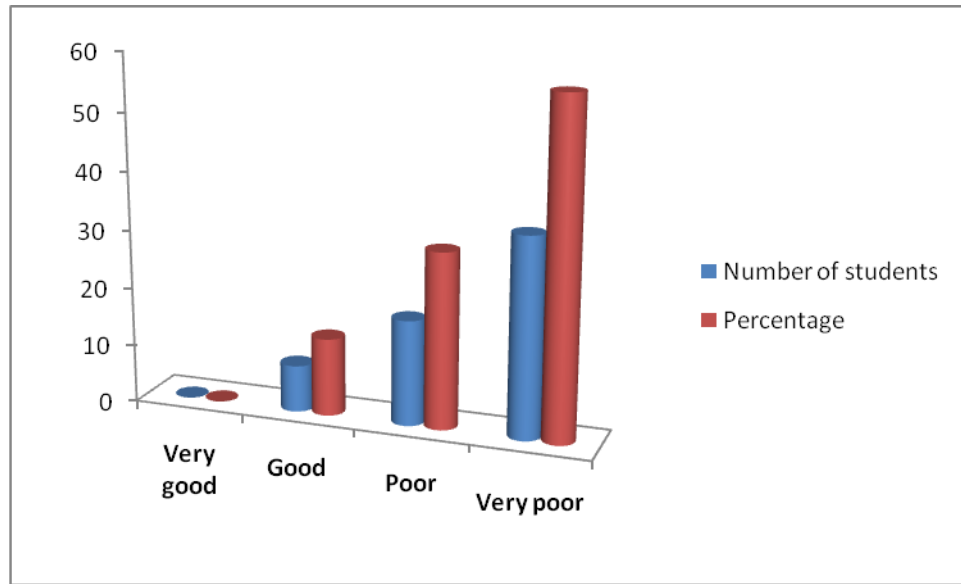


Figure 4.6: Students' Opinions on Form II Students' Performance in Continuous Assessments for the First Term (2011)

Source: Field Data, (2012)

On the same question, about Form 11 students' performance in Continuous assessments for first term 2011 the information collected through interview with heads of schools, teachers, ZCIS and CEO as well as through focused group discussion with parents disclosed various information about students performance in continuous assessments for first term 2011. Information collected through interview with teachers maintained that students performed poorly in continuous assessments. Also the information collected through focused group discussion with parents maintained that their children were not performing better in their continuous assessments. Furthermore the parents claimed that they were not getting their children academic reports.

Similarly, heads of schools of the sampled community secondary schools were in consensus among themselves on students' performance in continuous assessments.

For example, the information collected through the interview held with heads of schools revealed that students' performance was poor. This can be revealed in the comments set forth by one of the heads of schools.

Teachers in their secondary schools do not provide enough exercises, weekly and monthly tests to their students due to heavy teachers' workload. They only provide terminal and annual tests which do not exactly provide a real picture of students' progressive academic report. As a result, students perform poorly due to lack of enough exercises, tests and hence reveal failures in their continuous assessment.

The same view was maintained by the CEO. When the CEO was interviewed on students' performance in continuous assessment pointed out that report forms about students' academic progress show that most students in community secondary schools failed by scoring Ds and Fs, with exception of rare cases where students scored C.

Furthermore, the interview held with ZCIS uncovered that teachers were not making enough continuous assessments to their students. He disclosed that there is enough information that teachers rarely provide exercises due to large number of periods taught in classes as a result of over enrolment. He clarified that the maximum number of exercises per term was supposed to be ten (10) exercises, but teachers provided either two or three exercises without weekly or monthly tests. As a result students performed poorly in their continuous assessments as we as in their final (form four) nation examinations.

Generally, the underlying thesis regarding the foregone discussion in this section would be that there is poor performance in students' continuous assessments in community secondary schools resulting from heavy teachers' workload. The data provided by most respondents have revealed that students' assessment in the context of heavy teachers' workload does not promise better students' academic excellence. Instead, it affect students' academic performance not only in continuous assessments but also in final examinations for both form II and form IV, as presented and discussed in the subsequent section.

(ii) Students' Performance in National Examinations (2008 – 2011)

It was revealed in section 4.2.4.1 above that students' performance in continuous assessments was poor in the context of heavy teachers' workload. In this study, it was also necessary to examine the trend of students' performance in their final examinations from 2008 to 2011.

