

**SECONDARY EDUCATION DEVELOPMENT PLAN (SEDP) IN
TANZANIA; AN ASSESSMENT OF ITS IMPLEMENTATION: A
CASE OF TEMEKE MUNICIPALITY**

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**Dissertation Submitted in Partial Fulfilment of the Requirements for the Award
of the Degree on Master of Science in Human Resource Management
(Msc.HRM) of Mzumbe University**

2014

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: **Secondary Education Development Plan (SEDP) in Tanzania; An Assessment of its Implementation: A Case Study of Temeke Municipality**, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management (MSc.HRM) of Mzumbe University.

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DEDICATION

This dissertation is dedicated to my beloved wife, parents, family and benefactors for their blessing and inspiration as well as their mutual love and material support.

LIST OF ABBREVIATIONS AND ACRONYMS

ACSEE	Advanced Certificate for Secondary Education Examination
AIDS	Acquired Immune Deficiency Virus
BEST	Basic Education Statistics in Tanzania
BRN	Big Results Now
CSEE	Certificate of Secondary Education Examination
ESDP	Education Sector Development Plan
HIV	Human Immune Deficiency Virus
LHRC	Legal and Human Rights Centre in Tanzania
MDGs	Millennium Development Goals
MKUKUTA	Mpangowa Kukuza Uchumina Kupunguza Umaskini Tanzania
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NAGP	National Strategy for Growth and Reduction of Poverty
NER	Net Enrolment Ratio
NGO's	Non-Governmental Organizations
OUT	Open University of Tanzania
PADEP	Primary Education Development Plan
PMO-RALG	Prime Minister's Office, Regional Administration and Local Government
PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Science
TSH	Tanzanian Shilling
TTU	Tanzania Teachers Union
URT	United Republic of Tanzania

ABSTRACT

This study examined the effectiveness of the implementation of secondary education development plan phase I (SEDP I) in Temeke Municipality. Specifically, it was an attempt to address the achievements of SEDP I in the municipality, to identify the perceptions of teachers and educational stakeholders on the implementation of SEDP I in Temeke, to find out the challenges hindering the effectiveness of the SEDP I in Temeke and lastly to find out the government's strategies in improving secondary education in Temeke and the entire of Tanzania. Both theoretical and empirical reviews were done. The study employed a descriptive research design which portrayed an accurate description and a better understanding on the topic under the study. Data collection was carried out through questionnaire, interview and documentary review. Then analyzed through quantitative and qualitative techniques and presented in diagrams, tables and charts.

The findings indicated that SEDP I has been accredited for the increase of ward secondary schools and students enrollment in the municipality, employment of both teachers and school contractors. It is also accredited for decrease of illiteracy rate among Tanzanians, decrease in number of street youths, early marriage and pregnancy for school girls. It also ensured availability of teaching and learning materials.

In spite of those achievements, there were still various challenges facing the established ward secondary schools. Such challenges included inadequate number of teachers especially for science subjects, lack of hostels, low salaries and motivation for teachers, inadequate working facilities and other physical infrastructures, lack of non teaching staffs, remoteness of schools and poor academic performance among students.

In line with the strategies that are being taken by the government through SEDP II Big Results Now (BRN) and National Strategy for Growth and Reduction of Poverty (NSGRP II), different recommendations were made so as to alleviate these

challenges. Such recommendations included provision of teaching and learning, facilities, improvement of social and physical infrastructures, increase of salary and teaching allowance for teachers, increase of the community accountability as well as teachers' involvement in planning and decision making on matters pertaining to education.

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CHAPTER ONE

BACKGROUND INFORMATION

1.1 Problem Identification

Education is a key investment in any country as it plays a crucial role to sustainable human and economic development. Thus, investment in education is widely recognized as a means of supplying the critical human capital required for sustained economic, social and technological development of a nation. It is, therefore, important that nations invest heavily in education to ensure that the young, whether in rural or urban, are equipped with knowledge, skills and competencies to enable them contribute meaningfully to the national development (Adedeji and Olaniyan, 2011).

The fight against the prevalence of extreme poverty and hunger in rural areas can only be successful through the provision of adequate education and training of the human capacity needed for rural development. This can only be ensured by having caring, competent and high quality teachers in our classrooms, short and long-term strategies and plans, adequate facilities and conducive environment (Greenwalls, 1996). This is why policy makers at all levels are focusing on these key issues so as to attain goals and objectives behind the whole philosophy of education.

In 2004, the government of the United Republic of Tanzania launched a Secondary Education Development Plan (SEDP) aiming at significantly overhauling the secondary education system throughout the country (HakiElimu, 2007). Such a plan was criticized for several reasons. First, implementation of Primary Education Development Plan (PEDP) had substantially increased the number of children attending primary schools thereby creating an upward demand for increased access to secondary education. Second, improvements in secondary education was central to

the country's efforts to reduce poverty and improve overall economic and social development.

Although the implementation of SEDP has not been evaluated extensively particularly by educational stakeholders, some government's available data concentrate specifically on two of the SEDP's key objectives, that is enrolment expansion and quality improvement (HakiElimu, 2007).

1.2 Statement of the Problem

The demand for secondary education has generally grown worldwide, and mainly in less developed countries. It is assumed that a secondary educated labor force can contribute more to national development than primary school leavers. Backed by this idea, together with the increase of primary school leavers, developing nations have embarked on programmes which call for establishing more secondary schools (Kuluchumila, 2013). In Tanzania, for example, SEDP was initiated in 2004 to meet the demand of more ex-standard seven leavers for secondary education (Ministry of Education and Culture, 2004:1).

SEDP I 2004 and 2009, focused on the national goals of secondary education provisions. It also builds on national and international reforms regarding the educational sector which have taken place in the last 15 years. Some of these reforms were based on key policy documents such as the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP – commonly referred to in Swahili as MpangowaKukuzaUchuminaKupunguzaUmaskini Tanzania (MKUKUTA), the Education and Training Policy of 1995, the Education Sector Development Programme (ESDP, 2001) and the Millennium Development Goals (MDGs).

Overall the objective of SEDP I was to improve access with equity, quality, management and delivery of secondary education in Tanzania. The number of

secondary schools tripled in between 2004 and 2009 to serve different underserved communities and thus increases the number of school entrants. This plan outlined the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, quality, and managerial issues (SEDP, 2004-2009). SEDP also addressed the government's policy on decentralization of the management of delivery of social services, including education. It also focused on capacity building for the central government in order to improve execution of its core functions of policy formulation, provision of a responsive regulatory framework, quality assurance, and improved monitoring and evaluation. This was a visionary plan with projections of up to 2010 when it would achieve 50 per cent of primary-secondary transition rate. Such a transition rate may translate into having over 500,000 pupils joining Form 1 annually. This kind of form I enrolment would be about five times greater than it was during the initiation of SEDP. This would dramatically change the outlook of secondary education in the country with forms 1 - 6 enrolment in our secondary schools reaching above 2,000,000 by 2010 compared to 345,000 in 2003 (SEDP, 2004-2009).

The review of SEDP I implementation has shown that the programme was most successful in improving equity and access to secondary education. However, retention of secondary school students and teachers, working conditions and academic performance has been a sounding phenomenon, particularly in public schools and, in a special way, the ward or community secondary schools. It is from this context, that the aim of this research was to make an assessment on the effectiveness of implementation of SEDP in Tanzania, considering Temeke Municipality as a case study.

1.3 General Objective

The general objective of the study was to assess an implementation of SEDP in Tanzania with a focus on Temeke municipality.

1.3.1 Specific Objectives

- i. To evaluate the achievements of the implementation of SEDP in Tanzania.

- ii. To identify the perceptions of teachers and educational stakeholders on the implementation of SEDP in Tanzania.
- iii. To determine the challenges hindering the effectiveness of SEDP in Tanzania.
- iv. To find out the strategies employed by the government to ensure improvement of secondary education in Tanzania.

1.4 Research Questions

- i. What are the achievements of the implementation of SEDP in Tanzania?
- ii. What are the perceptions of teachers and educational stakeholders on the implementation of SEDP in Tanzania?
- iii. Are there any challenges hindering the effectiveness of SEDP in Tanzania?
- iv. What are the strategies employed by the government to ensure improvement of secondary education in Tanzania?

1.4 Significance of the Study

The significance of the study on the effectiveness of the implementation of Secondary Education Development Plan (SEDP) in Temeke Municipality was expected to be useful to the various groups of education stakeholders and the society as a whole.

The study would be beneficial to the policy makers; as it would contribute to better understanding of SEDP and its contribution on improving secondary education, problems faced by it, hence to come up with suggestive strategies of solving those problems.

Education planners, the findings of this study would be useful for effective strategies to improve education, also the Ministry of education and vocational training (MoEVT), as the study may add inputs in the current SEDP II which is in implementation.

The study would be used as additional references to researchers on identifying factors affecting implementation of SEDP and other issues related to education. Moreover, the successful accomplishment of the study would meet the partial fulfillments for the award of a degree on Masters of Science in Human Resource Management to the researcher, by Mzumbe University.

1.5 Scope of the Study

The scope of this study was on secondary education in Temeke Municipality, where by the researcher assessed the implementation of SEDP I. The study focused on assessing the achievements, public perceptions of the program, its challenges and the current government strategies towards improving secondary education in Tanzania.

1.6 Limitations of the Study

The study was conducted in selected secondary schools in Temeke Municipality. Therefore, the results of this study may not be representative of all secondary schools in Tanzania as it was not possible to cover all secondary schools due to limited financial and non financial resources. During the study, the researcher faced a number of challenges including time.

The time was not enough to carry out intensive and extensive study because some of the information such as that which was to be obtained through interview could not be easily and quickly obtained.

Also financial constraints, the researcher was a self-sponsored, thus the fund set aside for the same was enough to cover various costs during the research such as transport, meal allowance, photocopies expenses, internet bundles and other stationery materials.

Not only financial constraints but also confidentiality of some information, the confidentiality of information hindered the data collection exercise. Some respondents especially from the management level at Temeke Municipal Council were not willing to provide the important information required in the study on confidential grounds.

1.8 Delimitations

The above mentioned limitations were addressed as follows:

Time, the initial target for this study was to cover the three municipalities in Dar es Salaam. But due to time and research funds constraints, the study covered only

Temeke Municipality, the researcher opted initially to use public holidays and weekends to conduct the research with those respondents who were willing to do so as to save time.

Moreover; the researcher took annual leave (28 days) during data collection so as to be able to analyze, interpret and writing report as early as possible. This strategy helped the researcher to produce the first draft of the report on time. Also planning and trying as much as possible to stick to that plan allowed the study to be conducted and be finalized within the time frame provided. Planning was an important factor because there was too much to cover and learn in a limited timeframe.

Finance, the researcher borrowed a substantial amount of money from other sources and keep it aside so as to be used in case there was any problem that might affect the current budget set for the research purpose. Additionally, the researcher organized multiple appointments with respondents in areas which were not be far from each other for instance departments and some secondary schools, so as to minimize the cost of transport and materials during data collection.

Letter of Introduction, in order to get the proper cooperation and information from the scoped area of the study, the researcher presented a letter of introduction from Mzumbe University-Dar es Salaam Campus College showing his identity and purpose of the study that was being undertaken. The letter enabled the researcher to obtain the required information for the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section is concerned with the literature review. The objective of literature review is to map an area or existing intellectual territory of chosen area or subject (Tranfiel el tal,. 2003). It is also a document of a comprehensive review of the published works from secondary sources which are relevant to the topic area of the researcher (Sekaran, 2003) as cited in Adam and Kamuzora (2008). This chapter explores what has been done in relation to SEDP 1 and other educational development programs in Africa and Tanzania in particular.

2.2 Definitions of the Key Terms

2.2.1 Education

Before colonialism in Africa, Africans were learning through observation and doing through imitation. Mandela,N (2005) argued that the fact that pre colonial Africa did not have schools except for short period of initiation in some tribes did not mean the children were not educated,they learnt by living and doing. At home, they were taught the skills of the society, and behaviors expected by the society. They learnt from elders such skills as building houses, cooking and agriculture.

They leant the history of the clan, community and relationship with other society through listening stories from elders. This is what we call oral tradition. Through these means, people were taught the values of the society. Education provided before colonialism was informal one, where adults were the teachers, but only that they lacked formalities.

Formal educations started with the coming of the colonial era, where by different schools were built especially by the missionaries geared towards provision of formal education. On the other hand, the education was seen as intended to safeguard the interests of colonialism.Nyerere,J. (1967), commented that education provided by the colonial government in Tanganyika and Zanzibar had different purposes.Colonial

education prepared the young ones to serve the colonial masters. Colonial education in Tanzania intended not to transmit the values and knowledge of Tanzanian society from one generation to another. It was a deliberate attempt to change those values and to replace traditional knowledge by the knowledge from Europe. Thus, it affected development, revolution and movement in the society. However, after independence of Tanganyika in 1961, few people were educated.

Education is defined as an art of imparting knowledge, skills and judgment facts, skills and ideas that have been learnt either formally or informally. It is a form of learning in which knowledge, skills and habits of a group of people are transformed from one generation to another through training, teaching or research. Education is seen as the primary agent of transformations towards sustainable development since it increases people's capacities to transform their visions into reality. Education provides desirable and worthwhile broad skills, attitudes, and development of human thinking and action (Mlozi et al., 2013).

In other words, education is the great engine of personal development. It is through education that the daughter of a president can become a doctor, that the son of a miner and the child of farm worker can become the president of a great nation (Mandela, 2005). The Tanzania Education and Training Policy (2005), defined education as the process of initiating and preparing human through training in the environment, to play active role in the society.

Therefore, quality education should be focused on students' skills. To achieve the necessary outcomes, we need inputs which include classroom, teachers, textbooks, libraries, laboratories and clean environment.

2.2.2 Secondary Education

Secondary school, in Tanzanian context, refers to the post primary school that offers formal education to persons who will have successfully completed seven years (7) of primary education and have met the requisite entry requirement (MoEVT, 1995). Such schools are divided into two categories and these are ordinary level

secondary school which is undertaken for four years and advanced level secondary school which is done for two years.

Moreover, secondary schools in Tanzania are divided into three parts as explained below.

2.2.2.1 Government Secondary Schools

The term government secondary school is defined as a school directly maintained and managed by the ministry or a local authority (National Assembly, 1995). These are secondary schools that are owned and financed by the central government through the ministry of education and vocational training or local authority. In other words, these are state owned or public schools.

2.2.2.2 Community–Government Secondary Schools

Community-Government secondary schools are schools that are owned and maintained by the local community in cooperation with the government and local authority. These are secondary schools that are built, financed and owned by both the government and the community. In these schools, the government hires and pays the teachers while the community participates in the building and maintaining the required infrastructures such as teachers' houses, classrooms, laboratories and latrines.

2.2.2.3 Non-Government Secondary Schools

A Non-Government Secondary school refers to a school wholly owned and maintained by a person, body of persons or any institution other than the government (National Assembly, 1995). In other words, these are private schools.

2.3 Theoretical Review

Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly on their effectiveness and efficiency. In both the public and private sectors, stakeholders often want to know whether the programs they are funding, implementing, voting for, receiving or objecting to are producing the intended effect.

While program evaluation first focuses around this definition, important considerations often include how much the program costs per participant, how the program could be improved, whether the program is worthwhile, whether there are better alternatives, if there are unintended outcomes, and whether the program goals are appropriate and useful. Evaluators help to answer these questions, but the best way to answer the questions is for the evaluation to be a joint project between evaluators and stakeholders.

