CHALLENGES FACING THE PROVISION OF QUALITY EDUCATION IN GOVERNMENT COMMUNITY SECONDARY SCHOOLS:

A CASE OF FURAHA, HALISI, VIWEGE AND KINYAMWEZI, ILALA MUNICIPAL COUNCIL, DAR-ES-SALAAM, TANZANIA.

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By

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A Dissertation Submitted to the School of Public Administration and Management in Partial Fulfilment of the Requirements for Award of a Degree of Master in Public Administration of Mzumbe University

2019

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: **Challenges Facing the Provision of Quality Education in Government Community Secondary Schools: A Case of Furaha, Halisi, Viwege and Kinyamwezi, Ilala Municipal Council, Dar-es Salaam, Tanzania,** in partial fulfilment of the requirements for award of a Master in Public Administration of Mzumbe University

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DECLARATION AND COPYRIGHT

I, Jacqueline John Mapogo, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This dissertation is dedicated to my beloved parents Mr. & Mrs. John A. Mapogo for supporting me in my journey of education from primary school to University level.

LIST OF ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
LGAs	Local Government Authorities
MDGs	Millennium Development Goals
MEABED	Monitoring and Evaluation for the Africa Bureau Education
MEO	Municipal Education Officer
MoE	Ministry of Education
MoEVT	Ministry of Education and Vocational Training
NGO	Non -government organisation
PMO-RALG	Prime Minister's Office – Regional Administration and Local Government
SSA	Sub-Saharan African
SWASH	School Water, Sanitation and Hygiene
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

ABSTRACT

This study examined the challenges facing provision of quality education in government community secondary schools. The specific objectives of the study were to examine numbers and qualification of teachers in community secondary schools in Ilala Municipal Council as required by SEDP and ETP, examine availability of enough teaching and learning materials in government community secondary schools in Ilala Municipal Council and to examine presence of enough infrastructures in government community secondary schools in Ilala Municipal Council. To achieve these objectives the study employed a case study research design and mixed qualitative and quantitative research approaches. The study employed a sample of 121 respondents with 5 categories of the respondents, 1 MEO, 3 wards councilors, 4 Heads of school, 26 teachers and 87 students.

The findings of the study showed that: the number of qualified teachers employed by the governments in community secondary schools in Dar-es-Salaam is promising but the problem is with the number of employed teachers which does not match with the needs of each subject, most teachers especially science teachers have too many periods per week and this affects their effectiveness on lesson preparation, there is lack of enough teaching and learning materials like textbooks, references books and lack of enough school infrastructures like classrooms, library and laboratories; the available infrastructures are not in good condition and they not meet the need of schools. Based on the findings of this study, the government should lay emphasis on raising the quality of education provided by community secondary schools. The study recommends that government must recruit many qualified teachers especially science teachers, ensures that there are enough teaching and learning materials in community secondary schools, ensures that infrastructures like classrooms, libraries, laboratories and toilets are built in each school according to the need of the school so as to eliminate the problem of overcrowding of students in classes.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations, delimitations of the study and conceptual framework.

1.1 Background to the Problem

The strategies to develop formal education in Africa can be traced back during the pre-colonial, colonial and post-colonial rule eras. The major purpose of the colonialists was to provide education to Africans in order to have assistance to serve in lower posts of the colonial administration. For example, the British trained Africans in order for them to work in lower cadre jobs. Therefore, those efforts were not meant to help Africans but the colonialists. However, after many African countries attained their political independence, they continued to develop education so as to get well educated and skilled labour around the continent (Mkonongo, 2012).

After independence the effort to develop the education sector went on. For example, immediately after Tanzania got her independence the effort to expand secondary education started. The government decided to do this in order to fill the vacancies left by the British with the indigenous people (Mkonongo, 2012). “Education for self-Reliance” appeared as a result of the emergence of Arusha Declaration in 1967. This idea was introduced by the Late Mwalimu Julius Kambarage Nyerere who was the president of Tanzania by that time. The declaration aimed to prepare the Tanzanians for self-reliance and to ensure that there was sufficient supply of skilled manpower for the country’s development.” Education for self-reliance “was education policy of that time whereby schools were given the mission to prepare students to become exemplary and self- reliant citizens of the new society. (Abey, 2009).

In 1995 the government of Tanzania decided to introduce Education and Training Policy (ETP, 1995). The objectives of the policy were to improve the quality of education process, increasing and improving access and equity for all children, devolving authority to local levels and broadening the financial base of supporting education. The purposes of the ETP were to consolidate and broaden the scope of ideas, knowledge, skills and concepts already acquired a primary level education; prepare students for tertiary, higher, vocational, technical and professional education and training. The last purpose was to prepare students for the world of work. The policy set a comprehensive vision towards the quality of education in Tanzania and access and equity at all levels of education.

In 1997 the government made another initiative to develop the education sector. The government started to prepare and imitated the overall framework of Education Sector Development Program (ESDP).The objectives of ESDP were to widen access and equity in basic education through equitable distribution of institution and resources and improve the quality of education through strengthening inservice teacher training, adequate teaching and learning materials, rehabilitation of physical facilities and strengthened monitoring and evaluation system. The priority of ESDP was to spend at least 70 percent of the education on recurrent budget in primary education with a view to attain universal primary education (UPE) by 2010 and attain a 50 percent transition rate from primary education to secondary education by 2003 (URT,2004).

The Secondary Education Master Plan (SEMP) was developed between 1998 and 2000 as part of the overall ESDP. The aspect of developing this was to develop secondary education systematically. SEMP has four main programs namely; increasing access, improving equity, enhancing quality and raising internal efficiency.

Target one of SEMP was to increase cohort participation rate from 6 percent in 2003 to 12 percent in 2015. This involved doubling the enrolment rate in secondary level and having at least one community school in every ward.

Target two of SEMP was to have programs to support quality improvement included a review of the curriculum focusing on its breath, depth and relevance; the establishment of a sustainable instructional material systems with a target of one book per student per subject by 2005; improvement of language training in English and Kiswahili and rehabilitation of existing schools buildings through community participation. Pre- service and in – service training of both teachers and tutors focusing on interactive methodologies and competences focused teaching and learning process and assessment.

Secondary Education Development Programme (SEDP) was intended to be implemented in phases. The first phase was from (2004-2009) and the second phase was from (2010/11-2014/15).The programme was developed within the context of the broad ESDP (1997) and SEMP (2000). This made SEDP a programme within a broad master plan due to the fact that the objectives were intended to solve the priority programs mentioned in SEMP. The program had five key objectives; improvement of access, improvement of equity, improvement of quality, management reforms and improvement of education management systems. The overall aim of SEDP I was improvement of quality buy raising pass rate from 36 percent to 70 percent in 2009. This target was supposed to be implemented through in service course for up- grading and continuous professional development of teachers, curriculum review, improvement of schools libraries, providing capital grants for teaching and learning materials and other charges.