Table 4.14: Students' Performance in Form II National Examinations in 2008 – 2011

YEA R	GRADE										Students	TOTAL
	A	%	B	%	C	%	D	%	F	%		
2008	00	00	23	2.6	171	19.4	392	44.3	298	33.7	884	100
2009	00	00	38	3.6	313	29.6	429	40.5	278	26.3	1,058	100
2010	00	00	38	2.8	353	26.3	446	33.2	509	37.8	1,346	100
2011	00	00	17	1.5	187	16.2	273	23.6	680	58.7	1,157	100
Total	00	00	116	10.6	1024	92.1	1540	138.8	1765	158.8	4,445	400

Source: Field Data, (2012)

(a) Students' Performance in Form II National Examinations in 2008-2011

The information collected through documentary review and the questionnaires given to students and teachers, and the interviews held with the CEO and ZCIS provide a clear picture regarding students' performance in form II national examinations in 2008-2011 for all the six selected community secondary schools, as summarized in Table 4.14.

Looking at the data in Table 4.14 above, it is very surprising that there was no single student who scored grade A in all six community secondary schools in the period of four years. Surprisingly again, there were only 116 students (10.6%) who scored B out of 4,445, while the majority of the students scored D and F. Taking the Ds (1540) plus the Fs (1765), it makes the big number (3305) of students who failed their national examinations. When one considers the students who passed, that is, the students who scored B (116) and C (1024) making a total of 1140 students, then it is clear that just about a quarter of all the students passed their examinations. There is a more likelihood that an educational system whose quarter of all the students only in the system pass their examinations, cannot achieve academic excellence.

This is the real situation in the sampled secondary schools where only 1104 students out of 4,445 students passed their examinations. This serious failure in form II national examinations has also a more likelihood of failure in form IV final examinations for the respective students. However, it is important to keep in mind that this failure is a reflection of students' performance in the context of heavy teachers' workload.

While the data indicate students' poor performance in all the four years: 2008, 2009, 2010 and 2011, the situation was even the worst in the academic years 2010 and 2011, in which there were a larger number of students who scored F compared to the past two years 2008 and 2009. For example, in 2010 a total of 509 out of 1,346 students scored F and in 2011 the students who scored F increased to 680 out of 1,157 students, compared to 298 students who scores F out of 884 students in 2008 and 278 students who scored F out of 1058 students in 2009. Note that in all the years there was no student who scored A, as observed already. Figure 4:6 illustrates this academic trend impressively.

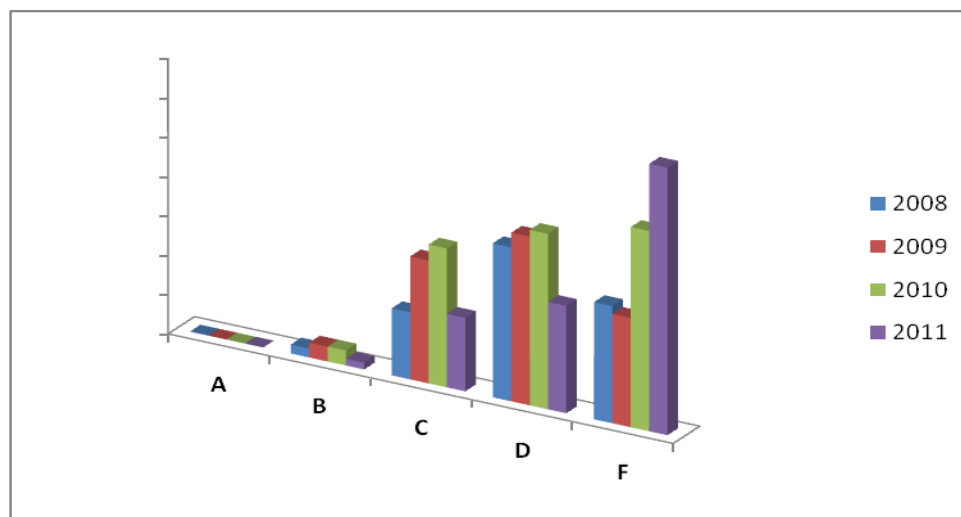


Figure 4.7: Students' Performance in Form II National Examinations in 2008-2011

Source: Field Data, (2012)

It was also important to find out opinions of different respondents on the students' performance in form II national examinations in the sampled community secondary school in the period between 2008- 2011. Students and teachers opinions were gathered through the in information questionnaires supplied to students and teachers as presented in Table 4.15.

Table 4.15: Students and Teachers' Opinions on Students' Performance in Form II National Examinations in 2008-2011

Opinion	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Excellent	00	00.0	00	00.0
Good	02	03.3	02	6.7
Poor	10	16.7	20	66.7
Very poor	48	80.0	08	26.6
Total	60	100	30	100

Source: Field Data, 2012)

The findings in Table 4.15 indicate no any of the students and teachers thought students' performance in form II national examinations in their community secondary schools were excellent. Instead, only 2 students (3.3%) and 2 teachers (6.7%) looked at the performance good, and 10 students (16.7%) and 20 teachers (66.7%) maintained that the performance was poor. At the same time, the big number of 48 students (80%) and 8 teachers (26.6%) had the view that the performance was very poor. Close observation of the opinions of respondents shows that most students and teachers entail that since 2008 to 2011 students have been failing in form II national examinations.