The process of evaluation is considered to be a relatively recent phenomenon. However, planned social evaluation has been documented as dating far back as 2200 BC (Leviton and Shadish 1991). Evaluation became particularly relevant in the United States in the 1960s, during the period of the Great Society social programs associated with the Kennedy and Johnson administrations (Jacobs, 2003). Extraordinary sums were invested in social programs, but the impacts of these investments were largely unknown.

Program evaluations can involve both quantitative and qualitative methods of social research. People who do program evaluation come from many different backgrounds, such as sociology, psychology, economics, and social work. Some graduate schools also have specific training programs for program evaluation.

Program evaluation may be conducted at several stages during a program's lifetime. Each of these stages raises different questions to be answered by the evaluator, and correspondingly different evaluation approaches are needed. Rossi et al. (2004) suggest the following kinds of assessment, which may be appropriate at these different stages:

- Assessment of the need for the program.
- Assessment of program design and logic/theory.
- Assessment of how the program is being implemented (that is, is it being implemented according to plan? Are the program's processes maximizing possible outcomes?).

- Assessment of the program's outcome or impact (that is, what it has actually achieved).
- Assessment of the program's cost and efficiency.

This concept of program evaluation was taken as a roadmap for this study in making on the effectiveness of the implementation of SEDP in Tanzania, considering Temeke Municipality as a case study.

2.3.1 Origin of SEDP

In July 2004, the government of Tanzania launched SEDP covering the five year period from 2004-2009. It was done for sustainable economic development of the country. It has personal and great social benefits crucial for the modernization and development of the society. The plan aims to improve secondary education across the country. SEDP operationalizes the policy commitment in the vision 2025 and the NSGRP or MKUKUTA in Swahili - a document which identifies education as critical to the country's overall economic and social development (HakiElimu, 2007). The plan outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, quality and management issues.

2.3.2 The Goals of SEDP

The goal of SEDP 1 was to increase the proportion of Tanzanian youths who complete secondary education at the lower and upper levels with acceptable learning achievements.

The plan had five strategic priorities, namely

- a. Access improvement: To create greater opportunities for those completing primary educations to pursue secondary education
- b. Equity improvement: To ensure equity of participation across geographical gender, different disadvantaged groups and income level so as to achieve balanced and harmonious development

- c. Quality improvement: The objective of quality improvement is to have marked responsible curriculum with an efficient and effective delivery system.
- d. Management reforms: A number of operational functions will be devolved to the regions, districts, and schools so as to reduce bureaucracy in decision making. This would encourage community participation and increase effectiveness and efficiency of the system.
- e. Educational management system improvement: Management efficiency, the MoEVT will be strengthened in terms of curriculum design, quality assurance, regulatory framework, supervision, monitoring and evaluation and coordination of programmes.

Rakesh,R and Sumra,S.(2004) noted that, there is no nation in the world which can have true development and democracy without education. Taking into consideration the importance of education, the aim of SEDP is to ensure that more Tanzanian children access quality education. SEDP implementation requires each of us to be accountable, be it a teacher, student, community member or a leader.

According to Rakesh,R and Sumra,S.(2004), the objectives of SEDP would:

- a. Widen access and equity in basic education through equitable distribution of institutions and resources.
- b. Improve quality of education through strengthening in-service teacher training, ensuring availability of adequate teaching and learning materials, rehabilitation of physical facilities, consolidation of the present teacher training programs, monitoring and evaluation.
- c. Expand and improve girls' access to education
- d. Provide facilities in disadvantaged groups and areas.
- e. Broaden the base for educational financing through cost sharing and establishment of educational funds.
- f. Decentralize management of instruction so as to devolve more power of management and administration to districts, community and institutions.
- g. Promote science and technology by intensifying technical vocational education through rationalizing tertiary institutions.

- h. Promote lifelong learning through non formal and distance education programmes.
- i. Involve the private sectors to expand provision of both formal and non formal education (URT, 2004).

2.3.3 Factors for the Introduction of SEDP 1

The factors that necessitated the adoption of SEDP I in Tanzania include:

- a. Secondary education is an essential foundation for the human resources required to build a competitive economy.
- b. In an information and technological era with globalization of markets, secondary education develops and reinforces both individual and collective capacity and natural competitiveness.
- c. Pressure for expensing of secondary intake is likely to mount quickly as the number of primary school graduates is projected to increase by 61% starting in 2007 as a result of PEDP. Furthermore, the chance to access secondary education provide motive for many students to remain in primary schools. Thus, transition rates to secondary education increases, retention in primary school will increase as well.
- d. Secondary education has many positive social benefits such as improved health, reduced infant mortality rates, reduced fertility rates among girls, HIV/AIDS prevention and enhances social participation. Secondary educations for girls contributed directly to the empowerment of women, and thus allowing the economy to grow optimally.
- e. Chances for achieving gender balance in tertiary and higher education depend on the female graduates of secondary education. Thus, secondary education occupies a strategic place for future growth and economic development of the country (SEDP1, 2004).

2.3.4 Implementation of SEDP

In collaboration with the Prime Minister's Office, Regional Administration and Local Government (PO-RALG), the plan was implemented under the following institutional arrangements.

2.3.4.1 Administrative Arrangements

MoEVT will continue to focus on policy development and quality assurance setting to focus on policy development and monitoring. There will be increased decentralization of authority to regions, districts and schools to manage educational provision and development.

2.3.4.2 Regional level

Regions should coordinate educational development plans of their respective districts, supervise educational development in the region, coordinate students' repetition and transfer, and coordinate employment and transfer of teachers within the regions.

2.3.4.3 Ward level

The ward should identify the location for building and constructing schools. They should also mobilize community for construction and enrollment and return feedback to the district.

2.3.4.4 School Boards

The school boards should oversee the implementation of school development plans, and advisory councils and regions. They should be the centers on school management and students' disciplinary cases.

2.3.4.5 School Management Team

School Management team comprises of the head of school, senior academic master/mistress, teachers who are in charge of discipline, sports and cultural maintenance and projects and school accountant. They are responsible for managing day to day affairs of the school. They are required to prepare school development plans, training policy, new constructions and maintenance etc.

Moreover, secondary education has attained a remarkable achievement since establishment of SEDP2004-2009 which was in line with the implementation of

ESDP. The strategic priority areas of the plan were aimed at improving access, equity and quality.

In its efforts to empower the grass root levels in provision of educational service and enhance efficiency and effectiveness of the overall running of the school, the government decentralized, by devolution, the management and administration of secondary school to the local government authorities (LGAS) in 2009. Thus, the role of MoEVT is to ensure provision of quality secondary education by formulating policies, legislation and regulations, setting standards and undertaking monitoring and evaluation of the provision of education and training (URT, 2010).

2.4 Theoretical Review

2.4.1 Success of SEDP 1

The overall objectives of SEDP 1 were to improve access, equity, quality management and delivery of secondary education in Tanzania. The review of SEDP implementation has shown that the program was most successful in improving access and equity. The number of secondary schools has more than tripled between 2004 and 2009 to serve different underserved communities and so has the number of enrollees. Briefly the following were achievements of SEDP 1 according to Rajan and Sumra, 2007.

Increased primary enrolments create increased pressure to further up the pipeline at the secondary level. Expansion of secondary enrolment has been equally impressive, though far from reaching the levels attained in primary education. Enrolment in Form 1, the first year of secondary education, increased from 99,744 in 2003 to 243,359 in 2006. GER has increased from 10.2% in 2003 to 20.2% in 2006. Secondary Net Enrolment Ratio (NER) is reported to have doubled from 6.3% in 2003 to 13.4% in 2006.

Increases in enrolments are matched by improvements in school infrastructure. New classrooms have been built and new schools were constructed. Primary schools across the country are characterized by new classrooms. More than a thousand new

government secondary schools were built between 2003 and 2006; and the number of secondary schools has increased from 1,083 in 2003 to 2,289 in 2006, largely through the establishment of new government secondary schools (whereas prior to SEDP1 much of the increase in recent years was led by private secondary schools). Toilets (pit latrines) and teachers' houses have also been constructed in large numbers too, though at a slower pace as compared to new classrooms.

In recent years, the provision of books to schools has increased dramatically, primarily through the capitation grant. The pupil-book ratio has improved, though are yet to reach adequate levels, possibly because the full capitation grant does not reach the school level on time. The supply of teachers has also gone up, with over 32,000 new teachers recruited in the first three years of PEDP alone. However, the increase in pupils has outstripped the recruitment of teachers. Greater attention and resources are given to recruiting teachers for secondary schools, who need to be better equipped than primary school teachers. In August 2006, President Kikwete announced that all university degree students in education will get a full scholarship in a move to spur the supply of competent teachers.

Tanzania has experienced tremendous progress in education in the last five years. After decades of neglect, these efforts were sorely needed. The government's political commitment has been exemplary from President Mkapa's second term in office to the steadfast resolve in the current government exhibited by President Kikwete. The rhetoric has also been backed up by resources, as the budget for basic education has increased significantly in each year of this period. There is a clear sense that things are moving, and a feeling of excitement and optimism. For all of this, the government and its partners (including the government of Norway and the World Bank) deserve commendation.

But this does not mean that the future is going to be any less challenging. As the numbers of primary schools swell and the momentum to expand secondary education gathers steam, even greater strategic policy clarity will be needed to guide prioritization, resource allocation and implementation.

2.4.2 The Challenges Facing SEDP 1

Despite the successes, there have been a number of challenges including:

2.4.2.1 Poor Performance

There is poor performance in secondary education examination with most students getting marginal pass of Division IV or failing completely.

2.4.2.2 Acute shortage of teachers

There is acute shortage of teachers especially in science and mathematics, with many students not able to do these subjects at all.

2.4.2.3 Asymmetrical Deployment of Teachers

There is asymmetrical deployment of teachers whereby urban areas have an advantage in recruiting more and better teachers compared to rural community secondary schools which have acute shortage of teachers.

2.4.2.4 Inequalities in Learning Environment

There are inequalities in learning environment among different schools. Such inequalities result in unequal learning outcomes with girls doing poorly in both participation rates, and pass rates especially in science and mathematics subjects. The community secondary schools are poorer than other schools.

2.4.2.5 Insufficient Infrastructure

There is insufficient infrastructure including many construction projects that started under SEDP 1 but not yet completed.

2.4.2.6 Lack of Laboratories in most Schools

Lack of laboratories makes students learn science subjects theoretically. The theoretical learning in turn led to students' poor performance. This poor performance in science subjects has, in turn, resulted in an avoidance syndrome, with most students choosing to enroll in social science/arts subjects rather than natural sciences.

2.4.2.7 Poor Teaching Approaches

There are poor teaching approaches in the classroom as it is teacher-centered. In this approach, students rely heavily on the teacher old notes, and classroom time often not being used efficiently and effectively for mental engagement of the students.

2.4.2.8 Low Transition Rates

There is low transition rate (hardly 30%) from ordinary to advanced level secondary education due to limited availability of form five (5) places.

2.4.2.9 Limited School Management Skills

Limited school management skills of some head of schools affect the daily running of academic performance and financial management of schools.

2.4.2.10 Poverty

There is increasing number of students from poor households while grants to finance their studies are minimal.

2.4.2.11 Limited Access to Schools

There is limited access to secondary education for nomads, marginalized groups and disabled learners (MoEVT, 2010).

2.4.2.12 Language of Instruction

Tanzania has a peculiar arrangement where the medium of instruction in primary level is Kiswahili before it abruptly switches as to English at the secondary level. The ideas are that pupils will become fluent at English at the primary level, and therefore have the competence to deal with this “more international” language at secondary level. The majority of public secondary school leavers develop little confidence in English. Many cannot string together a simple paragraph. Consequently, they are unable to follow what is taught or written in English in

secondary school. As a result, it contributes to poor learning. SEDP does not address the issue of language at all (Suleiman and Rakesh, 2007).

Literature has shown the achievements and policy challenges that are facing SEDP 1 since its inception to date. However, available information of SEDP has a national coverage. The reviewed literature does not show the effectiveness and implementation of SEDP in Temeke Municipality. Therefore, this study was aimed at assessing the effectiveness and implementation of SEDP in Temeke Municipal council.

2.5 Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Raey, 1987). It is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Guba and Lincoln, 1989).

The review done above has shown that the philosophy behind SEDP 1 was improvement of secondary education in Tanzania. On the other hand, the literature shows that the objectives of SEDP can be achieved only if there is enough and competent teachers, availability of learning and teaching materials, good infrastructures, community and education stakeholders involvement, efficient allocation of resources, control teachers and students absenteeism, improvement of working environment and conducive learning environment as well as good policies and laws. The effectiveness and implementation of SEDP are dependent variables whereas availability of teachers, infrastructures, school location, working environment, learning and teaching environment, absenteeism and libraries are independent variables.

Therefore, the effectiveness and implementation of SEDP depend on independent variable. The success of dependent variables that is effectiveness and implementation

of SEDP cannot be achieved without independent variables. This means there is a relationship between SEDP 1 and the factors mentioned above. The attainment of goals and objectives of the program depend on these factors. Thus, availability of enough and competent teachers, learning and teaching materials, good physical and social infrastructures, involvement of community and educational stakeholders, efficient allocation of resources, control of teachers' and students' absenteeism, improving working and learning environment as well as good policies and laws have great influence on the success of SEDP1. Figure 2.1 below highlights briefly the relationship that exists between the dependent and independent variables.

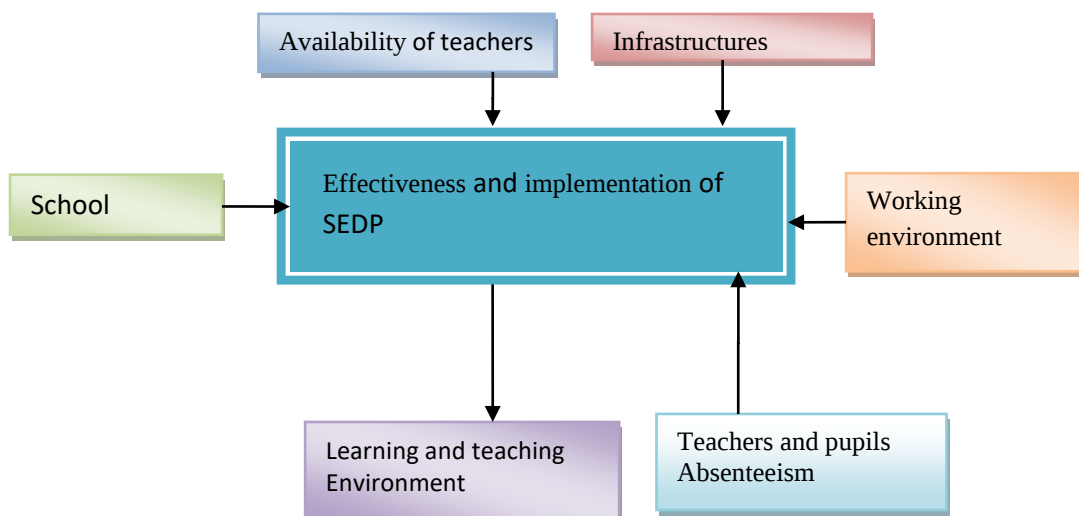


Figure 2.1: The Conceptual Framework

Source: Researcher, 2014

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Defined by Kothari (2004), research is the structured enquiry which utilizes acceptable scientific methodology to solve problems and create new knowledge that is generally acceptable. It is a way of thinking; examining critically the various aspects of day-to-day work/issues, understanding and formulating guiding principles that govern a particular procedure, and developing and testing new theories of the enhancement of the practice. It further refers to the habit of questioning what one does, and a systematic examination of the observed information to find answers, with a view of instituting appropriate changes for a more effective professional service (Kumar, 2005).