SEDP II started to be implemented in 2010/2011 to 2014/2015. One of the areas of focus under SEDP II was improvement of quality and relevance. Basic goal of SEDP II was to increase the proportion of youth completing secondary education with acceptable outcomes in Tanzania and worldwide.

One of specific objective was to provide adequate and appropriate teaching and learning materials in all subjects at all levels to ensure that active learning takes place in schools.

In 2014 the government of Tanzania introduced Education and Training policy of 2014, among the reasons for the establishment of new policy was the failure of implementing 56 policy statements out of 149 policy statements of ETP of 1995 whereby 25 policy statements among 56 were concerning primary and secondary education. One of the specific objectives of the Education and Training policy of 2014 is having education and training with quality which are acceptable within the country and internationally.

Despite the fact that government have been implementing a lot of initiatives with objectives of improving the quality of secondary education within the country, yet the quality of education is still the topic of concern. Because all the programs introduced didn't fully succeed in attaining the objectives of the programs.

1.2 Statement of the problem

Different education programme initiated in Tanzania intend to raise the quality of education offered to Tanzanians. According to SEDP objectives, one of the objectives was to raise the quality of secondary education through improvement of curriculum, building infrastructures like libraries and laboratories, student-book ratio to be 1:1 and teacher- students' ratio to be 1:40. Furthermore, ETP of 2014 objective number two intended to raise the quality of secondary education to be accepted within the country and internationally. Strategies made to achieve this objective are changing of curriculum, creating good environment for teaching and learning with adequate teaching and learning materials, availability of textbook with 1:1 student-book ratio.

However, a study conducted by Mollel (2015) on the "*quality education practices, a case of community schools in Arusha District Council*", showed that 82% of respondents indicated that teacher-students' ratio in community schools is above 40. But also the availability of science textbook was unsatisfactory.

Another study conducted by Sabato (2015) indicated that the 78% of the respondents said that availability of textbooks in secondary schools was not enough.

Despite a number of researches which have been done on the provision of quality education in secondary schools, there have been limited research conducted on the challenges facing provision of quality education on government community schools. Hence this study aimed on examining challenges facing community schools in provision of quality education in Ilala District Council using Furaha, Halisi, Viwege and Kinyamwezi community secondary schools as case studies.

1.3 Research Objectives

1.3.1 General objective

The general objective of this study was to examine the challenges facing provision of quality education in community secondary schools in Ilala Municipal Council.

1.3.2 Specific objectives

The specific objectives of the study were:

i. To examine numbers and qualifications of teachers in government community secondary schools in Ilala Municipal Council as required by SEDP and ETP.
ii. To examine availability of enough teaching and learning materials in government community secondary schools in Ilala Municipal Council.
iii. To examine presence of enough infrastructures in government community secondary schools in Ilala Municipal Council.

1.4 Research questions

Questions that guided this study were as follows:

i. What is the number of teachers with qualifications required by SEDP and ETP for government community secondary schools in Ilala Municipal Council?

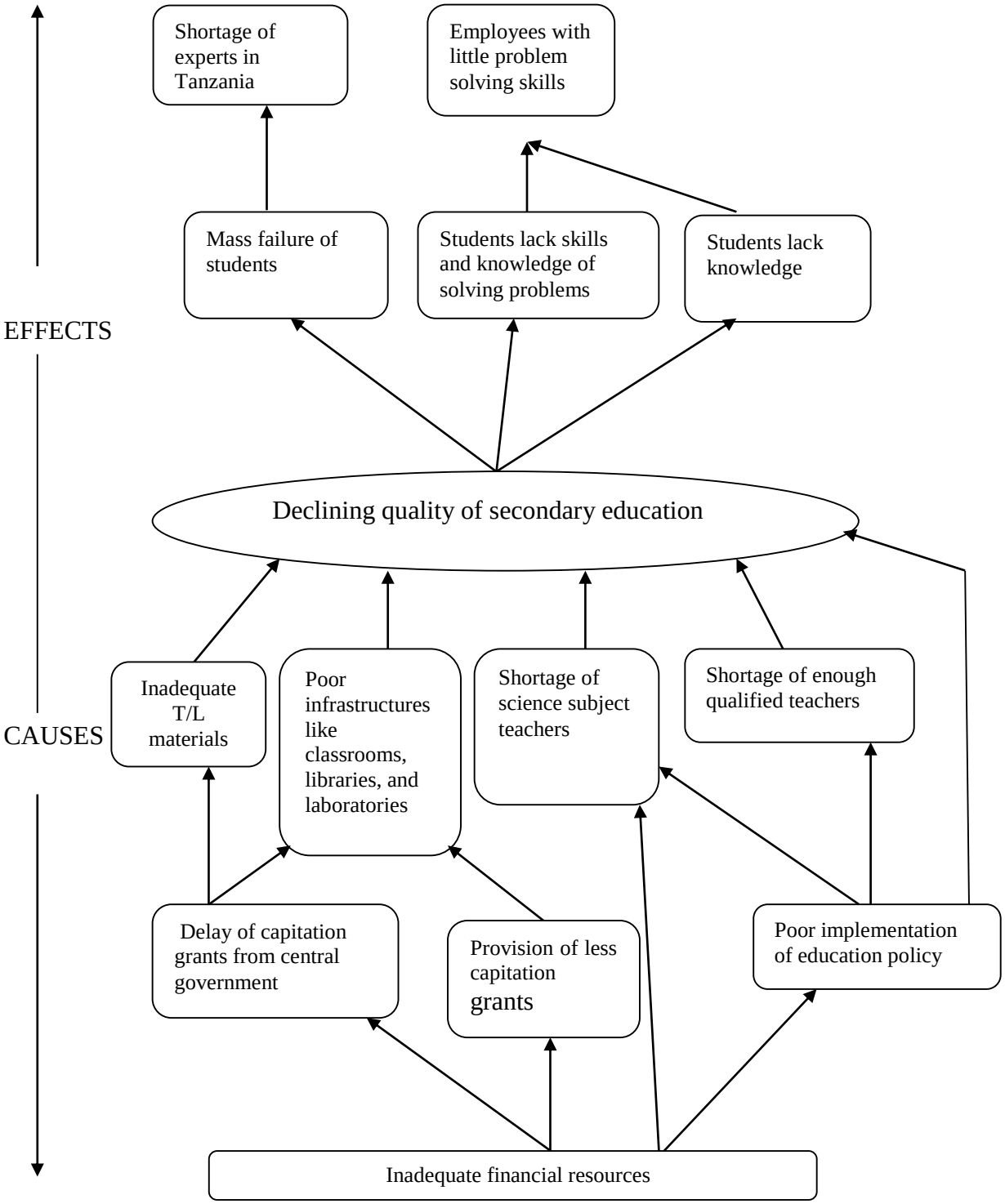
ii. What is the availability of enough teaching and learning materials in government community secondary schools in Ilala Municipal Council?

iii. What is the presence of enough infrastructures in community secondary schools in Ilala municipal council?