More exploration of the opinions of respondents towards students' performance in form II national examinations revealed that heads of schools were discontented with performance of students in their respective schools. The researcher managed to record one of the heads of school among the sampled schools, who commented. There are no enough teachers in these community secondary schools, thus we use form six leavers who are not teachers by profession. There are no enough books,

apparatus, chemicals, laboratories, laboratory technicians, and other facilities that would enhance effective teaching and learning. As a result, for many years our community secondary schools have been producing failures

Other heads of schools are even pessimistic to academic performance among their schools. For example, some heads of community secondary schools claimed that students' academic performance in community secondary schools will keep on falling every year until the government rectifies the educational policy, deployment system, and improves teachers' salaries, teachers' remuneration, teaching and learning conditions and other factors that affect negatively students' academic performance in community secondary schools.

In the same way, parents expressed their feelings that they were not comfortable with the academic reports of their children in community secondary schools. The reports indicated that some children had scored zeros in some subjects, mentioning mathematics, English and science subjects as the most subjects in which children performed most poorly.

When the CEO and ZCIS were asked to comment generally on students' performance in form II national examinations for the past four years (2008 to 2011) during the interview replied that the trend of students' performance in community secondary schools was that of failures. For example, the ZCIS handing to the researcher a copy of form II nation examination results for 2011 disclosed, "The number of schools that sat for form II national examinations in 2011 in the Southern Highlands' Zone were 398 secondary schools, but the last in performance twenty

secondary schools were all community secondary schools”. Among many other factors that he set forth regarding the failures, he associated students’ performance in community secondary schools with heavy teachers’ workload.

(b) Students’ Performance in Form IV National Examinations in 2008 – 2011

This subsection analyses the findings on students’ performance in form IV national examinations for the selected community secondary schools in the context of heavy teachers’ workload. The data is based largely on documentary review of the form IV national examinations results from 2008 to 2011.

Table 4.16: CSEE Results in Community Secondary Schools in 2008 – 2011

YEAR	DIVISION										Total Students	(%)
	I	%	II	%	III	%	IV	%	O	%		
2008	24	11.8	25	12.2	47	23.0	99	48.5	09	4.9	204	100
2009	07	4.6	16	10.6	20	13.2	83	55.0	25	16.7	151	100
2010	11	1.2	30	3.2	84	9.1	464	50	339	36.5	928	100
2011	07	0.6	21	1.9	58	5.5	509	47.2	483	44.8	1078	100
Total	49		92		209		1,155		856		2,361	

Source: Field Data, (2012)

Table 4.16 shows form IV results for the six sampled community secondary schools for the four years: 2008, 2009, 2010 and 2011. One important thing that can be noted first from the results is that the number of students who attained division I and II was decreasing while those attaining division IV and O (zero) increasing rapidly every year. For example, in 2008 24 out of 204 students scored division I and 25 out of 204 students scored division II. Thus, taking 24 plus 25 students it is then found that a

total of 49 students out of 204 students passed the examinations very well, or rather excellently. In contrast, no any other year that followed in which such very good performance was achieved. For example, 7 students who attained division I plus 16 students who obtained division II in 2009, make a total of only 23 out of 151 students who passed well, which is less than the 49 students who passed well in 2008. The same is true for the year 2010 in which 11 students obtained division I and 30 students obtained division II making a total of 41 students who passed well out of 928 students, which is also below the 23 students who passed out of only 151 students, if we consider the ratio in relation to the total number of students in the two years: 2009 and 2010. Similarly, the situation is worse in 2011 where only 7 students obtained division I and 21 students obtained division II making a total of 28 students who passed well out of 1078 students.

All the same way, the data indicate that 99 students failed by obtaining division IV while 9 students failed and attained division 0 (zero) making a total number of 108 students (53%) who failed out of 204 students in 2008. Yet, this figure (108 students) is smaller if compared to 83 students who obtained division IV plus 25 students who obtained division 0 (zero) that makes a total 108 students (71.7%) who failed out only 151 students, regarding the ratio of number of students who sat for examinations in 2008 (204 students) and 2009 (151students). The same can be maintained regarding the failures in 2010 and 2011. In 2010, a total of 464 students failed at division IV while 339 failed at division 0 (zero) making a sum of 803 students (86.5%) who failed out of 928 students who sat for examinations. Yet, this figure (803 students) smaller than 509 students who attained division IV and 483

students who attained division 0 (zero) that makes a sum of 992 students (92%) who failed out of 1078 in 2011.