Miller (2001) defined research methodology as a systematic way to solve research problem. It is a body of knowledge that describes and analyses methods, indicating their limitations and resources, clarifying their presuppositions and consequences, and relating their potentialities to research advances. It is a series of actions or steps necessary to effectively carry out research and the desired sequencing of these steps. In other words, research methodology could be the ordered set of activities focused on systematic collection of information using accepted methods of collection and analysis as a basis for drawing conclusions and making recommendations (White, 2002). This chapter focuses on the research methods that were used to conduct the study.

3.2 Research Design

Research design refers to the plan for undertaking the study especially obtaining a sample from a given population including techniques or the procedure that would be adopted. The research design provides complete guidelines for data collection Panneerselvam (2007). Selection of research approach, design of sampling

plan, experiment and questionnaire are among the essence of research design. It is plan for a study which is used as a guide in collecting and analyzing data. Adam and Kamuzora (2008) viewed research design as a detailed work plan which is used to guide a research study to achieve specified objectives of the research.

Basing on the objectives of the study, descriptive research design was used since the study was expecting to portray an accurate description and a better understanding on the effectiveness of the implementation of SEDP I in Tanzania with reference to Temeke Municipality. The design selected used both quantitative and qualitative approaches to collect the necessary data. Qualitative approach was used to give more description on what was to be obtained from the field which was presented quantitatively through tables and frequencies. The information gathered was complemented by a review of relevant documents and a review of results from empirical secondary literature undertaken elsewhere to establish an objective report on the mentioned subject.

3.3 Study Area

Temeke Municipality, formerly Temeke District, is the southernmost of three districts in Dar es Salaam, Tanzania, with Kinondoni located to the far North of the city, and Ilala being located in the downtown of Dar es Salaam. To the East, it is bordered by the Indian Ocean and to the South and West by the Coastal region of Tanzania. The Municipality is well linked by the roads and other communication networks to the rest of the city and other parts of the country. The major roads are Kilwa road, and Mandela road.

The 2012 Tanzania National Census reports that the population of Temeke District is 1,368,881 people. The area is 786.5 km². Temeke district is administratively divided into 3 divisions and 24 wards as shown on the figure 3.1 of the map of Temeke Municipality.

Temeke was first established as a district in 1972 following the introduction of the decentralization policy in Tanzania. Prior to that time, Dar es Salaam city and Coast

region constituted a single region known as Coastal region which constituted Mzizima, Kilwa, Rufiji, Kisarawe, Bagamoyo and Coastal districts. Later on, the region was further subdivided into two regions namely Coast (Pwani) and Dar es Salaam. While the former included Kisarawe, Bagamoyo, Rufiji, Mafia, Mkuranga and Kibaha districts, the later encompassed Ilala, Kinondoni and Temeke districts. Recently, a portion of land was apportioned from Mkuranga District and added to the present Municipality's area of jurisdiction.

Temeke Municipal Council executes its functions and roles as provided in the Local Government (Urban Authorities) Act No. 8 of 1982 which aims at improving service delivery and promoting management capacities and efficiency. The vision of the Temeke Municipal Council is to have a well developed population with better livelihood, while the Mission statement of Temeke Municipal Council is committed to provide sustainable quality socio-economic services to its population through good governance and effective use of resources at all levels.

The Municipality is committed to providing improved services, reducing HIV/AIDS infection, ensuring environmental conservation, transparency, accountability, rule of law, community participation in planning process and poverty reduction and raising revenue collection. This commitment can be realized by ensuring that:

- The Municipality is having a number of objectives which among them are: services are improved and HIV/AIDS infection is reduced.
- It has enhanced, sustainable and effective implementation of national anti corruption strategy.
- Access and sustainable quality social services are improved
- Quantity and quality of economic services and infrastructures are improved.
- Good Governance and administrative services at all levels are enhanced.
- Management of natural resources and environment is improved.
- Social welfare, gender and community empowerment are improved.
- Emergence preparedness and disaster management are improved.

- Institutionalization/management of data flow between service points, LGAs/RS/MDAs and other stakeholders are improved.
- It has enhanced own source revenue collection
- It has increased progress in investment programs through partnership
- It has improved infrastructures and business environment for the private sector.
- It has enhanced solid waste management and improvement of the physical environment.

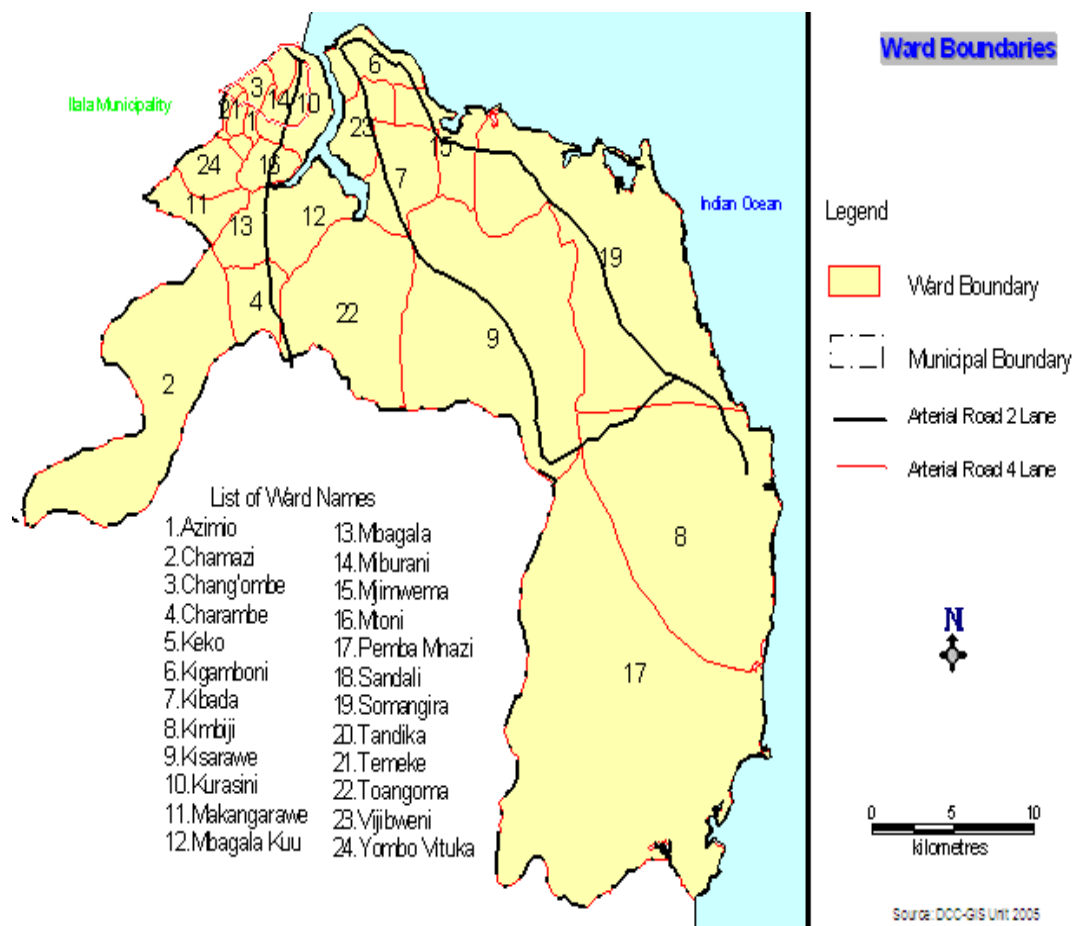


Figure 3.1 The Map of Temeke Municipal Council

Source: Field data, 2014

3.4 Population of the Study

Population is the group of potential participants, objects, or events to whom or to which researchers want to generalize the results of the study derived from a sample

drawn from the population (Adam and Kamuzora 2008). Krishnan (2003) defined population as the target group to be studied in particular place. It is the aggregate of all units pertaining to the study. The researcher was limited to Temeke Municipal Council and its related offices of education particularly secondary educational officers and heads of selected secondary schools.

Therefore, the targeted population for this study was all employees of Temeke Municipality. However, the researcher could not be able to conduct the study on all employees from Temeke Municipality. There was a selection of a sample of employees who were divided into two main categories, which were the respondents from municipal level and teachers from selected secondary schools in Temeke Municipality.

3.5 The Sample and Sampling Techniques

3.5.1 The Sample

Sample is a definite plan for obtaining a sample from a given population. It is the part of the population (Kothari, 2004). There was a sample of 100 respondents from Temekemunicipality. This sample was used for the study, and was as well the representative of the whole population from Temekemunicipality.

Therefore, the researcher selected 10 employees from the management level, 10 heads of selected secondary schools and 40 teachers from the selected secondary schools as well. There were also 20 educational stakeholders (parents) and 20 secondary school students. This brought a total sample of 100 respondents that was used for the study. This means the sample of 100 respondents represented all employees from the mentioned Temeke municipal council as shown on Table 3.1.

Table 3.1 Sample of the Study

Category of respondents	Number of respondents	Percentage
Secondary School Teachers	40	40%
Heads of Schools	10	10%
Educational Officers	4	4%
Municipal Educational Departments	4	4%
Students	20	20%
Parents	20	20%
Management at Temeke Municipal Council	2	2%
Total	100	100%

Source: Researcher, 2014

3.5.2 Sampling Techniques

According to Kothari (2004), sampling is a process of obtaining information about an entire population by examining only part of it. It is the process of drawing a sample from the large population (Kothari, 2004). The sampling techniques which were used in obtaining the said sample of respondents were purposive sampling, simple random, multistage sampling and stratified sampling as detailed hereunder.

3.5.2.1 Simple Random Sampling

Simple random sampling is a probability sampling whereby all members in the population have equal chance of being selected to form a sample (Adam and Kamuzora, 2008). The research employed cluster sampling method which deliberately includes people of similar characteristics in a specific location. This technique was used in order to obtain a representative sample drawn from a heterogeneous population. The population was grouped into a more homogeneous group such as educational officers and heads of selected secondary school so as to provide the best chance for generalization and allow the researcher to increase precision.

Simple random sampling was used to obtain respondents from each cluster. The use of this method gave each employee an equal and independent chance of being selected. It is also good when the population is made up of members of similar characteristics, as the size of random sample depends on the homogeneity (Shaughnessy et al., 2000). It is easier to apply and require no prior knowledge or true composition of the population. It is also easy to compute the amount of sampling error associated to it.

For Kothari (2009), in simple random sampling, bias is generally eliminated and the sampling error can be estimated. Therefore, the simple random sampling technique was used to select respondents who fell under the cluster of non-municipal managerial staffs especially secondary school teachers. They were selected randomly taking into consideration their availability and willingness to participate in this study.

3.5.2.2 Purposive or Judgment Sampling

In purposive sampling, decision with regard to which item should be included or excluded in the sample, rests on the researcher's judgment and situation (Adam and Kamuzora, 2008). This method was employed because it involves selection of employees that were judged as appropriate of the information related to the given study. And in this case, employees from managerial level and department of education at Temekemunicipal council were relevant to this study.

This sampling technique is said to be appropriate when what is important is the typicality and specific relevance of the sampling units to the study and not their overall representativeness to the population.

This technique was used to select respondents from the managerial level and heads of various units in educational department who provided relevant information to the study.

3.5.2.3 Multistage Sampling

Multistage sampling is a method of sampling which is used to overcome problems associated with geographically scattered populations where face to face contact is needed or where it is expensive and time consuming to construct a sampling frame

for a large geographical area (Sounders et al, 2000). This method involves taking a series of cluster samples, each involving some form of random sampling.

In this study, this technique was employed as follows. As it has been argued earlier, due to financial and time constraints, the researcher would not be able to study each item/secondary school and teachers concerning the study. This means that few secondary schools were selected for the study. Out of the 3 divisions and 24 wards, ten wards were selected at random. Then, from each ward, one public secondary school was selected for the study. This brought a total of 10 secondary schools. From each secondary school, five teachers, including the headmaster/headmistress were selected. This brought a total of 50 teachers.

Moreover, from the municipal level, there was a selection of 10 respondents from municipal management, department of education. From each ten selected wards, there was also a random selection of 2 parents or households to make a total of 20 respondents.

Moreover, from each selected secondary school, there was also a selection of 2 students from each secondary school leading to a total of 20 students who were included in the study. Thus, it led to a total of 100 respondents that were used for doing the study.

3.5.2.4 Stratified Sampling

If a population from which a sample is to be drawn does not constitute homogeneous groups, stratified sampling technique is generally applied in order to obtain a representative sample (Kothari, 2004). Stratified random sampling is a sampling technique whereby the total population is divided into different group or layers before selection of the representatives (Adam and Kamuzora, 2008). Each group or layer is commonly known as strata. This is to ensure representation of all members of the population.

Those elements having similar characteristics are grouped into the same stratum. This is more important when the population from which a sample is drawn has

different characteristics. It results in more reliable and detailed information. Increasing a sample's efficiency and providing data for analyzing the various sub-populations.

In this sampling technique, the respondents were divided into five main groups namely secondary school teachers, heads of secondary schools, educational officers, respondents from municipal educational department and the management of Temeke municipal council. These groups were considered as strata. From these five strata, the simple random sampling and purposive sampling techniques were applied.

3.6 Types and Source of Data

The search for answers to research questions calls for collection of data. Data are facts, figures and other relevant materials, past and present, serving as bases for study and analysis. In social science research, data are classified into data pertaining to human beings, data relating to organizations and data pertaining to territorial areas (Mbwambo et al., 2011). The sources of data are mainly divided into primary sources and secondary sources.

3.6.1 Primary Data

Primary data is a direct collection of data from their original source (Krishnaswami et al, 2006). The primary data constitute first hand information collected through observation, direct communication with respondents, mailing or through personal interviews (Mbwambo et al., 2011). They are types of data which are collected in the field of study by the researcher for the purpose of answering a research question/issue (Adam and Kamuzora, 2008). They can also be gathered through, among others, interviews or questionnaires (Kothari, 2004).

In most cases, observation, questionnaire and interview are common research tools which are used to collect primary data. Regarding this study, the primary data were included and were collected through questionnaire, interview and observation.

3.6.2 Secondary Data

Secondary data are the data obtained from literature sources or data collected by other people for some other purposes. Secondary data provide second hand information and include both raw data and published ones (Saunders et al 2000). These data refer to the data which have already been collected and analyzed by someone else (Kothari, 2004). This implies to data that are already available. They are obtained from literature sources or data collected by other people for some other purposes which may be either published or unpublished (Adam and Kamuzora, 2008). Therefore, secondary data provide the so called second hand information (Saunders et al., 2000). Secondary data include books, census reports, journal, articles, news papers, report and publications of various associations and organization as well as other documentary reviews from internet (Adam and Kamuzora, 2008).

Therefore, the study included secondary data. Secondary sources were those related to the study done or written by earlier researchers, writers, respective educational agencies and ministries as well as various educational stakeholders such as nongovernmental organizations (NGO's). Such relevant information was used in supporting, even negating the primary data that were collected from the field of the study.

3.7 Data Collection Methods

Observation, questionnaire and interviews are common research tools which are used to collect data and especially the primary data. The study used questionnaires, observation and interviews in the course of data collection.