Table 1:1 Operationalization of research questions

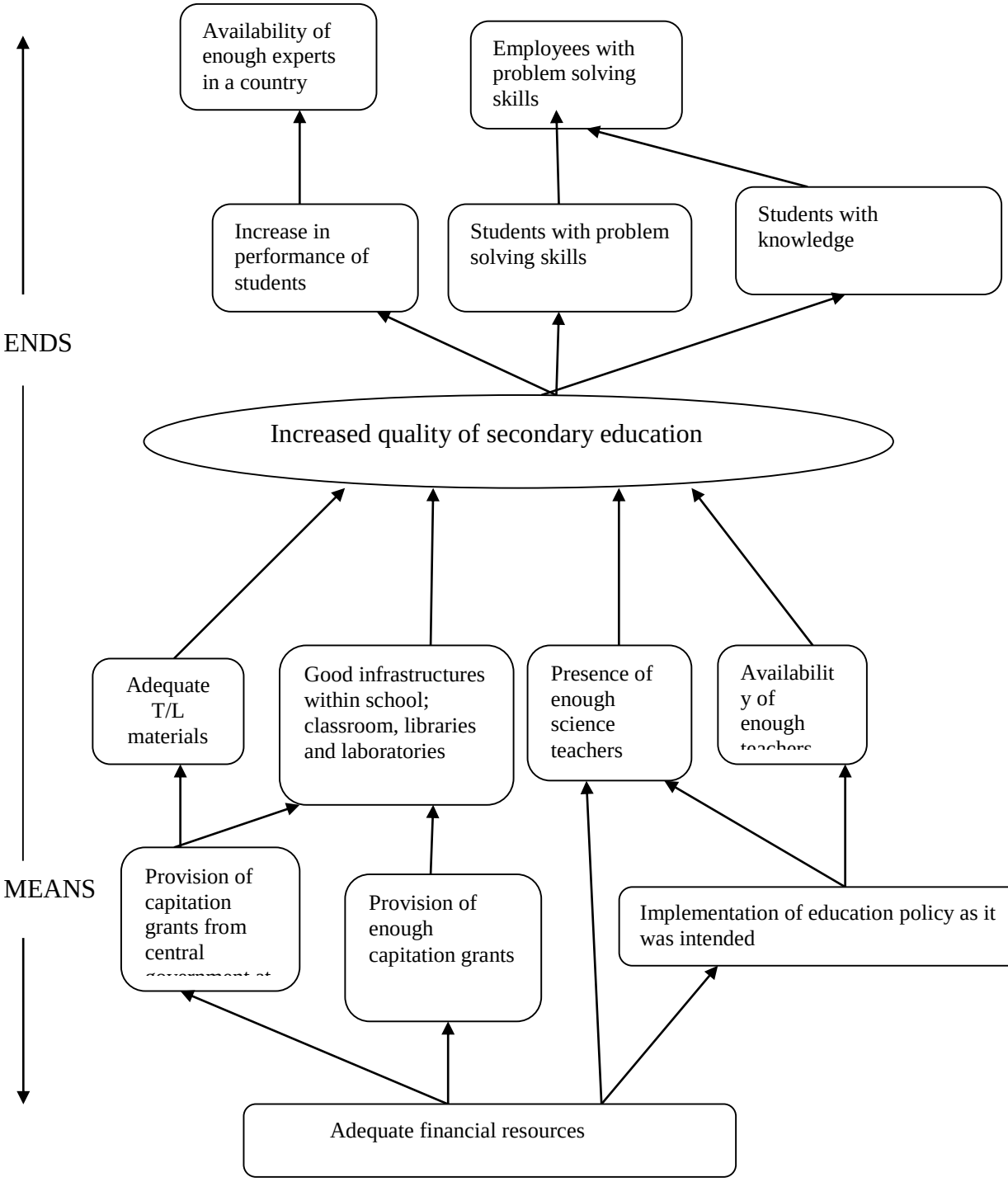
Research question	Variables	Indicators	Data Source	Data collection tool
What is the number of teachers with qualification required by SEDP and ETP for government community secondary schools in Ilala municipal council?	Qualified teachers	Numbers of teachers with diploma and degree	-MEO -heads of schools	-Interview -Documentary review
		Teacher-students ratio	-Heads of schools -MEO	-documentary review
		Number of lessons	-Heads of schools - teachers	-Interview -Questionnaires
What is the availability of enough teaching and learning materials in government community secondary schools in Ilala municipal council?	Teaching and learning materials	Student-book ratio.	-Heads of schools.	-Interview
		-charts and maps -journals -Realia (real objects) -Posters -photographs -syllabuses	-Teachers.	-Questionnaire
What is the presence of enough infrastructures in community secondary schools in Ilala municipal council?	Infrastructure	Number of classrooms constructed with full equipments like tables and chairs	-Heads of schools. -teachers	-Interview. -Observation -Questionnaire
		Number of library and reading rooms, laboratories constructed.	-Teachers - students	-Questionnaire -Observation
		Number of piped water lines and electric power connected to schools.	-Heads of schools -Ward councilor	-Interview -Observation -Interview

Figure 1.1: Problem tree with causes and effects relationships



Source: Researcher's construct, 2018.

Figure 1.2: Objective tree analysis



Source: Researcher's construct, 2018.

1.5 Significance of the Study

The findings of the study contribute and add literature on the challenges that hinder the provision of quality education in government community secondary schools in Ilala Municipal Council.

Second, the findings of the study pave a way for other researchers to initiate other research on the issues of provision of quality education in community secondary schools.

1.6 Limitations of the Study

The study was conducted in community secondary schools found in Ilala Municipal Council where four community secondary schools were selected for collection of data. Those schools are Furaha, Halisi, Viwege and Kinyamwezi.

This study faced the following limitations: time constraints, limited time in collecting and analyzing data constrained a bit the process of proper fulfilment of this study. Also busy nature of the teachers delayed collection of data in appropriate time. However, in overcoming this situation the researcher looked for extra hours and after working hours appointment with some respondents especially teachers.