Therefore, from the analysis of the findings as presented in Table 4:16 one general statement that can be maintained is that *the rate of failures in students' performance in form IV national examinations from 2008 to 2011 has been increasing*. From this observation, any critical mind would be inclined to argue that the establishment of community secondary schools in Mbeya city has been a remarkable production of failures in form IV examinations. Thus, immediate measures have to be but in effect if quality education has to be achieved in community secondary schools. The impression of students' performance in form 1V national examinations for the six sampled community secondary schools in the period of four years is given in Figure 4.8.

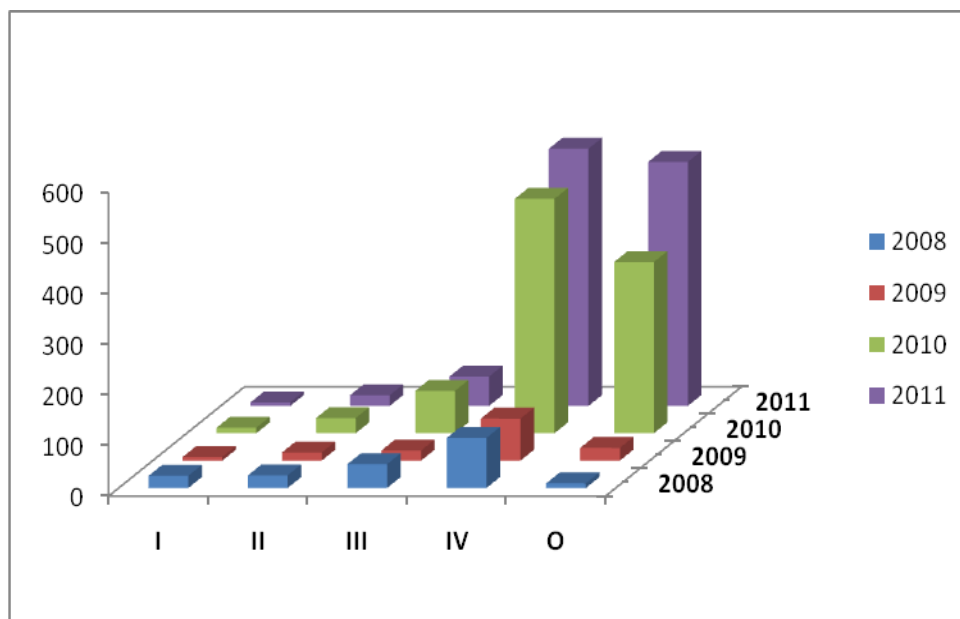


Figure 4.8: CSEE Results in Community Secondary Schools in 2008 – 2011

Source: Field Data, (2012)

The study also sought to gather different views of respondents on students' performance in form IV national examinations for the four years: 2008, 2009, 2010 and 2011. To begin students and teachers, the following opinions were obtained through the questionnaire given to students and teachers, as presented in Table 4.17 below

Table 4.17: Students and Teachers' Opinions on CSEE Results in Community Secondary Schools in 2008 – 2011

Opinion	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Excellent	00	00.0	00	00.0
Good	02	03.3	00	00.0
Poor	10	16.7	24	80.0
Very poor	48	80.0	06	20.0
TOTAL	60	100	30	100

Source: Field Data, (2012)

It was pointed out already that no single student or teacher maintained that students' performance in form II national examinations was either excellent or very good. The same was also maintained on form IV national examinations for the four years from 2008 to 2011. It is seen that only 2 students (03.3%) viewed the performance as good. In contrast, 10 students (16.7% of all students) and 24 teachers (80% of all teachers) viewed it as poor performance. At the same time, 48 students (80% of all students) and 6 teachers (20% of all teachers) held the view that the performance was very poor. The findings thus indicate that a large number of students (58) (96.7%) and all of teachers (30) (100%) held the opinion that students' performance in form IV national examinations (2008 to 2011) was not promising.

It is worth noting that final examination results tell how well objectives of knowledge and how high the goals of the grades are. From the findings the educational objectives of secondary education were not achieved in these schools. This is because most students who sat for the CSEE for the years 2008, 2009, 2010 and 2011 failed the examinations. A good impression of students and teachers' opinions on students' performance in form IV national examinations in 2008 to 2011 is given in Figure 4.9 below.