3.7.1 Interviews

Interview is one of the major methods of primary data collection. It may be defined as a two-way systematic conversation between researcher and informants, initiated for obtaining information relevant to a specific study. It is a face to face contact between interviewer and interviewee (Mbwambo et al., 2011). It can take place at home, in

the office or even at the shopping centers depending on the nature and availability of respondents as well as the type of the (Adam and Kamuzora, 2008).

Therefore, interview was used to gather information on the respondents' views concerning the topic at hand. The interview was conducted to some respondents from the management and head of education department, educational officers and the heads of selected secondary schools.

The interviews included structured and semi-structured interviews. The structured interview consisted of planned questions in which the respondents were requested to answer. The semi-structured interview contained planned questions which required the respondents to answer them.

3.7.2 Questionnaire

Questionnaire is the series of questions, each providing a number of alternative answers from which the respondent can choose (Kothari, 2004). This means that the questionnaire can be considered in general terms whereby each person is asked to respond to the same set of questions in a predetermined manner. According to (Kombo and Tromp, 2011), in questionnaire, respondents fill in answers in written form and the researcher collects the forms which are completed for data analysis and report writing.

Therefore, the questionnaires were designed in a single way basing on research questions. Through this tool, the selected respondents within Temeke Municipality would be able to answer the questions correctly concerning the study. During the study, the questionnaires were distributed by the researcher and the respondents were requested to fill them as they were instructed. The questionnaires were of two main types; the closed and open ended ones. The reason for using closed ended questions was to get answers or responses that were brief and very direct. The aim of using open ended questions was to enable the respondents to give out the answers and views without limitations. In this case, the researcher was able to select the

appropriate and relevant answers concerning the study. Appendix 2 presents the questionnaire which was used for this study.

3.7.3 Observation

Observation allows the researcher to study people in their natural setting, without their behavior being influenced by the presence of the researcher. Kothari (2004) showed that, there are two types of observation: direct/non direct, non participant /participant observation. In direct observation, the researcher watches the context being studied while participant observation entails the researcher becoming part of the context being observed. Participant observation is suitable for interpreting what a researcher sees. Direct observation is more focused than participant observation. Observation as a tool of data collection was used in this study whereby the researchers' areas of interests working conditions, physical and social infrastructure and other working facilities were critically observed and in turn were related with overall aims and objectives of SEDP I (2004-2009).

3.7.4 Documentary Review

Documentary review is the secondary data tool. Saunders, (2009) states that documentary as a secondary data includes all written documents such as minutes of meetings, diaries, administrative reports, reports from stake holders in Temeke Municipality, educational offices. Different documents which were found in the educational office department within the municipality were consulted during the data collection period.

3.8 Reliability and Validity of Data

Validity and reliability of data were highly enhanced by the use of triangulation where by multiple sources of data were used in order to minimize biasness. Triangulation refers to the use of different data collection techniques within one study in order to ensure that the data are telling what one thinks it is required (Saunders et al, 2009).

3.8.1 Reliability of Data

Reliability refers to the extent to which data collection techniques or analyzing procedures yield consistent findings. It can be assessed by posing the two questions (Easterby et al, 2002). Reliability is concerned with question such as “will the measure yield the same results on other occasions”? Can similar observations be reached by other observers? Robson (2002) highlighted threats to reliability as subject to participant error and bias; observer error and bias.

In order to minimize this, procedures were carefully explained; structured approach was followed, interview guide and questionnaire were designed to increase reliability of the data. The information was gathered from the right sources like teachers, stakeholders, and heads of schools and department of education office in Temeke Municipality.

3.8.2 Validity of Data

Validity is concerned with whether the findings are real about what they appear to be about. It is the relation between the dependent and independent variables.

Robson (2002) has stated the threats to validity can be caused by such factors as history, testing, instrumentation, maturation, mortality and ambiguity about casual direction, logic and false assumptions, identifications of research population, data collection procedures, data interpretation and development of conclusion. The use of descriptive survey approach at Temeke Municipal council aimed at reducing the impact of invalidity of data.

3.9 Data Processing and Analysis Plan

3.9.1 Data processing

Data may be characterized according to the source from which they were obtained. This may be nominal, ordinal interval or ration scaling. Measurement implies assigning numbers to each variable using hypotheses or set of rules of research questions. This facilitates comparison and interpretations of such variables.

During this study, data were arranged in form of both nominal and ordinal scales. Nominal scale is basically for identifying items by signing numerals to variables. The variables are normally in the form of categories such as gender, position, in the Municipality. The numbers do not signify order of extent nor size and can be interchanged at the establishment without affecting the results of the analysis.

3.9.2 Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. It further involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2011).

The process of data analysis aims at determining whether the observations support the research questions that were formulated before going into the field to collect data. It involves the computation of certain measures along with searching for patterns of relationships that exist among data groups (Kothari, 2004).

Regards this study, the data collected from the field were recorded, tabulated, computed and described depending on the type of information. They were also interpreted and given relevant description (Silverman, 2002). The quantitative data like respondents' characteristics were analyzed through diagrams, tables, charts, and graphs. The qualitative data were coded for their validity before being incorporated into the report while taking into consideration the objectives of the study and the data collected from the field.

Furthermore, the data collected were analyzed by the use of a modern computer software programme known as Statistical Package for Social Science (SPSS).

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter analyzes and presents the data that were collected in the area of the study. The data on the assessment of the effectiveness of the implementation of SEDP in Tanzania, considering Temeke Municipality as a case study were collected through various techniques which include questionnaires, interviews, observations and documentary reviews. The data were collected in five main strata namely the management of Temeke municipality, head teachers and academic officers, teachers from various secondary schools, students and various educational stakeholders in which most of them included parents and leaders from local government and other people of good will. From the field, the data were analyzed in accordance to the objectives of the study. These were:

- The achievements of the implementation of SEDP in Tanzania.
- The perceptions of teachers and educational stakeholders on the implementation of SEDP in Tanzania.
- The challenges hindering the effectiveness of SEDP in Tanzania.
- The current strategies employed by the government and other stakeholders to improve secondary education in Tanzania.

However, before presentation, analysis and discussion of the empirical findings, the demographic characteristics of the informants are presented and analyzed since they account for validity and reliability of data which were collected.

4.2 Demographic Characteristics of the Respondents

Essentially, the researcher selected a sample of 100 respondents divided as follows; 10 employees from the management level at Temeke Municipality, 10 heads of selected secondary schools and 40 teachers from the selected secondary schools as well. There were also 20 educational stakeholders (parents) and 20 secondary school

students. However, the data from the field indicated that about 84(84%) respondents participated in the study as follows; 6(60%) respondents from the management level 40 (100%) secondary school teachers, 20 (100%) students, 12 (60%) educational stakeholders and 6 (60%) were heads of secondary schools as indicated in table 4.1 below

Table 4.1

S/N	Category of Respondents	Frequency	Percentage
1	Municipality Management	6	60
2	School Heads and Academic Officers	40	100
3	Secondary School Teachers	20	100
4	Education ‘Stakeholders	6	60
5	Students	12	60
Total	5	84	

Source: Field, 2014

4.2.1 Distribution of Respondents by Sex

As previously indicated, the total number of all respondents who participated in the study were 84, of whom 47(56 %) were male and 37(44%) were female as it is shown in table 4.2 below.

Table 4.2 Distribution of Respondents by Sex

S/N	Gender of the Respondents	Frequency	Percentage
1	MALE	47	56
2	Female	37	44
Total	2	84	100

Source: Field data; 2014

The findings above suggest that there is uneven distribution of sex among the respondents who took part in the study. This confirms that most of the findings of this study came from the views of the men, something that, sometimes, may result into biased responses. However, these results are not accidental but factual in the sense

that generally there are more male teachers than females in the secondary schools in the municipality and countrywide (Ngimbudzi, 2009). This reflects the historical gender inequality in education in many countries south of the Sahara including Tanzania. A similar picture would be noted if the study was conducted among Heads of Secondary Schools. However, a different picture would be observed if the study was conducted in among primary school teachers.

4.2.2 Age

Data from the field indicated that 4 (5 %) of the total participants were aged between 10 and 15 years, 16 (19 %) of the participants were between 16 and 20 years, 9 (11 %) were between 21 to 25, 19 (23 %) were aged 26 and 30, 17 (20 %) between 31 and 35, 14 (17%) were between 35 and 40, 3 (3 %) were between 41 and 49 and 2 (2 %) were aged above 50 years. The statistical data indicate that the majority of the participants especially the teachers in the current study were aged 26-40 years as shown on Table 4.3 below.

Table 4.3 Age of the Respondents

S/N	Category of Age	Frequency	Percentage
1	10-15	4	5
2	16-20	16	19
3	21-25	9	11
4	26-30	19	23
5	31-35	17	20
6	35-40	14	17
7	40-49	3	3
8	50 and Above	2	2
Total	8	84	100

Source: Field data; 2014

The findings show that, in some schools, the little facilities available were not properly used. Most of the students claimed that they did not understand the science subjects because of lack of facilities and improper use of the available facilities something that resulted in poor performance (Ngimbudzi, 2009).

4.2.3 Level of Education

According to the data which were collected, the educational level of the respondents were as follows; respondents with mastersdegree were only 2(3 %), 32(38%) were having bachelor degree in education and other social science disciplines, 15 (18%) were having diploma in education, 2 (3%) were of secondary education, and 20 (24%) respondents were still perusing secondary education. None of the respondents were identified with primary education, certificate or PhD level of education. However, about 11 (14%) of the respondents did not identify their level of education as indicated by table 4.4 below.

Table 4.4 Respondents' Level of Education

S/N	Category of Education	Frequency	Percentage
1	PhD	-	-
2	Masters Degree	2	3
3	Bachelor Degree	32	38
4	Diploma	15	18
5	Certificate	-	-
6	Secondary Certificate	2	3
7	Persuing Secondary Education	20	24
8	Primary Education	-	-
9	None Categorical	11	14
Total		84	100

Source: Field data; 2014

The data above indicated that, the majority of teachers were those with bachelor degree (38%). This probably is due to the implementation of SEDP 2005 to 2009 which had an objective of ensuring that there is an increase of access to secondary education (Oluochi, 2006). Under this program, there was construction of many communitysecondary schools in Tanzania. The increase of the secondary schools went hand in hand with the employment of more teachers. This implies that a similar

picture would be obtained if a larger sample was studied in any district in the country (Ngimbudzi, 2009).

Teachers with a diploma in secondary education constituted the second majority in the study sample. This is due to the fact that, according to the MOEC (1995, 103), *“the minimum qualification for a secondary school teacher in both government and non-government schools shall be possession of a valid diploma in secondary education obtained from a recognized institution.”*

However, the study identified two teachers who attained advanced secondary level of education. These teachers are probably one among those who had attended one month induction course as a crash programme organized by the government to curb the alarming shortage of teachers following the implementation of SEDP 2004-2009, but were supposed to continue their studies at The Open University of Tanzania (OUT) as distance learners to obtain the required qualifications.

4.2.4 Respondents' Working Experience

Respondents' years of experience within the municipality were also a key area to the researcher in the study as it has an impact on the information to be provided. The findings revealed that 39 (46 %) of the participants had worked in the teaching field for about 1-7 years, 11 (13 %) respondents had 8-15 years of working experience, 2 (3 %) have been working as teachers in the municipality for about 16 to 23 years, while 7 (8%) had worked for about 24 to 31 years. However, 25 (30%) respondents did not indicate years of experience. The researcher assumed that, this may include the groups of the students who were still pursuing their secondary education and the parents who were self employed.

Table 4.5 Respondents' Working Experience

S/N	Category of Years	Frequency	Percentage
1	1-7	39	46
2	8-15	11	13
3	16-23	2	3
4	24-31	7	8
5	0	25	30
Total	5	84	100

Source: Field data; 2014

These figures show that the majority of teachers (46%) had working experience of less than 8 years. This suggest that the results are not accidental but they are due to the fact that the majority of teachers were trained and employed between 2004 and 2008 following the implementation of the SEDP 2004-2009. This means that similar results would be obtained if a larger sample was studied in another area of the country. The implication of the working experience among the respondents is that, they were in a position to give out their ideas basing on their diverse work experiences which provide good inputs to the topic under investigation.

Moreover, the decrease of number of teachers with many years of experience suggest that, there is a high movement of teachers from the government schools to private schools and other careers due to low job satisfaction among public secondary schools. Travers and Cooper (1996) revealed that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers' intention to quit the job. In other words, factors that can contribute to teachers' intention to quit the job are same factors that contribute to teachers' intention to remain in the job.

4.3 The Achievements of the Implementation of SEDP I in TemekeMunicipality

The data from the field showed that, most of the respondents were very pessimistic with SEDP I, as about 69% of them accepted that there has been great achievement on the program. These achievements were viewed under different grounds as follows.

4.3.1 Construction of more Secondary Schools

The field data showed that, through SEDP which was initiated in July 2004, many secondary schools were constructed countrywide. This is an indication that people have realized the importance of secondary education to their development. It is because they were part and parcel in supporting this program as the program was guided by a street policy statement in the country, which encouraged every ward to have its own secondary school. Community secondary schools come through initiatives from local community and government support to bring closer education at local level (ward).

The local people's role was to participate in building basic infrastructures including classrooms and other structures while the government supplements building materials and other basic resources. Most parents devoted their support because they wanted their children to utilize this opportunity. This can be traced by looking at the number of schools for the period from 2005-2014. The field data showed that, by 2005, the municipality had 5 secondary schools only. To date, as the result of implementation of SEDP I and II, the municipality was proudly to report to the researcher that there are 40 secondary schools. This means 35 more secondary schools were constructed. Moreover, in 2005, there were only 51 classrooms for secondary schools in Temeke municipality. To date (2014), there are about 870 classrooms.

Parents' and government's efforts to have community schools at every ward can be reflected from this trend, and this aims at opening more opportunities for secondary education and further studies to more children. Emphasizing this achievement, the district educational officer argued that

“These are some of efforts to support and achieve Tanzania's vision 2025 to have educated, knowledgeable and skilled people. However, they did not hastate to explain their concern on the role and ability of the state to improve and ensure the delivery of education rights' and right education to all students regardless of

their socio-economic, cultural or geographical differences. Educational policy and secondary education development program has, in some cases, generalized the supply and failed to explore the demand side of the socio economic, cultural and geographical factors”.

The study by Chagwa (2010) on the contribution of SEDP to access and quality of secondary education in Kinondoni Municipality (Tanzania) indicated that the mechanism of SEDP contributions was (module operant) involvement of different stakeholders such as NGOs, wards, streets, and the community at large. With regard to the area of contribution, the study found out that SEDP greatly contributed to different areas of secondary education ranging from increased enrollment, reduced dropout rate, improved facilities and infrastructure, and quality of education in terms of capacity initiatives and pass rates in the national examinations. The results of the study further show that the total number of students increased from 1101 in 2006 to 5552 in 2009 after implementation of SEDP I.

Other reviewed documents on SEDP showed that, at national level, the number of public secondary schools increased from 1690 in 2005 to 3397 in 2010. Likewise, the number of students increased from 490,492 in 2005 to 1,401,330 in 2010 with significant increase of new classrooms and very few learning supporting structures like kitchen, teacher's houses, laboratories, libraries and toilets (BEST, 2010).

On the other hand, the research has shown that the construction of these schools created disparities among the municipality as there are no policy guidelines in place to guide community secondary schools construction. Those with more financial and economic capabilities have used the unguided school constructions to have more secondary schools than in areas with very high level of poverty in the country

The vision of the SEDP I is to provide rural communities with day schools. There is no provision for building hostels as it is assumed that students will live at home (Olouch, 2006). Although the fourth phase government has shown interest to build

hostels for female students in rural areas, that good intention alone without an adequate resource allocation may not help to address the problems facing students in rural areas.