Financial constraint was another challenge specifically in cases of attaining transport fees, money for photocopy and printing different parts of the dissertation. As far as the researcher was not a loan beneficiary, being private sponsored was the reason behind these financial burdens. However, in overcoming this situation the researcher used on a moderate budget.

Some respondents were reluctant in offering relevant data with regard to challenges facing the provision of quality education in community secondary schools, due to them being afraid of the confidentiality of the data they provided. However, the researcher ensured respondents that the data they provide were confidential.

1.7 Delimitation of the study

The study was conducted in the community secondary schools in Ilala Municipal Council and the study was confined only to four community secondary schools as sample schools. Furaha is found in Chanika ward. Kinyamwezi is found in Pugu ward while Halisi and Viwege are found in Majohe ward. Selection of these schools was due to the fact that these schools were established in between 2007 and 2008, and their students did not perform well in form four examination results from 2011 to 2017. Hence these four selected community secondary schools were a true representative sample of other community secondary schools.

1.8 Conceptual framework

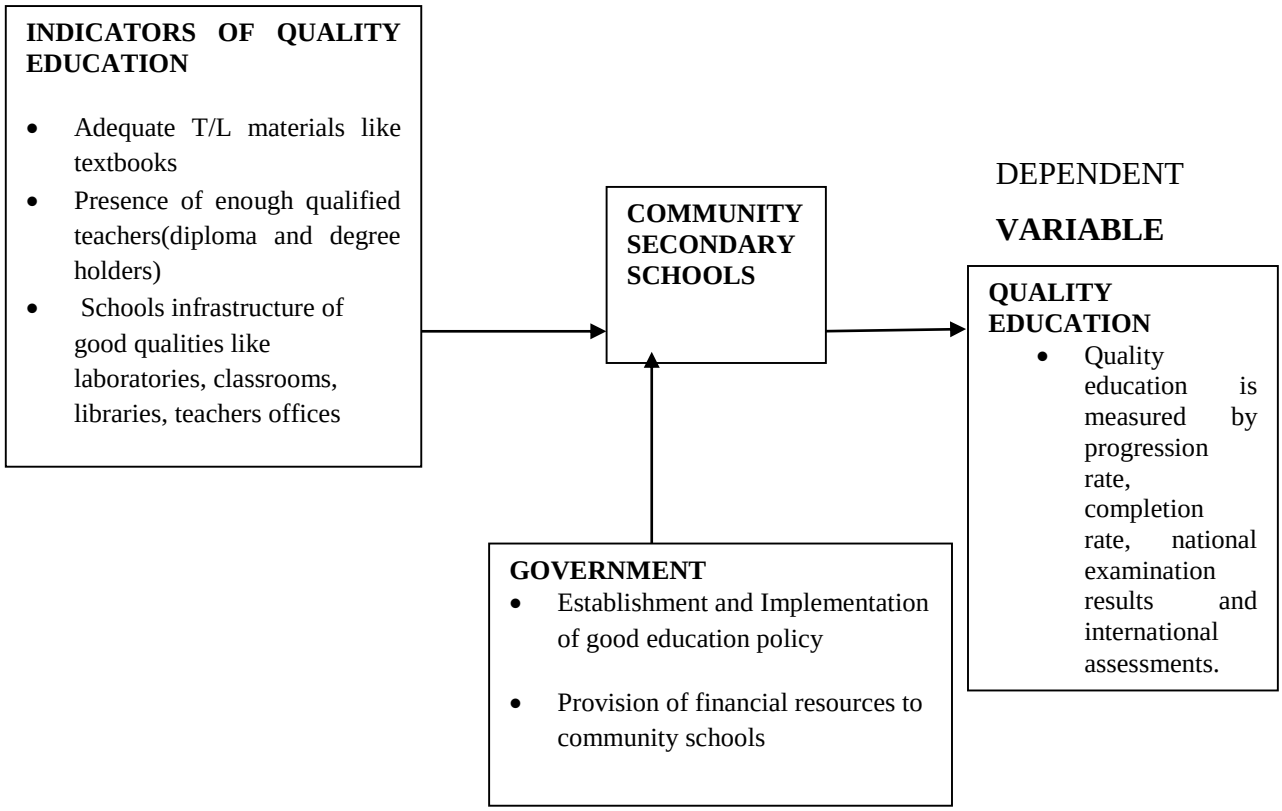
According to Jeffels (2004), a conceptual framework is a tool which researchers employ to guide their inquiry. It is a set of ideas structured by the researcher in order to create a sort of map which includes the research questions, literature review and method. A conceptual framework enables the researcher to find the links between the existing literature concerning the study and his own research goal (Haralambs and Holborn, 2008). In this study two groups of variables were involved, namely independent variables and dependent variables. According to Kumar (2011), independent variable are the causes supposed to be responsible for bringing about change in a phenomenon or situation while dependent variable is the outcome or change brought about by the introduction of independent variables.

Independent variables involve factors for provision of quality education while dependent variable involves quality education. Independent variables consist of many factors like availability of teaching and learning materials, libraries and books, laboratories and availability of qualified teachers.

All these factors when are present in a specific quantity then can lead to have a quality education because quality education dependents on these factors and when these factors are absent the absence leads to have poor provision of quality education.

Figure 1.3 Conceptual framework

INDEPENDENT VARIABLE



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In order to get a clear picture about the concepts employed in the study, a review of related literature was done. While surveying the literature, research reports prepared by previous researchers were reviewed to reveal what they found concerning the challenges facing the provision of quality education in secondary schools around the globe and particularly in Tanzania.

Theoretical literature review

2.1 Definitions of key terms

2.1.1 Education

According to URT (2000), education is defined as the process or art of imparting knowledge, skills and judgment, either formally or informally. However, in this study, education implies the process of imparting knowledge to the students so as to have needed skills and be able to develop the power for reasoning.

2.1.2 Challenge

According to Kirkness (2003), a challenge is a constraint that needs a lot of skills and knowledge to address or deal with. Generally, a challenge can be defined as a constraint in which a group of people or one person faces during accomplishment of a certain goal.

2.1.3 Quality education

Quality education is characterized with learners, teachers, learning materials, processes of imparting knowledge, environment, owners of schools, parental and community influence (Sabato, 2015). Generally quality education can be defined as

state of the education which meets the requirements of the national and international standards in terms of availability of learning materials, good infrastructures and learning environments.

2.1.4 Capitation grant

Capitation grant "is the amount of money paid to primary and post primary schools and is based on the number of recognized pupils enrolled in the schools. Capitation grants are paid at the rate applicable at the time the grant is issued" (Mollel, 2015).