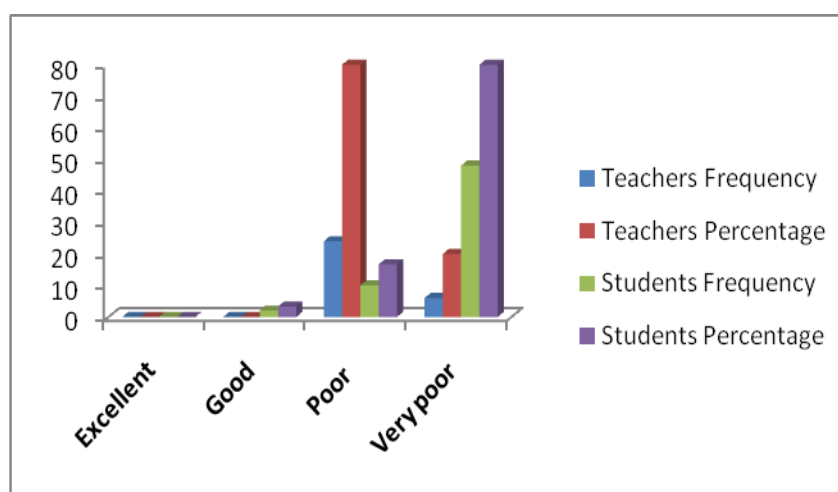


Figure 4.9: Students and Teachers' Opinions on CSEE Results in Community Secondary Schools in 2008 – 2011

Source: Field Data, (2012)

Figure 4.9 indicates clearly that neither students nor teachers thought the performance was excellent. Instead, the majority of the respondents held the opinion that the performance was poor and very poor. This suffices for one to conclude that community secondary schools have been producing increasingly *poor academic performers* since 2008 to 2011. Thus measures for remedy are to be put in effect before one can suggest for the abandonment of community secondary education programme from the educational policy in the region and Tanzania as a whole.

Also, as noted elsewhere in this study, all six heads of secondary schools were disappointed with the students' academic performance attained by students in their schools. They claimed that such under performance was caused by various reasons including lack of motivation to teachers, overcrowded classes due to over enrollment, lack of teaching of teaching and learning materials, shortage of teachers, orphans students, truancy for students, heavy teachers' workload, long distance to both teachers and students, poor working and learning conditions, lack of non teaching staff, decrease of teachers morale, among others For example, the head master of Legico Secondary School had lodged the following complaint to the National Examination Council of Tanzania (NECTA):

I agree that our students have been performing poorly in their final examinations, but while urban secondary schools have access to laboratories, non-teaching staff and other teaching facilities, community secondary schools have no such facilities. As a result, this situation affects negatively students' academic performance in schools. The National Examination Council of Tanzania does not realize that community secondary schools have problems that can affect the teaching of science subjects due to lack laboratories and science teachers in our schools. Yet it sets the same examination for all candidates including practical exams in science subjects, this greatly contribute to poor performance in our schools. Look at my office! Formerly the office was a club for local beer, but it is now headmaster and teachers' office while still in the same worse situation.

The CEO and ZCIS also made comments on students' academic performance in form IV national examinations in the sampled community secondary schools. The information collected through the interview held with the CEO and ZCIS showed

that form IV students were performing poorly for the whole period from 2008 to 2011. For example the CEO was recorded:

Honestly, according to the kind of environment and heavy teachers' workload characterizing community secondary schools, students' academic performance is very much affected. The kind of education provided in these schools will not be able to produce future experts. We have discovered that instead of teaching according to the syllabus, teachers decide to teach students how to answer examinations. Besides, many teachers in these schools do not use interactive methods of teaching because they are not exposed to competence based system of teaching. Bad enough, community secondary schools frequently use form six leavers who are not trained as teachers, therefore incompetent in teaching. All these have been affecting teaching and learning process leading into poor performance in those secondary schools.

Lastly, parents had also observed students' academic performance in form IV national examinations in community secondary schools from 2008 to 2011. They complained that they were sure that their children would not be in position to compete academically with students from other schools. They revealed disappointment in their children's terminal and annual academic reports that indicated failures of their children.

For instance, one of the parents complained, "If I had been able to transfer my child to a good private school, I would have done so a long time ago". Indicating disillusionment, another parent commented that he had perceived community secondary schools as the institutions for his child to grow physically, not academically.

In the views of many respondents as presented in Table 4.17 and Figure 4:9 and the discussion made thereafter, students' academic performance in form IV national examinations in community secondary schools has been of in a falling trend from 2008 to 2011. Precisely, the programme of community secondary schools has not yet achieved its goal. This entails that relevant measures should be devised to rescue the situation as already commented in the foregone discussions. This observation is in line with Mwesiga (2000)'s experience. According to Mwesiga, there is a mismatch between the academic performance and the expansion in education in Tanzania. In his research conducted to identify the demand for strategies for improving students' academic performance in secondary schools in Tanzania, Mwesiga confirmed that while there had been a rapid increase in enrolment in secondary education, capital expenditure on secondary education remained almost the same or had actually showed a declining trend. The situation had led into poor academic performance among students. The situation seems to have persisted now for a number of years as the findings of the present study have revealed.