Moreover, the data showed that the construction of secondary schools under SEDP I was also combined with the increase of accommodation facilities such as hostels, increase of administration blocks and construction of teacher's houses in Temeke municipality. Nevertheless, it was seen that there are secondary schools within the municipality which still have no accommodation for teachers and students. It was seen that, the slow rate of constructing hostels for students was due to the policy directives under SEDP I which indicated that, vision of the SEDP is to *"provide rural communities with day school; there is no provision for building hostels as it is assumed that students will live at home"* (Olouch, 2006: 11). It was further seen that, this policy directives discouraged the parents and other stakeholders who could even construct the hostels under voluntary basis.

4.3.2 Increase on the Form One Students Enrolment and Decrease of Illiteracy

During the study it was seen that about 60 of the respondents argued that, with the implementation of SEDP I, there has been an increase in enrollment of standard seven leavers to secondary schools. With the implementation of PEDP, there has been improved performance in primary schools which in turn has enabled those students who passed primary schools to join secondary schools which were built under SEDP I. This is contrary to the past experiences where by most of them were ending up joining vocational training institutions, petty trades and others were engaging in casual employment. It was revealed that, in 2005, a total number of form ones who were enrolled in secondary schools were 6,473.

However, as per 2014 statistics the total number of enrollment in form one in all public secondary schools stood at 14,392. Moreover, the student enrolment in form five in 2005 was 101, while in 2014, they are 527 students. One of the respondents who is a school committee member from Toangoma secondary school in Temeke municipality argued that:

“SEDP will reduce poverty in both urban and rural areas due to high enrollment of youths to secondary schools built under the program. This means that, the program led to greater awareness of the importance of education within the society and the education gained will help in transforming the society and the nation at large”.

This perception reflects those of Rajani (2004) who showed that, there is no nation in the world which can have true development and democracy without education.

Thus, the benefit of the SEDP I was that it offered opportunities for educational progression from primary to secondary schools. The findings reflect the key objectives of SEDP I which assert that *“The main goal of SEDP is to increase the proportion of Tanzanian youths completing secondary education with acceptable learning outcomes. The plan will concentrate in the following areas: Improvement of access, equity improvement, quality improvement, management reforms and devolution of authority and education management system improvement”* (URT, 2004).

These findings have find echoes in various secondary literatures where it is seen that, during the period 2004-2008, when the number of schools rose by 194 per cent nationwide, Form I enrolment increased by 198 per cent from 147,470 to 438,901, once more surpassing schools' capacity to accommodate the enrolled pupils (URT, 2004, 2007, 2008). It is important to note here that the Form I enrolment in 2008 was short by only 61,099 of reaching the SEDP I target of 500,000 by 2010 (MoEC, 2004). The Form I enrolment for 2008 also shows that the SEDP target of a 50 per cent transition rate to Form I by 2010 had already been attained (MoEC, 2004).

In spite of the marked increase in the enrolment of Form I having started in 2004, there was an even greater increase in 2007 and 2008. According to the Municipal secondary education officer, this extreme increase could partly be explained by the fact that, from 2006, there was a policy directive which requires all pupils who passed their standard VII examination to join Form I. Generally, form I enrolment

trends show a major change soon after the inception of SEDP I. Without it, it is most likely that the intake of pupils to secondary schools would have increased at a far slower pace (Spourset, al., 2010).

The Report from MoEVT showed that the progress of SEDP, among other things, has led to an increase in access to education to such an extent that in 2008 almost 1.5 million students were enrolled in secondary schools. The net enrolment ratio had improved from 9 percent to 30 per cent, while the transition rate had improved from 20 per cent to 50 per cent. Moreover, gender equity had improved considerably and young people from low income families had had more access to secondary education (URT, 2010).

Other research on secondary schools provision in Tanzania has shown that the enrollment has shown discrimination and bias between the rural and urban areas and between poor and rich people. The enrollment rates in lower secondary schools for urban children are seven times higher than that for rural children. There is also a seven fold difference between enrollment rate for the richest and the poorest quartile (Olouch, 2006).

Although the government had reduced school fees from \$40 to \$20 per year, indirect costs such as buying school uniforms, textbooks, exercise books and other school requirements for a form one entrant is over \$100, the amount which poor people cannot afford. Several times, Tanzania Teachers Union (TTU) feels that secondary education should be free with government providing exercise books and other direct costs to students in order to reduce burdens for poor parents.

According to Poverty and Human Development report (2007), since the introduction of SEDP, improvement in different areas has been very slow although there is a big improvement in the percentages of students passing from primary to secondary schools. For example, in 2007, approximately two third of the children in government schools (67.5%) leaving standard seven made the transition to form one. Through expansion in the number of places in government schools secondary schools, the secondary enrollment has also expanded quickly from 6% in 2002 to 13.4% in 2006. However, gender balance in

government schools deteriorates as the transition to secondary schools for girls represents only 46.4% of pupils in form one.

4.3.3 Increase in Employment of Qualified Teachers

Teachers in Tanzania are categorized according to their educational qualifications. Each type of school demands particular teacher educational qualifications. This implies that individuals have to meet certain requirements before they are employed as elementary, primary or secondary school teachers in Tanzania (Ngimbudzi, 2009). Students who do not get opportunities for university education can join the teachers' colleges and pursue a two-year diploma course in education. Having graduated from such colleges, they are employed to teach in ordinary level secondary schools. Those who pass the advanced certificate of secondary education examination (ACSEE) pursue a three-year undergraduate degree course in education and thereafter they qualify to teach in the advanced level secondary schools/senior secondary schools (Dershimera and Mhando, 2006).

Since, under SEDP I, there was construction of many secondary schools in the Municipality, the data from the field indicated that, the program went hand in hand with the employment of secondary school teachers in the municipality.

Additionally; according to MOEC (1995, 103), *"the minimum qualification for a secondary school teacher in both government and non-government schools shall be possession of a valid Diploma in education obtained from a recognized institution."* However, it was seen that, this is not in practice because it was revealed that the implementation of SEDPI at the beginning faced the challenge of teachers' shortage. So, the government in 2006 introduced a crash programme called an induction course, a one-month course for form six leavers in order to curb the problem but those individuals should continue with their training at the Open University of Tanzania (OUT) to attain the required qualifications while teaching.

According to interviewees, the benefits of the SEDP I seemed to go beyond gains in enrolment and knowledge. A good number of respondents thought that SEDP had

also contributed to employment creation. However, with the implementation of the project, there was employment of more teachers on annual basis to curb the demand of teachers by those schools which were being built. This means that SEDP was also a tool which has been creating employment opportunities for teachers in Tanzania.

The data from the municipality showed that, in 2005, there were only 135 teachers. With SEDP, there was an employment of 1554 teachers by June 2014. One headmistress, for example, admitted that she would not have become a headmistress without the SEDP I. This remark implies that SEDP I had increased the number of secondary schools and hence such opportunities.

A growth in the number of secondary schools meant that more teachers had to be trained and employed one of the heads of schools remarked that:

“We might say a good number of Form VI leavers were absorbed as teachers in primary schools. Without SEDP I, they probably could be jobless.”

Not only employment of teachers, but also according to one of the municipality procurement officer, the expansion of secondary education through SEDP I created employment opportunities for building contractors and for material suppliers.

In fact, it can generally be said that these were spill-over effects of this programme. On the other hand, the increase of employment for teachers as the result of SEDP I should not be considered at face value. This is due to the reason that, the research was acknowledged that there has been disproportionate between the number of students and the available number of teachers. This is in line with other researches which have shown that there was a major discrepancy between the two which would result in teacher shortages in Tanzania despite the implementation of SEDP I in 2004. The data showed that, while pupil enrolment rose by nearly 48 per cent nationwide between 2003 and 2004, the increase in the supply of teachers was static

at 3.5 per cent (URT (2004, 2007, and 2008). When enrolment of pupils rose by 22.2 per cent in 2005, the supply of teachers only rose by 14.4 per cent.

A starker picture was seen in 2007 when the number of teachers actually declined by 2.7 per cent compared to a rise of 84.3 per cent in the enrolment of pupils. From these statistics, it goes without saying that the demand for teachers did not keep pace with the increase in the number of students enrolled (Spourset,al., 2010).

The results by Spourset,al., (2010), are in line with this study in which it was seen that, teachers-student ratio especially in community secondary schools in Temeke Municipality, had changed from 1:20 to over 1:40 in 2008 due to increased student enrolment under the SEDP I.

4.3.4 Availability of Learning Materials

The data from the field indicated that about 57% of the respondents strongly supported the SEDP I program due to the fact that, it ensured the availability of learning materials for students such as libraries, text books, desks and some laboratories although they were found to be in progress.

However, it was seen that, in all schools that were visited by the researcher, there were inadequate books. It was revealed that, in some cases, teachers were forced to post them on the notice board so that students may copy the content of the book in their exercise books. According to Sumra (2005), there are adequate teaching and learning resources in secondary schools in Tanzania. Not only insufficiencies of books but also libraries have received less attention when new schools are built or established. However, recently, in some schools, the situation is still the same. Another recent study by Zombe and Nyirenda, (2013) indicated that insufficiency of teaching materials like appropriate books for all subjects that are being taught has been a major challenge facing teachers in both rural and urban areas

4.3.4 Decrease in the Number of Jobless Youths, Early Married and Pregnant Girls

Some of the respondents indicated that SEDP acted as a means of preventing joblessness for the youths by letting them grow and increase their maturity in the

four years they would be in school. This also helped to keep the would-be Standard VII leavers away from involving themselves in drugs, crimes, and early marriages, especially for girls. The findings also indicated that there is an increase in the number of school girls than boys. For example, at Kimbiji secondary school, in 2009 there were 775 girls out of 1436 students. This is equal to 54% of all students.

4.4 The Teachers and Educational Stakeholders Perception on SEDP Implementation

The researcher during the study had a duty of inquiring the perceptions of the respondents to the SEDP I. During the interview with the respondents from the municipality, respondents had different perceptions of SEDP. An assistant senior logistic officer argued that:

“Others perceive SEDP I as a solution to students access to academic, while others considers it as the source of mass failure in our country”.

On the other hand, one respondent who is a Municipal secondary education academic officer asserted that:

“There are negative perceptions of these ward secondary schools among teachers in the sense that they view those who are posted to community secondary schools as those with low academic performance/ low competence”.

From secondary school teachers' perspectives, it was argued that some perceive that community secondary schools are for those students with low marks in the primary schools, while others view them as just a project intended to reduce the number of street boys and girls. A member of school committee at Relini secondary school said that:

“There is no serious commitment from the government in improving education. The program is more political than professional”.

One parent from Kigamboni commented that:

“The program is used as a tool for politicians in seeking public popularity from the voters. The aim of SEDP I was good but in its implementation, goals were not achieved. It is just there to entertain parents that their children have access to education without knowing that they are also failing”.

A student from Malela secondary school said that “new schools (ward secondary schools) were seen as schools for low income people”.

The respondents’ views imply that there was no common stand with regard to the SEDP I. However, the positive and negative perspectives of the program are hereunder detailed:

Positive Views

The positive stakeholders’ perception on SEDP I indicated that, increased enrolment in secondary schools was not an end in itself. Instead, they saw the benefits of this programme as having to do with increased awareness about the need for education by the community and an opportunity for the learner to gain knowledge. About 59% of the respondents had a positive perception of the program as it was commented that, the program has led to low school fees for students which is affordable even for low income families. This means that, there is more access to secondary education than it was before SEDP I. This was emphasized by one of the municipal secondary school officer who gave a view that some parents with low income perceive it as an opportunity for their children to get education at reasonable costs. However, the high income families perceived community secondary schools built under SEDP I as schools of low quality education.

In Tanzania, school fees for community secondary schools are as low as Tsh 20,000. However, the research revealed that other direct and indirect costs of schooling may reach up to Tsh 180,000 or sometimes more. It was further revealed that, there has

been an increase in students' absenteeism and dropout due to transport fare and other school contributions for development purposes

This is in line with observations by Al-Samarrai and Reilly (2000) that direct and indirect costs incurred by children for schooling are high. More than 80% of Tanzanian households spend less than Tsh38, 600 per month or 1,286 per day as noted from URT(2009) (Tsh1500 is equal to 1USD). Some households may not have enough resources to finance the initial costs of education for some or all of their children in rural and urban parts of Tanzania where the poor are not empowered economically. Lewin (2008: 8) argues that it is a combination of both direct and indirect costs that prevent children from accessing and participating in schools. The study shows that poverty limits a number of students from schooling and households face the burden when a child is selected to join secondary education.

Furthermore, his research showed that an increase in the enrolment was firstly facilitated through increased establishment of secondary schools that provided a room for them. One respondent remarked that:

“Many secondary schools were built as a result of SEDP and it is through this that our children have gained more access to education”.

Secondly, increased enrolment was facilitated through the schools getting closer to communities resulting in reduced travel distance. Distance was formerly a barrier to a majority of children coming from poor families because they could not afford the fare to travel to school. An academic master in one of the schools in the Municipality remarked that:

“Secondary schools have now been brought closer to the communities making it easier for everyone to seek education instead of having to commute for a long distances, which was a major limiting factor for the students in our municipality”.

Indeed, currently, many of the schools seem to be situated within relatively reasonable walking distances from the homes of many of the pupils, although in several places a good number of them were still coming from 7-10 kilometers away from their schools. However, the distance could be related with the residence of their parents so long as parents employment situation determine their residential areas as well.

4.5 The Challenges Hindering the Effectiveness of SEDP I in Tanzania

The study revealed different challenges affecting the effectiveness of SEDP in Tanzania. Such challenges include the following:

4.5.1 Scarcity of Teachers in most Secondary Schools

Perhaps, one of the scarcest resources in putting the SEDP I into practice was teachers. It was seen that shortage of secondary teachers is a very complicated agendum. One of the respondents argued that:

“The supply of teachers is a problem; their qualifications are a problem; and their retention is a problem”.

The study noted that there is inadequacy of teachers especially in those schools located in the remote areas. Secondly, there is a scarcity of teachers in terms of subjects particularly science teachers for teaching Mathematics, Physics, Chemistry and Biology, French and commercial subjects mainly Commerce and Bookkeeping.

The problem of the shortage of teachers in the new community schools was raised by all categories of participants in the research. In this regard, one student said that at the end of the day it was the students who bore the brunt of this situation. These data on the shortage of teachers are consistent with the concern about capacity and quality in the expansion process raised by scholars such as Osaki (2004) and Lewin (2005) who argued that matching trends in the enrolment of Form I alongside increases in the number of school and teachers was important if the intended goals of the SEDP were to be achieved smoothly.

The data from the department of education at Temeke municipality indicated that the municipality is in deficit of 300 teachers for science subjects and 86 teachers for business and arts subjects. Lack of teachers was seen as a high problem to the municipality. It was revealed that some schools had gone far to the extent of employing secondary school leavers who were not professionals. This was evidenced during the data analysis where it was seen that, there were 2 secondary school teachers with secondary education qualification only. The government schools with long establishment and mission schools such as Kibasila and St. Anthony secondary schools were more likely to have a larger number of teachers with better qualifications than the community secondary schools.

Schools which motivate students by positive environment play a strong base for their full participation in schooling life. Thus, government and education professionals should provide a friendly and safe learning environment that not only recognizes student successes, but also the one that challenges their individual learning style and talents (Reid, 2000).