2.1.5 Community secondary schools

According to UNESCO (2005) community school are schools built from the funds raised by relevant community and local council with little financial assistance from the central government.

2.2 Conceptual aspect of quality education and community schools

2.2.1 Quality education

According to Yurko (2005) argues that quality is a function of an education facility, examples of facilities that determine qualities are; availability of natural lighting and a welcoming atmosphere, a learning facility having adequately sized classrooms. Other aspects such as cleanliness and maintenance, level of comfort are also important measures of quality of education (Cash, 1993).

Quality is a very complex concept is not a simple one-dimensional concept, since it is having more than one dimension then it is multi-dimensional because there is quality of input, process quality and quality of output. An academician will define quality as "A good academic training based on good knowledge transfer and a good learning environment and a good relationship between teaching and learning.

According to Beeby's (1979) defined quality of education as process concerned with educational planning, that is likely to result in an improvement in the environment in which the student works, which aids the learning provided for that purpose by the school system and that the improved environment, could reasonably be expected to express itself as detectable gains in the skills, knowledge and values acquired by students.

Conceptualization of quality education in the international level was emphasized by two bodies namely; United Nations Children Fund (UNICEF) and United Nations Education, Scientific and Cultural Organization (UNESCO). According to UNICEF there are different five dimensions that can be discussed as far as the concept of quality of education in schools is concerned. Those five dimensions include the learners, content, process, outcome and the environments (UNESCO, 2000). UNESCO defined quality education in three different dimensions namely, access and outcome, context relevance and observance of individual rights. Furthermore UNESCO promotes access to good quality education as human rights and supports a right- based approach to all education activities (UNESCO, 2000).

In the Tanzanian context, Qorro (2006) defined quality education as " the state of education a society strives to attain based on learning goals, focusing on achievement of knowledge, values and attitudes, skills, system goals focus on inputs and outputs while educational goals are focused on inputs and outputs while educational goals are focused on dominant ideas within society". From the prior discussion and explanation about quality education then the concept of quality education can be explained as the kind of education that equips ability of students to discover and discuss concrete ideas, directs students from misconceptions and lack of knowledge and emphasize learning active to students.

2.2.3 Community schools

Community secondary schools are the schools built from funds raised by relevant community and local council with little financial assistance from the central government (UNESCO, 2005).Two reasons for Tanzania to adopt community secondary schools were to increase transition rate from primary schools to secondary schools and achieving Dakar Framework for Action.

The transition rate was low which makes many pupils who passed primary schools to fail to join secondary schools due to lack of enough schools to accommodate all pupils (BEST, 2000). The transition rate from primary to secondary was 36.1 percent in 2004 but after introduction of SEDP I with building of community schools in wards the transition rate raised up to 51.6 percent in 2009 (URT,2012). In Dakar Framework for Action the framework wanted to ensure that there is access of education to all people. Tanzania as one of the members of nations were required to implement the given conditions hence the nation decided to establish different plans SEDP being of the plan. Whereby one objective of SEDP I was establishment of community secondary schools in every ward.

2.2.4 Indicators of quality education

Quality in education is considered as crucial issues in Africa's strategic plan towards catching up with the developed world. The debate on quality of education has gained a lot of momentum in recent years. Steyn (2001) argue that "the need for quality education is the single most important issue today and quality makes the difference between success and failure".

According to Van den Berghe (1997) indicators of quality education refers to a figure which is helpful for assessments of a quality characteristics or achievement of quality objectives.

According to Scheerens (2004) categorization of system – level education indicators consists of five different components which are; inputs, contexts, process, outcome and impacts. The indictors of quality education are identified with respect to the position of the indicator in the components of system-level. Context indicators refer

to characteristics of the society at large and structural characteristics of national education systems. Examples of contexts indicators of indicators of quality education are demographic, basic financial and economic context and the structure of the school in the country by means of international standards classifications of education.

Inputs indicators as one of education quality indicators in system –level refer to human resource and financial resources invested in education. Examples of inputs indicators include; expenditure in research and development in education, expenditure per student, characteristics of stocks of human resources in terms of gender expenditure , qualification of teachers and salaries of teachers.

Process indicators as one of indicators of quality education include the characteristics of the learning environment and organization of schools that are either defined at system level or based on aggregate data collected at lower levels. Examples of process indicators priorities in the intended curriculum per education level and priorities in the education reforms agenda expressed.

Outputs indicators measure the effects of the program activities to see whether the program objectives were attained. Outputs indicators reveal how education system is performing in terms of subject knowledge, competencies, repetition, progression and completion rates. Outputs indicators typically involve measurement of learning outcomes based on national examination or international assessments. Outputs indicators provide the most important data for understanding whether educational quality and learning outcomes are improving as intended (Scheerens and Ravens, 2011).

Outcomes as one of indicators quality education refers to statistics on access and participation attainment statistics and aggregate data on education achievement. Examples of outcomes indicators are participation, average achievement in basic curricular domain, cross curricular competencies and life skills like problem solving and drop out in the education level.

Impact also known as long term outcome refers to change in other sector of the society that can be seen as the effects on education. Example of impact outcome is impacts of education on youth unemployment (ibid) or youth employment.

2.2.5 Education quality success factors

According to Adriana (2013) education success factors are the elements that are essential in education for attainment of quality education. Furthermore Adriana (2013) suggests that seven factors which are success factor namely; curriculum organization, delivery method, organization support, student achievement, school infrastructures, teacher attitude and teacher competence.

Curriculum organization includes designing the curriculum, contents of curriculum and the philosophy of the curriculum. This requires proper designing and planning of curriculum but also update of curriculum to the stakeholders once it is required (Borahan and Ziarati, 2002).

Delivery method is another success factor to quality education where by the ability of teacher to connect with student is very crucial in assuring good education quality, which involves how teacher deliver teaching material to students (Adriana, 2013).

Organization support includes all policy and regulations made by school management. Supports from the organization is very important with regards to quality control and assuring that regulations are set to support education process fully(ibid).

School infrastructures play a vital role in having a smoothly conducted learning process. Student would be capable to have optimum learning experience when there are sufficient facilities supporting the education process (Adriana, 2013).According to UNESCO (2004) school infrastructures includes availability enough classrooms, laboratories, libraries, required equipments such as computers, also clear guidelines for students.

2.2.6 Challenges to provision of quality education in SSA

Oruonye (2014) on his study of "The challenges of Quality Education in Taraba state, Uganda" argued that, some of the challenges in provision of quality education were; inadequate teachers within the schools, inadequate funding, poor learning environment and infrastructures around the schools.