4.3 Conclusion

This chapter has presented and discussed research findings of this study. Teachers' workload and its effects on students academic were presented and discussed. The findings revealed that the teachers' workload in community secondary schools was heavy and affect students' academic performance negatively. From the findings the heavy teachers' workload is due to large number of periods taught by one teacher per week. Likewise, constructing, administering, scoring, analyzing, and marking internal tests also exercises in classes which are overcrowded. Furthermore,

administrative roles performed by teachers in community secondary schools increase their workload and affect students' academic performance negatively. Due to increased teachers' workload in community secondary schools, students performed poorly in their continuous assessments, Form 11 national examinations and Form 1V national examinations. From the findings, this study concluded that teachers' workload in community secondary schools is heavy and greatly affect students' academic performance negatively.

CHAPTER FIVE

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This Chapter contains the summary and conclusion drawn from the analysis and discussion of the findings presented in the previous Chapter. Also, the Chapter presents the researcher's recommendations in connection with the research findings and the study in general. The summary and conclusion are based on the purpose of the study, conceptual framework, research objectives and questions, research findings, analysis and discussion. The conclusion is also drawn from the theoretical findings presented in the literature review.

5.2 Summary

This study aimed at finding out the effect of teachers' workload on students' academic performance in community secondary schools. During the research process, both teachers' workload and students' academic performance in community secondary schools were examined. Specifically the study sought to explore: number of periods taught by one teacher per week, internal tests, exercises, marking load, administrative roles and its effect on students' academic performance in community secondary schools. The study reviewed literature regarding teachers' workload and its effect on students' academic performance. The study was conducted in Mbeya City. The study was guided by conceptual framework developed by researcher that emphasizes on the conceptualizing the effect of teachers' workload on students' academic performance in community secondary schools.

The study employed descriptive survey design that aimed at probing and analyzing intensively the effect of teachers' workload on students' academic performance in community secondary schools. The study was guided by four research objectives namely; number of periods taught by one teacher per week and its effect on students' academic performance, internal tests, marking load and its effects on academic performance, administrative roles and its effects on students' academic performance and examination of students' academic performance in the context of teachers' heavy workload.

Furthermore, the study employed descriptive survey design; Quantitative and Qualitative approaches were employed during the study. The study used four methods to collect data namely; survey, interview, focus group discussion and documentary reviews and then the collected data were subjected to content analysis. Questionnaires were employed as important tools for gathering the information from sixty (60) students and thirty (30) teachers, NECTA documents together with students' academic files were examined. Also, interviews were administered to heads of schools from six (6) selected community secondary schools, teachers, CEO, ZCIS and focused group discussion was held with parents in order to get information useful in this study. In this case interview guides were used by researcher to collect data.

- (i) The findings revealed that teachers were teaching more than 30 periods per week contrary to (URT 2004) which maintains that teaching load per week of one teacher should be 30 periods in this case teachers bear great teaching load as a result students academic is affected negatively.

- (ii) Teachers were providing only terminal and annual tests; they were not providing weekly or monthly tests due large number of students' in classes which make the process of testing to be difficult. Therefore leading to increased teachers' workload which in turn affects students' academic performance negatively. Provision of exercise, the findings showed that 100% of teachers were providing less than five exercises per term contrary to MoVET which maintains that the maximum number of exercises per term should be not less than 10. The classes are overcrowded thus teachers fail to provide 10 exercises per term due heavy marking load which lead to an increase of teachers' workload which in turn affects students' academic performance negatively
- (iii)Administrative roles, the findings showed that teachers performed administrative roles which greatly increase their workload and finally affect the students' performance negatively.
- (iv)The last objective of this study aimed at examining students' academic performance in the context of heavy teachers' workload. The finding showed that the students performed poorly in continuous assessment for first term 2011. Furthermore the data collected showed that students' performed poorly in Form Two national examinations for four years (2008-2011). Likewise the performance for Form four national examinations for four years (2008-2011) was very poor. This showed that the education objectives were not achieved in these secondary schools since large number of the students failed the examination. From the findings this study showed that teachers' workload in community secondary schools is heavy and affects students' academic performance negatively.

5.3 Conclusion

The study has shown that there is a relationship between teachers' workload and students' academic performance. It is shown that heavy teachers' workload led to students' poor academic performance in community secondary schools. Evidence from analysis of students' academic performance in continuous assessments of Form II first term 2011, Form II and Form IV national examination results from 2008 to 2011 indicates students' poor academic performance due to heavy teachers' workload. Thus, the relationship between teachers' workload and students' academic performance can be summarized in one statement as *"the heavier the teachers' workload, the poorer the students' academic performance"*.