Study by Ngowi(2011) on factors that define exclusion in secondary school education, a case study of community secondary schools in Babati – Manyara Region, - Tanzania reported on the lack or shortage of teachers for both sciences and arts is one of the problems facing the community secondary schools in Babati. However, science subjects experience acute shortage. Absence of support staffs like store keepers, laboratory technicians, teachers' absenteeism, lack of enough classrooms, kitchens, dining halls, teachers houses, toilets were noted as great challenges.

Also, it was noted that some had big teaching load and class size. School environment plays an important role in the social exclusion trend of the enrolled children, learning efficiency and the decision to keep attending school or remain enrolled. Thus, the main challenge facing SEDP in Temeke municipality is insufficient number of teachers especially in science and business subjects.

4.5.2 Lack of Hostels in Community Secondary Schools

Despite the fact that, one of the achievements of SEDP I was construction of various classrooms, teachers' offices and other infrastructures, the research showed that, classrooms were less frequently stated as a very serious problem. In many community secondary schools visited by the researcher, there were still various infrastructures whose construction was in progress under SEDP II.

As most schools were day ones, dormitories were probably not needed. But the fact that some students were coming from a long distance, the researcher saw the need of constructing hostels especially for girls. Among 40 secondary schools that are in Temeke municipality, there are only three hostels one at Kimbiji secondary school, one at Pemba Mnazi secondary school and another one at Kisarawe II. The rest of 37 secondary schools were found to have no hostels.

In the course of doing the research in Kigamboni, it was found that most of the community secondary schools were far from the students' residential areas. This is a challenge which needs to be addressed through construction of hostels. Some students rented houses from neighboring areas or stayed with the relatives who stay near their schools. However, their security, especially for girls may be inadequate.

4.5.3 Low Motivation for Teachers

The research revealed that most of teachers in community secondary schools in Temeke municipality are not motivated by their profession. This is due to the fact that they have poor living and working environment. The poor working environment was ascribed as shortage of school buildings, class rooms, and furniture. Others were lack of teachers' rooms, toilets (specially, for female teachers), play grounds for the students, computer facilities, communication and location of the schools. A teacher from Chamazi secondary school asserted that:

“There is a very big problem with the program of SEDP because the country is in some kind of a vicious circle. He went on to say

that: *The situation was characterized by shortage of teachers and teaching and learning materials”.*

The findings concurs with those of Akyeampong and Stephens (2002) who found out that, in Ghana, teachers have expressed concerns about the quality of accommodation. In Tanzania, teachers have also lamented on shortage of classroom facilities, school resources, and access to leisure activities (Towse et al. 2002).

The report by Legal and Human rights centre in Tanzania (LHRC, 2012) showed that the majority of government owned schools operate in a very devastating environment due to lack of dormitories, classroom, pit latrines and teachers' houses. This situation results in a very poor learning and teaching environment. Putting students in such kind of teaching and learning environments may automatically result in poor performance. And this is the point where education inequality in the country is maximized because those who are financially strong will send their children to private schools in which most of them have both conducive environment and infrastructure.

Similarly, literature shows that, in Malawi, urban schools are comparatively better than the rural ones (Johnson, 2011). Most of urban schools have enough classrooms, teacher's rooms and telephone facility. Only few schools have no separate toilet facility for female teachers. On the other hand the infrastructure of rural school is not developed. Some of the schools have no enough classrooms and teachers' rooms.

The school location is sometimes in backward place. Some teachers were found to walk over 5 kilometers daily to go to school. Such type of unfavorable situation influences their mind to think of physical working condition. This means the environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing and have great impact on the level of motivation and satisfaction towards the job (Praveer, 2009).

Therefore, good teachers are important for quality education. Evidence shows that most of the students who perform well in their examinations do not have interest in the teaching profession due to the reason that the teaching environment is not attractive. This causes acute shortage of teachers in harsh environments in the urban and rural areas.

4.5.4 Inadequate Physical and Social Infrastructures

Despite the reason that one of the most achievements of SEDP I in Temeke municipality was the increase of secondary schools and enrollment of more students to secondary education, the research found that, there is a problem of lack of laboratories, libraries, textbooks, desks, teachers' houses and toilets, tables and staff chairs.

Having supportive learning infrastructures in place is very vital to ensure right kind of education (knowledge, value and skills) is imparted to all children. Supportive learning infrastructures like library and laboratory are very crucial to ensure excellence not only in theoretical but also in practical aspect which supplement the understanding of subjects. Some schools with enough class rooms have converted some of the rooms into library and laboratory under temporal use but again they face acute shortage of books and laboratory equipment and chemicals.

Although poor academic performance can be seen from a number of parameters, lack of equipped infrastructures is one of the main factors in addition to untrained and incapable teachers. One teacher from Charambe secondary school said that:

“We don't have facilities; the ratio of teacher and students is not observed; students are too many to handle. We also have shortage of books especially of science subjects and teachers. There is lack of laboratory equipment; we don't expect best results out of this condition”.

It was further added by the chairman of the school committee that *“Due to poor working conditions, some teachers have perceived teaching as a wrong choice”*.

However, earlier research done on SEDP I elsewhere in the country suggest that a good school needs to have several laboratories physics, chemistry, biology, computer studies, agriculture, and where possible, for geography and so on (Ngao, 2011). But when a school has none of these, it becomes a serious problem for both teachers and students.

This was the case in most of the schools which were visited during the study. For example, the municipality had 40 ward secondary schools, and each secondary school was expected to have a laboratory but there were only 2 active and functioning laboratories at Changanyikenia and Kibasila secondary schools. The rest of secondary schools had no laboratories and others are in construction as it was seen at Nguva secondary school. It was argued by the respondents from the department of education within the municipality that running a science laboratory with all functional tools costs about 40 million per year. Given the limited resources, many schools cannot afford having even one.

The problem of shortage of laboratories could be one of the main reasons why students do not do well in science subjects as it is believed that people learn more and easily by seeing and practicing. This is also a strategy of SEDP I that was not realized because it aimed at improving the performance in science subjects. Performance in science subjects can not be improved in the absence of laboratories.

Lack of science laboratories has been one of the major challenges which have made science subjects to be taught more theoretically than practically. Due to the insufficiency of laboratories, students taking science subjects cannot carry out a real practical in their national examinations. So, the government established a theoretical examination so called “alternative to practical”. This situation was referred to as “inadequacy of resources” and it affects teachers’ working environments (Thorndike & Barnhart 1979 cited by Myers Giacometti, 2005).

The government supports community efforts to ensure some facilities are available as stated in educational policy and development plans. However, in some community schools, text books, teachers' houses, laboratories and libraries are not in place and in some cases are not sufficient time (Spours, et al 2010).This unfavorable and unfair government support towards rural, poor and needy communities affect their right to education and development.This is deepened by exclusion of younger generation from preparing qualified population necessary for socio – economic development. Meager supply of textbooks and other teaching and learning facilities result in poor delivery of teachers and poor students learning outcome. Usman (2006) describes how financial cutbacks to education affects running of nomad schools in northern Nigeria. Another example is that of China.

Although China is quickly approaching universal primary education, progress on secondary education access and quality is uneven across gender and income, school performance and environment in keeping children in school. This was reported by Gansu Survey of Children and Families in 2000 and 2004. Gansu province is one of the China's poorest regions.

States' obligatory role to invest and support education in terms of equity, quality and enhance relevance is very important. A study carried out in Mali revealed that the challenge for the community schools was the lack of infrastructure and teaching materials (Toukara et al. 2001&Kente 2001). It was added that the Ministry of Education lacks capacity to save and supervise Community Schools effectively.

Furthermore, it was also noted that the community schools are perceived as discount schools because they recruit unqualified teachers, do not follow school construction norms, and lack some inputs (Toukara 2001). The aspects of enough and qualified teachers, supported by enough and well equipped infrastructures has a visible character between Temeke municipality and the counterpart municipalities of Kinondoni and Ilala.

In Chile, efforts to improve school environment have had spillover effects on rural school attendance and performance of students (McEwan, 2006). Therefore, school settings are very important in either limiting or giving opportunity for students to learn. Both human and physical resources are vital for learning and students' good academic performance. A laboratory for science practical and computer studies are great challenges under SEDP I. This means that the objectives of SEDP I can never be achieved if the laboratories and other infrastructures are not in place.

Table 4.6 The Deficit of Social and Physical Infrastructures of Public Secondary Schools in Temeke Municipality by the end of June, 2014

S/N	ITEMS	REQUIRED	AVAILABLE	SHORTAGE
1	Classrooms	1045	888	157
2	Teacher's houses	1103	40	1063
3	Toilets for boys	827	249	578
4	Toilets for girls	1040	249	791
5	Student's chairs	41815	32104	9711
6	Laboratories	120	10	110
7	Hostels	22	3	19
8	Libraries	40	2	38
9	Teacher's offices	40	8	32

Source: Temeke Municipal Council, 2014

4.5.6 Low Salaries and Lack of Teaching Allowance

The research revealed that teachers are not well paid, and the poor salary of teachers plus their poor working environment has been the root cause of low motivation and poor performance of students academically. It was revealed that, due to the low payments that are given to the teachers, there are some teachers who engage in other activities like conducting evening tuition and other entrepreneurial activities to supplement their low salaries. Teachers' salary is the one of the challenging factors for teachers to work in government owned schools in Temeke. Generally, teachers argued that, salary is very low to enable them sustain their lives (Davidson, 2007).

A current basic monthly salary for a new university graduate teacher is 589,000 TSH (US\$ 368).

Various literatures have supported that, the salaries of teachers are seriously inadequate. Consequently, many teachers are forced either to quit from the field or to find additional income to augment their poor earnings. This, in turn, invariably has a negative impact on their overall performance, due to less concentration on academic matters (Sumra, 2006). Bennell and Akyeampong (2007) have also showed that very low pay forces a large proportion of teachers to earn secondary income from private tutoring and other activities. Most teachers have to do other income generating activities in order to supplement their income (Bennell & Mukyanuzi, 2005). A study by Jinyevu, (2013) in Tanzania on the relationship between employees' satisfaction and work performance reported that teachers in Tanzanian government owned schools especially in rural areas like Mkuranga district in Coastal region and Mkinga district in Tanga region engage in agriculture or small businesses. Those in urban areas like Dar es Salaam, Arusha and Tanga have opted to teach in private schools, opening their educational centers for tuitions. This has negative impact to the employers and the beneficiaries of the educational service in particular in that teachers devote more time to their petty businesses than teaching

Improving teachers' salaries was reported as a predictor for increasing teacher motivation with the potential to produce quality teaching. Teachers complained that the increase in their salaries should correspond to the roles they perform in schools. Besides teaching, teachers have to supervise extra curricular activities like subject clubs, debates, and sports and maintain the school environment. To motivate teachers, these activities need to be remunerated. Teachers argued that teaching is a demanding profession and hence it has to be paid highly. One teacher complained that:

“Teaching is a demanding profession because teachers in schools are required to teach and supervise other extra curriculum activities and at the same time act as parents, counselors for matters that need to care for and support students. And as social

workers, they have to resolve conflicts among students and other similar roles that can be required by students in schools. But they are paid low salaries and as a result we are demotivated and we cannot volunteer to perform all the required roles any more”.

Some of the teachers argued that with their salaries, they felt that extra curricular activities were not paid, as there were no differences with other staff who do not work longer hours. In addition, teachers had more complaints about low salaries as it affected the welfare of their families. They said with their small salaries they have to meet all the challenges on economical and social services. Jimerson, (2003) argues that recruiting and retaining quality teachers can be achieved by increasing teacher pay across the board to an adequate level that will help address the status of the teaching profession.

In order to improve the situation in schools, teaching allowances were suggested as an alternative. Teachers argued that, in order to retain trained teachers, a special allowance has to be introduced for them. Teachers commented that the allowances can serve to compensate the costs incurred in the course of travelling to towns.

Many teachers during the study appealed for transport allowances. They claimed that much of their salaries are spent on paying fares for town buses to and from their schools. In this case travelling allowance is important to teachers in all contexts. Teachers wished to be paid teaching allowances to cover the life challenges. Performance in school is deteriorating because teachers spend little time teaching in schools. In the rest of their time they go and teach private classes to get extra money. One teacher remarked that:

“I think the government has to rethink about introducing teaching allowances that could supplement the low salary and hence make teachers comfortable and willing to stay and teach in their schools”.

4.5.7 Shortage of non teaching Staff

Data from the field showed that the secondary wards Temeke municipality has no non teaching staff employees such as accountants, matrons and patrons, Lab technicians, ICT specialists, nurses and security guards. The situation has led teachers especially the head teachers to be overwhelmed with working load. Information from the department of education in the municipality indicated that the municipality has few secondary school inspectors in comparison to the number of secondary schools.

The Tanzania Human Rights Report which was carried out by Legal Human Rights Report (LHRC, 2012) showed that one of the main factors for the poor learning and unattractiveness of teachers to work in both urban and the rural areas is due to inadequate labor force facing the education sector. The report insisted that, most of the regions in Tanzania have deficit of teachers almost between 2000 and 4000 teachers in each region covered by the study. Shortage of School teachers in schools is another serious problem facing education sector in Tanzania

4.5.8 Poor Students' Academic Performance

The data from the area of the study have shown that the community secondary schools do not perform well in both Form two and form four national examination since 2007. The few of students lay between grades C's and D's, and majority got F. It was seen that, the community secondary schools within the municipality had fewer students scoring divisions one to three. This means that majority of them perform at the capacity of division four grade. Conversely, seminaries and other private schools plus few public secondary schools had the lowest proportion of students scoring division four. Such schools contribute much on the students who are scoring division one to three. The community schools had the greatest number of failure students while seminaries had the smallest proportion.

Different reasons have been mentioned during interview with the teachers as causes of the failure. Numbers of teachers were not proportional to the number of students. The required ratio for teacher to student is one teacher to forty five students, but the data show that to some schools the ratio is up to 60 students per teacher.

Though there has been a good improvement in teachers' qualifications, it is possible that teachers were concentrating more with their study and care less for the students. Parents were not very cooperative to teachers in different categories, but most of all in discipline matters. Parents were too busy with their business and leave the whole responsibilities to the teachers. They were too busy so much so that they cannot even go to their children schools when they are called by the teachers for different matters.

In all schools, findings show that there were students who did not attend the examination for different reasons such as sickness, absenteeism, negligence and pregnancy. The students continuous assessment performance was among the areas that were assessed, and the result indicated that the average performance in students continuous assessment was good (B), though 36% of the respondents said the performance was average that is at 'C' grade. It was seen that about 34% of the respondents said that SEDP I has improved the quantity of education, 50.4 % said that equity in selection and joining secondary education has been increasing and 7% did not say anything.

When asked about the impact of the SEDP I on student performance, the acting director of secondary education at the municipality replied that there was no great improvement. He attributed the low performance to various constraints such as truancy, absenteeism, lack of resources and low morale on the part of teachers.

The poor performance in examinations by students in community secondary schools was a concern voiced by all many respondents (76%) who called for urgent action to improve the situation through the provision of teachers, books and laboratories.

Given this low performance by community secondary schools, a question arises as to how the secondary education can be a potential force for poverty reduction as asserted World Bank (2005). In the same vein, this poor quality and performance in community schools also leads to concerns about whether secondary education is contributing effectively to the promotion of citizenship and democracy, as intended by policy makers (MoEC, 2004).