The recommendations for this study were to increase government funding in education sector, employment of qualified teachers, provision of adequate learning and teaching materials and improvement of school environments.

Sifuna and Sawamura (2010) argued that many challenges that faces SSA region are backlogs of workshops, science laboratories and home science rooms. But also due to downward trends in economy and raising cost of education teaching – learning materials has become one of the challenges.

According to Verspoor and Bregman (2008), on the report of World Bank on the challenges for secondary education in Africa, some of the challenges highlighted in the report were; access of secondary education is inequitable in which quality education in secondary education is mostly inaccessible for rural people.

Another challenge is that public financing is unable to meet the demand for additional places, in which the enrollment of students has increase and resulted to shortage of materials and supplies, poor stocked libraries and double shift or triple shift on use of facilities.

2.3. Quality education on legislations

2.3.1 Quality education in ETP of 2014

Education and training policy of 2014 has seven policy statements with specific objectives in each policy statement. Policy statement numbers two has the specific objective which is concerning on the improvement of quality of education and make it acceptable within the country and outside the country. This policy proposed

different strategies that will be used to develop and raise the quality of education in Tanzania. Those strategies are improving of the curriculum for both ordinary and advanced secondary education, to have good environment of teaching and learning.

Under this strategy the government is obligated to ensure that there are enough equipment within the schools, enough teaching and learning materials needed by teachers but also enough textbooks for each subject up to 1:1 student - book ratio.

Furthermore other strategies based on school infrastructure in which the government will make sure that there are enough classrooms, teacher's house, desks and toilets (ETP, 2014).

2.3.2 Education for All (EFA) and quality education

EFA is a global movement led by UNESCO aiming to meet the learning needs of all children, youth and adult at 2015. It was adopted by Dakar Framework in April 2000 at World educational forum in Senegal Africa. Tanzania was one of participants of the World Forum, the framework consisted of six goals which are; universal primary education, youth and adult skills, adults literacy, gender parity and equality and quality of education.

Goal number six is about improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (EFA report, 2015). EFA intended to improve the quality of provision of education basically in four key areas which are; teachers, textbooks and institutional materials facilities and teaching and learning process. Generally government is responsible for creating good policies and practices which will enhance and make EFA goal practical in a country.

2.3.3 SEDP I

This program was launched by the government in 2004 and was intended to be implemented in three phases with 5 years each. SEDP I was implemented between

2004 and 2009 and had five key objectives namely; improvement of access, improvement of equity, improvement of quality, management reforms and improvement of education systems. Based on improvement of quality of education the program was having overall aim of raising the pass rate of div I to III from 36% to 70% in 2009.

The position of SEDP I on provision of quality education based on strategies set to raise and improve the quality of education. Those strategies were on curriculum review, improvement of school libraries, providing capitation grants for teaching and learning and other charges. Improvement of examinations structures, types and quality. Expansion of production of diploma and degree teachers and lastly sensitization and education on HIV/AIDS, gender an environment (URT, 2010).

2.3.4 SEDP II

This program was implemented between 2010/2011 to 2014/1015 this program intended to address five issues namely; improvement of quality and relevance, Enhancement of access and equity, Improvement of the teaching force and teaching process, Improving management efficiency and good governance and Institutionalization of cross-cutting issues. SEDP II was implemented by several stakeholders, including: the Ministry of Education and Vocational Training (MoEVT); the Prime Minister's Office – Regional Administration and Local Government (PMO – RALG); Regional Secretariats; Local Government Authorities (LGAs); Ward Level officers; School Boards and School Management Teams.

Based on improvement of quality and relevance the programs intended to promote independent learning, critical thinking and analytical skills through the restoration of textbook culture and wide reading of different materials, improving the learning and teaching environment, and time on task management for effective learning as well as improving science teaching in all levels, and introducing Information Communication Technology (ICT) as a tool for teaching and learning (URT, 2010).

2.4 Education theory on use of teaching and learning materials

2.4.1 Constructivist theory of education

This study will be guided by constructivist theory of education; this theory was proposed by Vygotsky in 1978, this theory suggests that knowledge is first constructed in a social context and is then appropriated by individuals, social constructivist scholar's view learning as an active process where learners should learn to discover principles, concepts and facts themselves.

Furthermore constructivist is best understood on how individuals use resources, information and help others to improve their ideas and mental models.

Constructivist theory is based from the work of Jean Piaget known as " theory of stages of cognitive development" in which children or students are creating their own ideas, they are not limited to receive knowledge from parents and teachers, hence justify that children are actively constructed their own knowledge (Zhou and Brown, 2017). Constructivists think that learners build knowledge actively through the interaction with environmental stimuli.

Constructivist theory proposed by Vygotsky is the best theory for this study due to fact that this theory explains about the use of teaching and learning materials for better understanding of the student and learning environment.

Based on objectives of this study, constructivist theory suit best because it's explains that the concept of using teaching and learning materials during teaching students helps students to understand better and be able to reason and create their own meaning all these go together with the learning environment around the school.

This statement comply with this study because objective two of this study is concerned with availability of teaching and learning materials in community schools and objective three is concerned with availability of infrastructures in school environment. Therefore this theory will guide this study and helps to test if the availability of teaching and learning materials like models, pictorial presentations

and conductive infrastructures like well-ventilated classes help in performance of students.

2.5 Empirical literature review

Tanzania mainland and Zanzibar share very similar challenges in providing basic education. Poor quality of education, inadequate funding and the lack of adequate infrastructure for education are the three major issues for the country. Materials and education facilities are insufficient to meet the needs of the education community. Students are crowded, classrooms are under- furnished with insufficient textbooks in the laboratories.

Many mathematics and science subjects teachers are under-qualified, the school curricular lack relevance and appropriateness. Monitoring and Evaluation for the Africa Bureau Education [MEABED] (2005).

According to study done by Babyegeya (2012) the study indicated that implementation of SEDP leads to higher increase of the enrolment of the students to secondary schools. He further argued that students are only attending schools without active and effective learning, and the schools are not having infrastructure like laboratories for teaching and conducting experiments for science subjects.

The study conducted by Mbele and Katabaro (2003) suggest that availability of educational materials and textbooks are among of the factors which determine the quality of education. They further stipulate that availability of enough textbooks and other learning materials is one of challenge facing process of teaching and learning in Tanzania. Also they discover that students who have textbooks of all subjects tend to have better performance than students without the textbooks.

According to Jidava (2012) challenges that faces the provision of quality education in secondary schools includes, lack of enough space in classrooms, lack of professional teachers, school laboratories and many schools are not inspected in a

right time. All these challenges can leads to lowering the quality of education in Tanzania.