5.4 Recommendations

In the light of the study findings, analysis, discussion and conclusion drawn, the following recommendations are made.

5.4.1 Recommendations for Action

Due to the findings of this study, the researcher recommends the following:

In order to reduce the problem of heavy teachers' workload as revealed in this study, the government of Tanzania should consider employing competent teachers from the East African Community and from elsewhere on contract terms in order to add teaching force.

Furthermore, the government should consider utilizing retired teachers. It should be noted that, with the added advantage of long time teaching experience that they bear,

some retired teachers are still strong and powerful enough to handle teaching responsibilities successfully.

The government should develop strategies to encourage people with academic qualifications, such as a degree, to join the teaching profession through obtaining a Post Graduate Diploma in Education.

5.4.2 Recommendations for Further Study

This study confined itself only on examining the relationship holding between teachers' workload on students' academic performance in six community secondary schools. The findings of this study provide only a representative picture within the area of confinement. The findings thus cannot be used to make perfect generalizations over large areas in Tanzania on the same theme of teachers' workload and students' academic performance. Therefore, this study makes the following recommendations for on different area that call for thorough researcher:

Studies on similar theme of teachers' workload and students' academic performance in community secondary schools should be carried out over vast area in the country to reveal actual image of such academic phenomenon.

It is also recommended that longitudinal research should be carried out to examine the consequence of students' poor academic performance resulting from teachers' heavy workload on the socio-economic, political and scientific and technological implications to the students and the general community.

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APPENDICES**Appendix I: Schedule of Activities**

SCHEDULE OF ACTIVITIES	DATE
Research proposal preparation	January, 2012
Research proposal submission	February, 2012
Questionnaire testing	February, 2012
Data collection	March 2012
Data processing and report writing	April –June 2012
Report production and report writing	July – 2012
Report submission	August - 2012

Appendix II: Interview Guide for Teachers, Heads of Schools, CEO and Education Inspector

The Open University of Tanzania in collaboration with MEd (APPS) student is conducting a research. The objective of this research is to find out the impact of teachers' workload to students' academic performance in community secondary schools in Mbeya city. I therefore request you to provide the reliable information concerning the research problem. The research results can provide suggestions on how to solve the problem of students' academic performance and teachers' workload in community secondary schools. The information was kept secret and your cooperation was highly appreciated.

1. How many periods are taught by one teacher per in secondary schools?
2. How many subjects are taught by one teacher in secondary schools?
3. How many subjects are supposed to be taken by all students in secondary school?
4. Are all teachers competent in the subjects they are teaching?
5. What are the ways through which students learn subjects which are not taught in classrooms?
6. How many students are taught by one teacher per stream?
7. How many exercises are provided to students per term?
8. What can you say about the marking load of those exercises?
 - a) Are the teachers provide internal tests to their students?
 - b). How do you classify the marking load of those internal tests?
9. How do rate the performance of students in continuous assessments?
 - a). A part from teaching duties are any other responsibilities performed by teachers in their school?
 - b). Mention those responsibilities (if any).
10. a). How do you classify teachers' workload in community secondary schools?
 - b). For the heavy workload, what are causes?
 - c). What strategies taken to alleviate the problem?
11. As an Education stakeholder, are you aware that teachers workload has impact on students academic performance in community secondary schools?

12. How do you rate the students' academic performance in your secondary schools?
Give reasons for your answer.
13. How do rate the students' academic performance in community schools in form II national examination? Give reasons for your answer.
14. How do rate the students' academic performance in community schools in form IV national examination? Give reasons for your answer.
15. What are the ways used to alleviate the problem?

Appendix III: Questionnaire for Teachers

The objective of this study is to assess the impact of teachers' workload to students' academic performance in community secondary schools in Mbeya city. Therefore I request you to provide me with reliable information from your school concerning the impact of teachers' workload to students' academic performance. The research results can provide suggestions on how to deal with the problem. Kindly provide me answers to all questions in this questionnaire your cooperation were highly appreciated.

1. Personal information (Tick the appropriate position)

a). Sex

Male	Female

b). Level of education

Form six	Certificate	Diploma	Degree

(c). Age

20 Years	Less than 30 years	More than 30 years

d). Working experience

5 years	Less than 5 years	More than 5 years

2. How many periods are you teaching per week?

30 periods	Less than 30 periods	More than 30 periods

3. How many subjects you are supposed to teach?

2 subjects	3 subjects	4 subjects

a). How many subjects are supposed to be taken by all students in all secondary schools?

7 subjects	9 subjects	11 subjects

b). Mention those subjects.....,.....,.....