It was seen that, the community secondary schools are only preparing casual employees and the drivers of bodaboda/bajaji. The research showed that, about 40% of bodaboda drivers/bajaji in Temeke municipality have attained certificate of ordinary secondary education and even some have gone up to form six.

As a result of poor performance in their exam, motorcycling was seen as an immediate alternative of earning leaving despite the fact that most of them are dying daily in road accidents and some even end up with permanent disability. Some of the parents who are working in various public and private organizations saw the SEDP graduates as employable but suggested that their opportunities were limited to manual work, such as being messengers, cleaners, and lawn maintainers.

Beyond that, all types of other works would require them to undergo training to get the required skills like for clerical or secretarial work. The question that arises is, if the opportunities are limited, does the education system do enough to prepare these pupils to enter different types of employment for they cannot secure vacancies in the public sector?

Most of the parents raised their concern over the current kind of education in Tanzania, where by most of the youth end up in motorcycling and even others working as bar maids after four years of their education. One of the parents argued that:

“It is unacceptable that you find a girl who has finished form four working as just normal bar maid in our street. Does it mean that for the four years she was just learning how to say welcome to the customers and how to open a beer and soda? Which kind of education is this?”

Given the discussions we have had thus far on the problems of SEDP I. It appears that secondary school graduates are probably not fully prepared to enter higher education.

4.5.9 Remoteness of Schools

58% of respondents indicated that distance from home to school is one of the problem facing both teachers and students. Some schools are located very far from residential areas. Students, teachers and some members of the community said that this was due to failure by politicians to consider distance and lack of involvement of parents in locating the schools. There is no school transport and the available public transport is faced with the problem of traffic congestions and overloading passengers.

The housing condition for teachers is one of the major challenges they face. In both urban and rural areas, there are very few government- owned houses to accommodate teachers (Davidson, 2007 as cited in Jinyevu, 2013). Very few teachers manage to build their own houses. Most of them depend on rented houses or apartments which are expensive. In my experience, a monthly rent for a normal room in an urban city like Dar es Salaam ranges between 50,000-100,000 TSH.

Hence most of the teachers do arrive schools very late and some of the students do wake up at 4:00 am in order to be at school premise on time. Walking or traveling a long distance results in tiredness of students and reduces their ability to learn. So, those who come far away from these schools might end up being losers and in some cases may result in truancy or dropout as said by one head of school. The municipal educational officer complained that some of the schools especially in Kigamboni were constructed under political pressure without proper selection, positioning and student admission mechanism. This is portrayed by being geographically inaccessible by students and teachers.

Lack of nearby school in both urban and rural areas is often responsible for lower level of participation. A study conducted in Latin American countries including Bolivia, Ecuador, and Peru showed the disparities in school attendance between urban and rural communities largely disappeared when the proximity of a local school was taken into account (Hall and Patrinos 2006). The planning and setting of

community secondary schools should be undertaken without misunderstanding of geographical, cultural and economic practices, as all children need attention at different setting and practices. Iro (2001) observes that, many schools are located inappropriately, few in densely populated areas and many in sparsely populated areas.

Brock-Utne's (2000) acknowledged the perceived importance and the spread of schooling, but critical potential issues of consideration that still faced in the spread and implementation of education reforms in Tanzania is geographical location of the schools. It was learnt in the field that, location or position of the school affects the ability of students to reach the school on time.

4.6 The Strategies Employed by the Government to Improve Secondary Education in Tanzania

SEDP I was intended to be implemented in three phases of five years each. The programme which was developed within the context of the broad Educational Sector Development Programme (1997) and the Secondary Education Master Plan (2000) had five key objectives, namely: improvement of access; improvement of equity; improvement of quality; management reforms and improvement of education management systems (monitoring and evaluation including improvement of data collection system) (URT, 2011).

The overall goal of SEDP I was to increase efficiency and responsiveness in the delivery of secondary education. This has been achieved through devolving the management and supervision of secondary schools from the central government to the local government authorities (LGAs) in 2008.

During the study, the respondents, particularly the head teachers, and Temkemunicipal workers highlighted some of the plans that need to be done so as to cover the challenges and obstacles that were encountered during the implementation of SEDP I. These plans were included:

- i. To delegate power to local government (decentralization) to manage the schools.
- ii. More recruitment of teachers to meet the demands.
- iii. Completion of infrastructures under SEDP II.
- iv. Improvement of teachers working environment.
- v. To build one advanced secondary school in each division.
- vi. To construct 4 hostels for secondary schools which are far from students' residential area and with poor transport network.
- vii. Improving teachers training and development.
- viii. Seminars to address the issues of SEDP II and BRN should always be present.

Moreover, when asked how this plan could be implemented, they argued that these plans were to be covered under SEDP II (2010-2014). On the other hand, the review of SEDP I and an analysis of the current challenges lead to emphasizing that the following issues should be addressed in SEDP II (URT, 2010).

- Poor performance in secondary education examinations, with most students getting marginal pass of Division IV or failing completely.
- Acute shortage of teachers, especially in the science and mathematics, with many students not able to do these subjects at all.
- Asymmetrical deployment of teachers of required qualifications have been varying from place to place whereby urban areas have an advantage in recruiting more and better teachers at the expense of rural community secondary schools.
- Inequalities in learning environments among different schools resulting in inequalities of learning outcomes, with girls doing poorly in both participation rates and pass rates, especially in science and mathematics subjects, and community secondary schools doing consistently poorly.
- Insufficient infrastructure, including many construction projects that started under SEDP I but were not completed.
- Lack of or non use of laboratories in most schools resulting in students doing the science theoretically, and most of them doing badly, which in turn has

resulted in an avoidance syndrome, with most students enrolling in social science/arts subjects, rather than natural sciences.

- Poor teaching approaches in the classroom, as it is teacher-centered, with students relying heavily on the teacher and old notes, and classroom time not being used efficiently and effectively for mental engagement of the students.
- Low transition rates (hardly 30%) from ordinary to advanced level secondary education due to limited Form 5 places.
- Limited school management skills of some heads of schools affecting daily running, academic performance and financial management of schools.
- Increasing number of students from poor households in relation to available resource for provision of scholarship grants.
- Limited access to secondary education of nomads, marginalized groups and disabled learners.

However, currently it is almost four years since the implementation of the SEDP II in the country begun. This study has evidenced that, the challenges that were pinpointed out by SEDP II to be addressed still exist. This implies that the SEDP II will not succeed to overcome these challenges so long as it is only one year remaining for its implementation to be done.

Moreover, the research showed that, the current focus of the government is on BRN. One of the main challenges in the educational sector was to recognize that although the enrolment rate has increased tremendously, the quality of education has dropped significantly. BRN has identified some of the burning challenges facing the educational sector which have affected quality of education. Some of these challenges are:

- i. Inadequate teachers, teachers' content and pedagogy competence.
- ii. Lack of teachers' motivation.
- iii. Lack of accountability among teachers.
- iv. Lack of teaching and learning aids.
- v. Lack or inadequate infrastructure.
- vi. Lack of proper supervision at school level.
- vii. Lack of monitoring and evaluation, and control of school quality.

- viii. Lack of effective and efficiency resource utilization.
- ix. Poor community participation.
- x. Poor evaluation of skills and knowledge;
- xi. Provision of examination results.
- xii. Health of students.
- xiii. Electricity and ICT utilization.
- xiv. Curriculum preparations processes.
- xv. Curriculum content.
- xvi. Teaching and monitoring of curriculum and
- xvii. Lack of adequate support to slow learning students.

In order to rectify the above mentioned challenges, the review of SEDP Imade a critical analysis of the challenges and came up with nine strategies which are likely to bring ‘big results’ within a short time of implementation of these strategies.

The main objective of all these strategies is to raise examination pass rate from 31 percent for primary schools in 2012 to 60 percent in 2013. Likewise, in secondary schools, pass rates should rise from 43 percent in 2012 to 60 percent in 2013. In addition, pass rates should also rise to 70 percent in 2014 and 80 percent in 2015. The nine strategies which aim at improving quality of education are:

- a. Official school ranking: rank 100 percent of all schools in the annual official school ranking, starting with 2012 Primary School Leaving Examination (PSLE) and Certificate of Secondary Education Examination (CSEE) results.
- b. School incentive scheme: reward 4,000 most improved schools every year with monetary and non monetary incentives and recognize top 200 performers, starting with 2013 results. Monetary incentives expects to be between TShs. 1,000,000/= and 5,000,000/= for primary schools and TShs.2, 000,000/= and 10,000,000/= for secondary schools.
- c. School improvement toolkit: distribute school improvement toolkit and train 19,000 school heads. This kit aims at supporting school heads to execute

their work effectively. It complements the existing guidelines and is focused around a practical advice and simple best practices on school management.

- d. National reading, writing and arithmetic (3Rs) assessment: conduct the first national 3Rs assessment in standard two in October 2013
- e. 3Rs teacher training: train 12,300 standard one and two teachers in 3Rs teaching skills
- f. Student Teacher Enrichment Programme (STEP): train 17,000 primary and 8,000 secondary school teachers to support low performing students.
- g. Basic facilities construction: construct basic facilities in 1,200 secondary schools.
- h. Capitation grants: ensure 100 percent timely delivery of books and materials to all students through alternative funding and monitoring. The resource mobilization lab aims to provide TShs.158 Billion by 2015 for teaching and learning materials to schools through the “Education Investment Levy; and
- i. Teacher motivation: recognize teachers through non monetary incentives, ensure zero outstanding claims by end of June 2013, and zero unresolved claims not more than three months ahead.

The implementation of the above mentioned strategies started since 17th April 2013. There are a number of tasks which have been accomplished including preparations of tool kit, training of teachers, releasing of TShs.26 Billion to start construction whereby 260 contracts have been awarded and payment of teachers’ accumulated claims (URT, 2013).

BRN for education sector was publicly inaugurated on 15th August 2013 by Honorable ShukuruKawambwa, Minister for Education and Vocational Training (MoEVT). During the process of inauguration of BRN, senior educational officers took oath pledging to meet the targets as set in the educational sector through BRN, failure of which they will be held accountable.

Public inauguration of BRN for educational sector was preceded by internal meeting between the MoEVT high officials and educational officers (DEOs and REOs).

During the meeting, top officials from MoEVT provided a detailed explanation of BRN and expectations from REOs and DEOs to push forward the implementation of this programme.

As MoEVT is pushing forward BRN in educational sector, many educational stakeholders including teachers, educational officers and general public are pessimistic on whether the BRN ambitious targets will ever be met. The educational stakeholders have already pointed some anomalies; taking an example of achieving 60 percent pass rate is next to impossible considering that there are challenges facing teachers like poor working environment which are yet unresolved.

Another argument from educational stakeholders is that sources of financing such an ambitious plan is yet to be confirmed. Though they were told that the implementation of the plan started since April, 2013, many feel that resources are not adequate to push forward this plan countrywide.

In addition, educational stakeholders argue that there has been many plans, statements, slogans and exciting ceremonies and speeches which aim at improving education in Tanzania. However, not much has been put into practice. For example, where did the most celebrated "*kilimo kwanza (agriculture first)*" plan go? Currently no one is seriously singing that slogan, will BRN survive? Consequently, it is very challenging if the program will succeed alongside the challenges facing the community secondary education as the result of the implementation of SEDP I and II.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to make an assessment on the effectiveness SEDP I in Tanzania, considering Temeke Municipality as a case study. Specifically, it focused on evaluating the achievements of the implementation of SEDP I in Tanzania, identifying the perceptions of teachers and educational stakeholders on the implementation of SEDP I in Tanzania, finding out the challenges hindering the effectiveness of (SEDP I in Tanzania and finding out the strategies employed by the government to improve secondary education in Tanzania. Therefore, this chapter provides a summary of key findings of the study, and draws conclusion, recommendations and the suggested areas for further research.

5.2 Conclusion

Findings have shown that there has been expansion and increase in the number of community secondary schools accompanied by a huge increase in students' enrolment in Temeke municipality. All types of stakeholders, from government officials to non government organizations; from students to parents and teachers and all the rest acknowledged some basic benefits of the expansion, but pointed out many challenges and problems.

These challenges were scarcity of teachers in most secondary schools as the research acknowledged that the municipality's teachers' deficit is almost 300 teachers. It was seen that more scarcity of teachers is on science subjects.

Lack of hostels in community secondary schools was another challenge. This was the problem noted to face almost all ward secondary schools although it was intended to be addressed under SEDP II. However, it is almost four years since the implementation of SEDP II, and the problem is still persisting.

Low motivation for teachers was the sounding phenomenon during the study. The root cause of this low motivation and poor job satisfaction was related to many factors such as low salary, lack of teaching allowance and poor living and working conditions as well as working load. Inadequate physical and social infrastructures such as teaching facilities like books; absence of libraries, laboratories, health services; inadequate latrines, lack of houses for teachers were also noted as challenges.

Poor academic performance for ward secondary schools in Temeke municipality was another concern that was revealed by the researcher. The visited schools have been producing students with division four and zero than division I, II and III. The rationale for this was related to low motivation of teachers and lack of working facilities plus conducive environment that could enable students to perform well. Other factors include lack of hostels, remoteness of schools and low accountability of parents on issues concerning academic matters of the students.

However, the research revealed that, there were various plans to overcome the challenges under SEDP II. These included to delegate power to local government (decentralization) to manage the schools, more recruitment of teachers to meet the demands, completion in provision of infrastructures under SEDP II, improvement of teachers working environment like houses, to build one (1) high school in each division, to construct four (4) hostels in those secondary which are far away from students residential area and with poor transport network, improving teachers training and development and seminars to address SEDP II and BRN.

Nevertheless, the researcher remained very pessimistic with the plans so long as the SEDP II is approaching to the end while the problems in ward secondary schools are still increasing. Nevertheless, the sounding slogan for the government in the area of education now is BRN. Thus, the SEDP may remain very theoretical than practical one.

5.3 General conclusion

Despite the short comings of community secondary schools noted and their strong impact to the learning process and the future of the younger generation, these schools have strength and contribution at different levels which deserve credit. Based on the findings of the present study, it was said that the current provision of education in the ward secondary schools face critical problems that need to be addressed by both the government and community members. The main concern of Tanzanians is the provision of quality education in the country, which can help their children to have capabilities and capitals to curb the challenges of globalization.

As the government owned schools are the hopes of many Tanzanians, neglect in supporting them would continue to widen gaps between the rich and the poor people in the country. This is because most of the children who attend government secondary schools are from poor and normal economic families while children whose parents are economically well are rarely sent to government schools but rather to academically well endowed private schools.

In Tanzania, the success of community secondary schools emanates from local community role and contribution; like providing land or space to build schools, contributing building materials for school or new classrooms, paying for school furniture and other equipment. The World Bank in (2000) found that mobilizing communities help to contribute for education. It also helps in decentralizing the cost of education (Wedgwood, 2005). Thus, in Tanzania the government has not enough resources to invest in secondary education. Therefore, community participation has led to increase number of schools and students enrolled every year.

Community schools have great contribution to the educational system. The development of community schools in Tanzania since mid of 2000s has changed the perception and needs of many Tanzanians. Secondary education is seen as an important tool for development and poverty reduction. Formally, it was common for majority of parents and children to accept primary level, but now secondary education is seen as more crucial due to life challenges. In most cases, community

schools have increased the demand for education especially to areas where there were no schools and to the marginalized and poor areas” (DEO, BDC, 2011). In Tanzania, the enrolment for form one students has increased and seems to be above the government target of 50% by 2010. It reached 51.6% in the same year (MoEVT 2010). This is a good move. However, other barriers to access, quality and equity are not well addressed.