Sabato (2015) on his study of investigation of challenge facing the provision of quality education in Musoma districts secondary school the findings of the study shows that inadequate of teaching and learning materials, poor working environment, lack of houses for teachers and little salary for teachers are the challenge facing provision of quality education to students. Furthermore the finding revealed that in order to solve the problem the government should make sure there is adequate teaching and learning, libraries, classroom, construction of houses for teaching.

Recommendation for government was to increase capitation grants to secondary schools so as to enable them to purchase enough teaching and learning materials at right time.

Saga (2014) highlighted that main challenges that limit access to quality education are inadequate teaching and learning materials, shortage of teachers and shortage of infrastructures also another challenge was institution arrangement and education system. This study was done in Kilolo District in Iringa Region; the study involved few schools as samples or other schools.

The study recommended the following in order to solve those challenges; heads of schools should ensure that they have qualified teachers around the school. And school inspections should be done regularly and availability of learning infrastructures.

Project (2013) on his study of the effects of shortage of teachers on curriculum implementation in community secondary schools in Tanzania, The case of Bukoba Municipality, the findings of the study revealed that, shortage of teachers seemed to be a major factor hindering implementation of the curriculum in which some of the subject were taught effectively while others were not. The researcher found that, the school administration used various strategies to alleviate the shortages of teachers

such as use of part time teachers, form six-leavers and remedial classes to reduce the problem.

Haule (2015) on the study of the effects of SEDP I on the quality of education in Musoma Municipal council, the study revealed that infrastructures and facilities such as library, laboratory, toilet blocks, desks and chair ratio, number of classroom in relation to number of students are necessary for acquisition of quality education. The study intended to access the availability of infrastructures in secondary schools. The findings of the study show that, there were a serious shortage of school infrastructures and facilities like libraries, laboratories and toilet holes.

Mfangavo (2015) on the study of the" influence of students, enrolment on effective utilization of available teaching- learning resources in community schools, A Case of Arusha city council". The purpose of the study was to investigate the student enrolment as compared to available teaching and learning resources in community secondary schools. The study intended to explore the student book ratio, student class ratio and number of class taught. The findings revealed that there was no correlation between teacher- students' ratio as teachers were confronted with large numbers of students and there was no correlation between enrolled students and available books.

According to Mokaya (2013) on his study of "Influence of school infrastructure on students' performance in public secondary schools in Kajiado county in Kenya" school infrastructures like classrooms, laboratories, opens field, dormitories and sanitation facilities are key base for effective teaching and learning in schools secondary schools education. These infrastructures enhance staff motivation and improve academic achievement of the students. Mokaya argued that in the libraries learners get opportunity to conduct their own personal studies and carry out research. Furthermore the study found that improved academic achievement is associated with

more adequate and well-spaced classrooms, adequate science laboratories and ample space in the libraries.

2.6 Research gap

Studies that were examined by the researcher did not show the challenges faced by community schools during provision of quality education; instead some of studies show the indicators of quality education, access to quality education and challenges faced by other schools and not community schools. For instance a study done by Mollel (2015) shows the indicators of quality education in community schools and not challenges they face during provision of quality education. The study was known as" Quality education practices: a case of community schools in Arusha district council", and was intended to examine indicators of quality education in community schools and know if teachers are aware of those indicators.

A study done by Sabato (2015) "investigation of the challenges facing provision of quality education in Musoma secondary school" did not look into community schools instead it focused on other schools.

Thus, it became mandatory for the researcher to conduct this study of "Challenges facing government community schools in provision of quality education", and take Furaha, Halisi, Viwege and Kinyamwezi community secondary schools as case study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents methodology that was used in this study, the research design, areas of the study, target population, sample size, sampling techniques data analysis methods and ethical considerations.

3.1 Research Design

A research design is arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Selltiz *et al*, 1962). According to Macmillan and Schumacher (2001), research design is "a plan for selecting subjects, research sites, and data collection procedures to answer the research question (s)." Furthermore, the authors highlight that the main objective of an effective design is to provide results that are deemed to be authentic and credible.

According to Cresswell (2014), there are three research design approaches namely; qualitative approach, quantitative approach and mixed methods approach. The author further postulates that in quantitative research there is use of numbers or closed-ended questions. In qualitative research there is use of words or open-ended questions, and in mixed both numbers and words are used. According to Baxter and Jack (2008), a case study is an approach to research that facilitates exploration of a phenomenon within its context using variety of data sources.

In this study a case study design was adopted due to the following reasons. Firstly, a case study was used in order to explore more information and understand the challenges facing the provision of quality education in government community secondary schools.

It is a very useful design when a researcher wants to explore an area where little is known and wants to have a holistic understanding of the situation, phenomenon, episodes, site, group or community. This design is of immense relevance when the focus of a study is on extensively exploring and understanding rather than confirming and quantifying (Kumar, 2011).

Secondly, case study design was used because is a research design which allows the use of multiple methods of data collection. Hence it allowed the researcher to use many methods of data collections as preferred. It is argued that case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter and Jack, 2008).

3.2 Area of study

Ndunguru (2006) characterizes region of the examination as an interdisciplinary field of research and grants relating to a specific land, country or government, or a social area which includes history, political science, dialects and related controls.

The study was conducted in Ilala municipal council in Dar- es - Salaam region, Ilala is one of the five districts of Dar- es - Salaam region, other districts are Kinondoni, Temeke, Kigamboni and Ubungo. Ilala is located between longitude 39◦ and 40◦ East between 6◦ and 7◦ south of the Equator.

Ilala Municipality is approximately 210 km^2 wide. The estimated population, according to the 2012 census is 1,195,936 people with 614,752 female and 581,184 male (NBS, 2015). Ilala is has 22 wards whereby this study was conducted in three wards, namely Chanika, Pugu and Majohe.

Chanika has an area of 58.8 km^2 expected to have 43,912 people, with female about 51.8 percent and male 48.2 percent this is according to 2012 census. Pugu is located about 20 km south- west of Dar-es-Salaam, with an area of 30.9 km^2 and population of 49,422 people with female 51.1 percent and male 48.9 percent.

Majohe is about 58.0 km^2 with population of 81,146 in which male are 48.4 percent and female are 51.6 percent (NBS, 2015).

The reason for choosing Ilala municipal council was that: for the past few years many government schools from Dar - es - Salaam has been performing poorly in form four national results. Furthermore, in year 2016 three schools Nyeburu, Mbondole and Kitonga from Ilala municipal council performed poorer and were among the worst performing schools in overall results of form four national examinations and Nyeburu is found in Majohe ward (Mbashiru and Mhagama, 2017). While in year 2017 two schools Nyeburu and Furaha from Ilala Municipal Council performed poorer again in which Nyeburu is from Majohe ward and Furaha is from Chanika ward (Chidawali, 2019).