4. Are all teachers competent in the subjects they are teaching?

YES	NO

5. Which ways are the students use to learn subjects which are not in classrooms?

Discussion	Tuition

6. How students are taught by one teacher per stream at your school?

40 students	Less than 40 students	More 40 students

7. How exercises do you provide your students per term?

Less 5 exercises	5 exercises	More than 5 exercises

8. Which type of internal tests do you provide to your students per term?

Weekly tests	Monthly tests	Terminal tests	Annual tests

9. How do you classify the marking load of those tests?

Light	Heavy

10. a). A part from teaching duties are there any other administrative and non administrative roles you perform in your school?

YES	NO

b). If YES mention those administrative roles

11. a). What can you say about teachers' workload in your school?

Light	Heavy

b). If teachers workload seem to be heavy what are the possible causes?.....

c). Give suggestions which would help to alleviate the problem.....

12. a). Based on students' academic performance in your school how do you rate the performance in continuous assessment

Very poor	Poor	Good	Very good

b). What do you are possible causes for a such students academic performance in your school?.....

13. a). Based on students' academic performance in your school how do you rate the performance of form II national examination?

Very poor	Poor	Good	Very good

b). What do you are possible causes for a such students academic performance in your school?.....

14. a). Based on students' academic performance in your school how do you rate the performance the of form four national examination

Very poor	Poor	Good	Very good

b). What do you are possible causes for a such students academic performance in your school?.....

15. Based on the students' academic in your school suggest the ways to alleviate the problem

.....

THANK YOU FOR YOUR COOPERATION

Appendix IV: Questionnaire to Students

The objective of this study is to assess the impact of teachers' workload to students' academic performance in community secondary schools in Mbeya city. Therefore I request you to provide the reliable information on teachers' workload and its impact on students' academic performance in community secondary schools in Mbeya city. The research results can help to know if there is relationship between teachers' workload and academic performance in community secondary schools. Kindly provide me answers to all questions in this questionnaire. Your cooperation were highly appreciated. You do not need to write your name on this form and your replies remains strictly confidential.

1. Name of the school.....

2. Form II () form IV ()

3. Sex: female () male ()

4. How many subjects one teacher is teaching you in your classroom?

2 subjects	3 subjects	4 subjects

5. a). How many subjects you are supposed to learn at your school?

7 subjects	9 subjects	11 subjects

b). mention those
subjects? _____, _____.

6. Are all teachers competent to all subjects they are teaching you in your classroom?

YES	NO

7. Which ways are using to learn the subjects which you are not taught in classroom?

Discussion	Tuition

8. What is the number of students in your stream?

Less than 40 students	40 students	More 40 students

9. How many exercises are you provided per term?

Less than 5 exercises	5 exercises	More than 5 exercises

10. Which types of internal tests do you provided by your students per term?

Weekly tests	Monthly tests	Terminal tests	Annual tests

11. Apart from teaching duties is there any other administrative roles performed by Teachers in your school?

YES	NO

If YES mention those administrative roles _____

12. a). Based on students' academic performance in your school how do you rate the Performance in continuous assessment

Very poor	Poor	Good	Very good

b). what do you are possible causes for a such students academic performance in your

School?.....

13.a). Based on students’ academic performance in your school how do you rate the

Performance of form II national examination ?

Very poor	Poor	Good	Very good

b). what do you are possible causes for a such students academic performance in your

School?.....

14.a). Based on students’ academic performance in your school how do you rate the

Performance the of form four national examination

Very poor	Poor	Good	Very good

b). What do you are possible causes for a such students academic performance in your

School?.....

15. Based on the students’ academic in your school suggest the ways to alleviate the Problem

THANK YOU FOR YOUR PARTICIPATION

Appendix V: Maswali ya Vikundi kwa Wazazi

Mtafiti anafanya uchunguzi kuhusu kazi nyingi kwa walimu zinavyo athiri kiwango cha elimu kinachotolewa katika shule za sekondari za wananchi katika jiji la Mbeya. Unahakikishiwa kuwa taarifa utakayotoa kwa mtafiti peke yake na inategemewa kuleta ufanisi katika Nyanja ya elimu ya sekondari hapa nchini Tanzania.

1. Je, walimu wanatumia muda wao wote kufanya kazi katika shule zao?
2. Je, walimu wanatumia muda wao mwingi kufanya shughuri zao nyingine?
3. Ninyi kama Wazazi mna wasiwasi wowote kuhusu utendaji kazi wa walimu katika
Shule zenu?
4. Ni hatua gani mnazichukua?
5. Mnafikiri kuna uhusiano wowote kati ya kazi anazozifanya mwalimu na maendeleo ya wanafunzi kitaaluma?

NASHUKURU KWA USHIRIKIANO WENU