Community participation in supporting community secondary schools has opened a credit venue for secondary education access. However, the study revealed that there are disparities in access, quality and equity as majority has not enjoyed full participation. In the face of increase in number of community schools and enrolment growth, there are noted weaknesses for access, equity and quality of education in terms of few spaces, insufficient classrooms, and lack of science teaching facilities, shortage of teachers and teaching materials and inappropriate location of schools.

Therefore, the government remains with the duty to find better ways for addressing access, equity without offending quality education delivered to young generation. Quality of education matters has spillover results to the other aspects like health, political and economic development participation for the poor in the developing country like Tanzania. The right to education and full participation enable children to realize their potentials at young hood and during adulthood. The abuse of this may have negative impact during their life and the nation at large.

The NSGRP (2005/06 to 2009/10) is the current organizing framework for economic and social development in Tanzania. The NSGRP is committed to the MDGs and seeks to reduce poverty by focusing on the following three clusters: (i) growth and reduction of income poverty; (ii) improvement of quality of life and social well-being, and (iii) good governance. The program will support educational development, which is included in the second cluster.

It is the hope of the researcher that, despite the challenges that were seen, the program will support the implementation of activities supported by SEDP I and II. These activities include the expansion and improvement of physical facilities, provision of teaching and learning

materials, training of teachers, reduction of barriers to secondary education for children from poor households through the provision of scholarships, supporting programs aimed at improving the retention of girls in schools, and strengthening the capacity for educational management.

5.4 Recommendations

It seems that the focus of SEDP I is more concerned about the students, classes, chairs and tables for students. This means that, when considering the serious consideration for teachers' furniture; how can a teacher be satisfied with the office without good chairs or a table while the students have the furniture? Or how teachers can be satisfied with nice classes while they have low salaries and no working tools? It is recommended that the government budget should consider much in improving the teaching and learning situation. Facilities like laboratories and libraries are very important for science subjects especially physics, chemistry and Biology. So, simultaneously with the classes and teachers office, the laboratories should be constructed.

However, in improving the teaching and learning materials, the improvement on teachers' salaries and other benefits should be considered. Teachers should receive salaries that are commensurate to the teaching profession and their contributions to the society.

The government of Tanzania has to allocate enough resources to school leaders so that they can cope with various and demanding responsibilities under the current educational reforms. Most importantly, school heads should be given more skills on management and leadership to enable them analyze their environment and lead the schools in a positive direction for quality education.

The study also suggests that continuous and sustained programs on professional development require support of many stakeholders at various levels. There is a need for the Ministry of Education and Vocational Training of Tanzania (MoEVT) to provide both human and financial resources at school and ward level. This can be

done more efficiently by reviving the support to and use of teachers resource centers (TRCs) that have been established throughout the country.

Poor performance in schools is largely the outcome of poor performance of SEDP. Thus, educational policy process should be considered as an agreement among all key stakeholders on how schools should be ran and eventually how students should learn. Essentially, the consensus should be reached around key issues of educational achievement such as key components of quality of education, and which aspects should be given first priority during the policy and budget allocation. Based on this assertion, all stakeholders should, therefore, effectively participate in the policy agreement.

Motivation to teachers is of the key area because it catalyses workers to be happy, uplift their commitments and make them more productive (Coleman, 2010 cited by Hussin, 2011). The government and the community should respect, recognize and appreciate the tough work done by teachers in very challenging environments. Teachers need to be encouraged by giving them both material and moral support like establishing national teachers award programs like in other careers like journalism.

Educational policies and programs have been changing every now and then and several times politicians like ministers have been the source of the dramatic changes which sometimes are of less importance (Nyirenda, 2013). Educational planning and policy implementations should be left in the hands of professionals; politics should not override professionalism.

In 2004, the government introduced “unified science” as a new subject in secondary school where Chemistry, Biology and Physics subjects were combined to form one subject. This was under the reign of the then Hon. Minister for education Mr. Joseph Mungai. After the 2005 general election, the then new minister Margret Sitta retained back the old curriculum that was changed before 2004. In all these changes, teachers were neither consulted nor involved in decision making while they are responsible in implementing it. It is my belief that when employees are involved in planning and

decision making, they always feel a part of the organization and become happy and committed in implementing the decision. Therefore, government school teachers should be treated the same. Moreover, all changes made should go hand in hand with training and seminar to make teachers in government owned schools familiar with such changes. The newly introduced BRN campaign in education will not bear fruits if teachers are not involved from its grass roots to implementations. The government should allocate funds for training before introducing any new policy or decision that needs teachers to implement.

5.4 Further Areas for Research

The researcher is suggesting further studies on the position of the physically challenged group (disabled people) and other vulnerable groups such as orphans in both SEDP I and II. The reason behind the suggestions is that, during the study, the respondents and even other stakeholders from the municipality rarely addressed issues on how SEDP I covered this cadre.

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APPENDICES

APPENDIX 1

A QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS AND EDUCATION OFFICERS

Dear respondent, thanks for taking part in this study.

The researcher is conducting an academic research on **the assessment of the effectiveness of the implementation of secondary education development plan (SEDP 1) in Temeke Municipality.**

You are humbly requested to fill in this questionnaire which will be assisting the researcher in collecting data for the mentioned topic. This research is done as a partial fulfillment for the award of Master of Science in Human Resource Management (Msc.HRM) from Mzumbe University; Dar es Salaam Campus College. Please note that the information you provide will be treated confidentially and will only be used for this purpose. I highly appreciate your participation and contributions.

Name of the Secondary School.....

Position.....

A. Respondents' Personal Information

Please provide a (√) on the appropriate space

S/NO	Category	Variable	
1	Sex	(i)Male	
		(ii)Female	
2	Age	a.) 18–25	
		b.) 26–33	
		c.) 34–41	
		d.) 42–49	
		50 and above	
3	Educational Level	a.) Primary Education Level	
		b.) Secondary Education Level	
		c.) Certificate Level	
		d.) Ordinary Diploma	
		e.) Advance Diploma/Degree	
		Master's Degree	
5	Working Experience	1– 7 years	
		8 – 15 years	
		16– 23 years	
		24– 31 years	
		32 years and above	

B. Achievements of the implementation of secondary education development plan (SEDP) in Temeke Municipality

What is your opinion concerning the achievements of SEDP 1 in terms of the following Key Achievement Indicators?

S/N	SEDP 1 Achievement Indicators	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	There has been 50 per cent cohort participation and transition rate from primary to secondary education in Temeke Municipality since 2010.					
2	There is optimum utilization of teachers, tutors and physical facilities					
3	There has been expansion of school facilities, especially in underserved areas.					
4	There has been expansion of form 5 and 6, by increasing Form 5 intakes more than five times since the implementation of SEDP 1					
5	There is expansion of open and distance learning in the municipality.					
6	With SEDP 1 implementation, there has been education of dropout, repetition, and failure rates at all levels among secondary schools in the municipality.					
7	There has been improving affordability by reduction of household education costs.					

S/N	SEDP 1 Achievement Indicators	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
8	There is an increasing allocation of more resources in education to underserved areas.					
9	There has been availability of scholarships to pupils from poor families;					
10	Improvement of retention and performance of girls					
11	Improvement of facilities in schools with disabled children.					
12	Improvement of education provision for the marginalized social groups.					
13	Reduction of school fees for day students.					
14	There has been an increase in-service courses for up-grading and continuous professional development of teachers.					
15	Improving entry qualifications of candidates for diploma and degree teacher training.					
16	The curriculum has been reviewed to meet national and international standards as well as the labour market					
17	Improvement of school libraries.					
18	Increasing capitation grant					

S/N	SEDP 1 Achievement Indicators	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	for teaching and learning materials and other charges					
19	Improvement of examination structure, type, and quality.					
20	Expansion of production of diploma and degree teachers.					
21	There has been sensitization and education on HIV and AIDS, gender and environment					
22	There has been an increase of efficiency and responsiveness in the operation of secondary education in the municipality					
23	the Ministry becomes more efficient in executing its core functions of policy formulation, monitoring and evaluation, providing regulatory framework, coordination, and optimization of resource use					
24	The ministry of education is Strengthening the inspectorate and support mechanisms					
25	There is an Improvement in access to and use of education management					

S/N	SEDP 1 Achievement Indicators	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	information systems (EMIS) in the municipality.					
26	There is an increase in Management Capacity building at all levels of education within the municipality.					
27	There was proper Communication and Publicity of the secondary education development plan.					
28	The municipality managed to provide Strengthening, Monitoring and Evaluation.					
29	There is an increase in the proportion of national resources in education to the municipality.					
30	There is reduction in school costs due from the student					
31	There has been a contribution from communities for SEDP 1 in Temeke Municipality.					
32	There was enough construction of new classrooms and rehabilitation of infrastructure and capitation grant for school recurrent expenses, and for teaching and learning materials, including textbooks.					

S/N	SEDP 1 Achievement Indicators	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

34. What is your general perception on the implementation of secondary education development plan (SEDP 1) in Temeke Municipality?

.....

35. What do you think are the challenges hindering the effectiveness or the success of the secondary education development plan (SEDP 1) in Temeke Municipality and in Tanzania in general?

.....

The End

Thanks for Your Contributions

APPENDIX II

A QUESTIONNAIRE FOR EDUCATIONAL STAKEHOLDERS

Dear respondent; Thanks for taking part in this study.

The researcher is conducting an academic research on **the assessment of the effectiveness of the implementation of secondary education development plan (SEDP 1) in Temeke Municipality.**

You are humbly requested to fill this questionnaire which will be assisting the researcher in collecting data for the mentioned topic. This research is done as a partial fulfillment for the award of Master of Science in Human Resource Management(Msc.HRM) from Mzumbe University; Dar es Salaam Campus College. Please note that the information you provide will be treated confidentially and will only be used for the purpose. I highly appreciate your participation and contributions.

1. Instruction

Please answer all questions. Tick against the correct answer for each question with its suggested answers. Where additional information is required, you are cordially asked to write on a separate sheet of paper.

2. Repondents'Personal Information

A. Sex

- (i) Male ()
- (ii) Female ()

B.Level of Education

- (i) PhD ()
- (ii) Masters ()
- (iii) Bachelor ()
- (iv) Diploma ()
- (v) Certificate ()

Please Specify Your Area of Specialization.....

C.What is your age category?

- (i) Below 25 years ()
- (ii) Between 25 and 35 years ()
- (iii) Between 35 and 55 years ()
- (iv) Above 55 years ()

D.What is your current working position?

.....

i.What are the achievements of the implementation of secondary education development plan (SEDP) in Temeke Municipality?

.....

ii.What are the perceptions of teachers and educational stakeholders on the implementation of secondary education development plan (SEDP) inTemeke Municipality?

.....

iii.What are the challenges hindering the effectiveness of the secondary education development plan (SEDP) in TemekeMunicipalityand in Tanzania in general?

.....

iv. What are the current strategies of the Government towards improvement of secondary education in Tanzania?

.....

The End

Thanks for Your Participation

APPENDIX III

A QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

Dear respondent, thanks for taking part in this study.

The researcher is conducting an academic research on **the assessment of the effectiveness of the implementation of secondary education development plan (SEDP 1) in Temeke Municipality.**

You are humbly requested to fill this questionnaire which will be assisting the researcher in collecting data for the mentioned topic. This research is done as a partial fulfillment for the award of Master of Science in Human Resource Management(Msc.HRM) from Mzumbe University; Dar es Salaam Campus College. Please note that the information you provide will be treated confidentially and will only be used for the purpose. I highly appreciate your participation and contributions.

Name of the Secondary School.....

1. Repondents'Personal Information

A. Sex

- a) Male ()
- b) Female ()

B.Education Level

- i.Ordinary Level
- ii.Advanced Level

C. What is your age category?

.....

S/N	SEDP 1 Achievements Indicators	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	There has been a contribution from our communities for SEDP 1 development in Temeke Municipality such as constructions of classes and laboratories					
2	SEDP 1has enabled our school to construct new classes and laboratories					
3	There is enough availability of books in our library					
4	There is enough teachers with good qualification for all subjects in our school					
5	There has been construction of enough toilets and dormitories					
6	There is increase of academic performance in our school					
7	There is a reduction of school fees and other contributions especially for day students					
8	There is availability of					

	clean and safe water in our school					
9	There is improvement of examination structure, type, and quality					
10	There is an improvement on facilities for disabled children					
11	There has been availability of scholarships to pupils from poor families					
12	There has been availability of scholarships to pupils from poor families					
13	The laboratories in our school have all necessary equipments for practical courses and exams					

APPENDIX IV

INTERVIEW GUIDE

Dear respondent, thanks for taking part in this study.

The researcher is conducting an academic research on **the assessment of the effectiveness of the implementation of secondary education development plan (SEDP 1) in Temeke Municipality.**

You are humbly requested to take part in this interview which will be assisting the researcher in collecting data for the mentioned topic. This research is done as a partial fulfillment for the award of Master of Science in Human Resource Management (Msc.HRM) from Mzumbe University; Dar es Salaam Campus College. Please note that the information you provide will be treated confidentially and will only be used for the purpose. I highly appreciate your participation and contributions. Therefore the Interview will be guided by the following questions

1. Instructions

Please answer all questions. Tick against the correct answer for each question with its suggested answers. Where additional information is required, you are cordially asked to write on a separate sheet of paper.

2. Respondents' Personal Information

A. Sex

- i. Male ()
- ii. Female ()

B. Level of Education

- (i) PhD ()

- (ii) Masters ()
- (iii) Bachelor ()
- (iv) Diploma ()
- (v) Certificate ()

Please Specify Your Area of Specialization.....

C.What is your age category?

- i. Below 25 years ()
- ii. Between 25 and 35 years ()
- iii. Between 35 and 55 years ()
- iv. Above 55 years ()

D.What is your current working position?

.....

E.Howlong have you been working with Temeke Municipality?

.....

3. Interview Guideline Questions

- i. What are the achievements of the implementation of secondary education development plan (SEDP) in Temeke Municipality?
- ii. What are the perceptions of teachers and educational stakeholders on the implementation of secondary education development plan (SEDP) inTemeke Municipality?
- iii. What are the challenges hindering the effectiveness of the secondary education development plan (SEDP) in Temeke Municipalityand in Tanzania in general?
- iv. What are the current strategies of the Government towards improvement of secondary education in Tanzania?

APPENDIX V

RESEARCH BUDGET

The estimated cost of the research was about 1,600,000 Tsh. Figure 3.2 below provides detailed information on the mentioned estimated costs.

Figure 3.2: Research Budget

Research Activity	Estimated Costs
Preparation of the Research Proposal	200,000
Data Collections	400,000
Data Analysis and Report Writing	500,000
Stationeries and Internet Services	200,000
Transportation Costs	300,000
Total Costs	1,600,00

Source: Researcher, 2014

APPENDIX VI

RESEARCH TIME FRAMEWORK

As indicated by Mzumbe University, the duration for conducting this research was seven months. Basing on that time framework, table 3.3 below described researchers timetable covering the name of each month with its respective research activity during the period in which the research was done.

Table 3.2: Research Timeline

Months and Activities	Activity1	Activity 2	Activity 3	Activity 4
February	Consulting the Major Supervisor ,Title Selection and Development of the Concept Note			
March and April		Writing Research Proposal		
May and June			Data Collection	

July and August		Data Analysis, Report Writing and Submission
--------------------	--	--

Source: Researcher: 2014