3.3 Target population

According to Lavrakas (2008) target population "is the entire set of units for which the data are to be used to make inferences. Therefore, the target population defines those units for which the findings of the research are meant to generalize". Furthermore the author postulates that "establishing study objectives is the first step in designing a research. Defining the target population should be the second step."

In this study the researcher categorized the targeted population into five groups as follows:

i. Municipal educational officer: The inclusion of MEO in this study was due to fact that MEO has information on the distribution of qualified teachers and availability of teachers in Ilala municipal with respect to the requirements of SEDP and ETP.
ii. Ward councilors: The inclusion of wards councilors was due to fact that they are aware on the challenges facing government community schools in their respective wards.
iii. Heads of schools: Heads of schools were included in this study due to fact that they are responsible for the supervision of academic and management

activities within community schools. Hence they are aware on the challenges facing the provision of quality education in aspects of numbers of qualified teachers as required by SEDP and ETP, availability of enough teaching and learning materials but also availability of enough infrastructures within government community secondary schools.

iv. Teachers: The inclusion of teachers was due to fact that, since they are the one imparting knowledge to the students through subjects they taught; therefore they are aware on the challenges of provision of quality education especially in the aspect of teaching and learning materials.

v. Students: Students were inclusive in this study in order to know if the infrastructures within schools are enough to support learning.

Table 3.1 Target population of the study

Respondent category	**Population**		**Source**
Municipal educational officer	1		Ilala municipal council
Wards councilors	3	1	Pugu ward
		1	Majohe ward
		1	Chanika ward
Heads of schools	4	1	Furaha secondary school
		1	Halisi secondary school
		1	Viwege secondary school
		1	Kinyamwezi secondary school
Teachers	136	27	Furaha secondary school
		45	Halisi secondary school
		32	Viwege secondary school
		32	Kinyamwezi secondary school
Students	4486	946	Furaha secondary school
		1228	Halisi secondary school
		1020	Viwege secondary school
		1292	Kinyamwezi secondary school

3.4 Sample size and sampling technique

This subsection discusses the sample and sampling techniques that was used in selecting the sample.

3.4.1 Sample size

A sample is a part of the population which is being studied in order to make inferences about the whole population (Easwaran and Singh, 2010). According to Bailey (1994) sample size is a group of representatives in the population intended to be studied and from which one device generalization about a population. However Charles (2005) defines sample as a small group of respondent drawn from a population in which the researcher is interested in gaining information and drawing conclusions.

The relevance of calculating the sample size was due to fact that, it helped in acquiring a sample that was representative of the population as well as precision in the sample involved. Determining the sample size helps to remove uncertainties as well as biased conclusions due to the sample being too big or too small (Conroy, 2016).

This study employed a sample size of 121 respondents, with five categories of respondents.

Table 3.2 Sample size of MEO

Respondent's category	Population	Sample
MEO	1	1
Total	1	1

Table 3.3 Sample size of Wards Councilors

Respondent category	Ward name	Population	Sample
Ward councilor	Pugu	1	1
Ward councilor	Majohe	1	1
Ward councilor	Chanika	1	1
Total		3	3

Table 3.4 Sample size of Furaha secondary school

Respondent's category	Population	Sample
Head of school	1	1
Teachers	27	5
Students	946	18
Total	974	24

Table 3.5 Sample size of Halisi secondary school

Respondent's category	Population	Sample
Head of school	1	1
Teachers	45	9
Students	1228	24
Total	1274	34

Table 3.6 Sample size of Viwege secondary school

Respondent's category	Population	Sample
Head of school	1	1
Teachers	32	6
Students	1020	20
Total	1053	27

Table 3.7 Sample size of Kinyamwezi secondary school

Respondent's category	Population	Sample
Head of school	1	1
Teachers	32	6
Students	1292	25
Total	1325	32

Source: Researcher's survey, 2018

3.4.2 Sampling techniques

3.4.2.1 Simple random sampling

Simple random sampling is type of random sampling in which each element of the population has an equal and independent chance of being included in the sample (Singh, 2006). According to Adam and Kamuzora (2008), simple random sampling is a probability sampling whereby members in the population have equal chances of being selected to form a sample.

The relevance of using simple random sampling was to provide equal chances for the teachers and students in the government community schools to participate in this study.

A simple random sampling technique was used to obtain samples of teachers and students from selected community secondary schools.

The administration of simple random sampling was as follows:

i. Teachers' sample was obtained by writing the names of all teachers within a given community secondary school in different pieces of papers. Then folding the paper to hide the identities of the teachers and selecting 20% of all teachers to be teachers' sample in a given school. This was repeated in all four community secondary schools so as to get required sample of teachers with respect to numbers of teachers in a given school.
ii. Students' sample was obtained by selecting randomly 2% of all students within a given community secondary school. The number obtained was the students' sample in a given community school. Since number of student was not the same in all schools then this process was repeated in all four community schools so as to get specific sample size in each school.

3.4.2.2 Purposive sampling

Purposive sampling technique is an approach to sampling in which researcher selects the people assumed to be resourceful that is selecting the respondents who are considered to be in position to provide required data for the study (Yin, 1984).

According to Krishnaswami (2002) a purposive area of respondents or test thought to be fitting and containing relevant data, it is done in view of specialist's subjective judgment that specific units have to be inspected.

The primary consideration here is the judgment as to who could provide the best information needed in achieving the objectives of the study.

The researcher therefore went to those people who were more likely to provide the necessary information due to their authority or their roles in the given area.

The relevance of using purposive sampling was that it helped the researcher to obtain key information needed in the study by assisting in selecting proper individuals. The use of this method was due to the fact that the nature of information needed for the study has to be obtained from specific individuals who were the MEO, wards councilors and heads of schools because they provided best information concerning the challenges facing provision of quality education in community secondary schools.

3.5 Data collection methods

3.5.1 Questionnaire

According to Goddart and Melville (2006) a questionnaire is a printed list of questions that respondents are asked to answer. Kumar (2011) defines questionnaire as a written set of questions which call for answers of which are recorded by respondents. In questionnaires, the respondents are given space to read the questions, understand and interpret what is expected of them and then write down answers.

The relevance of using questionnaire lies in the sense that the use of both open-ended and closed-ended questions helped the researcher to acquire opinions and ideas about the subject matter from the respondents. This was contrasted to the use of either of the types alone.

Questionnaire was used in collecting data from teachers and students, in which the researcher prepared and administered 113 questionnaires for teachers and students. The researcher administered those questionnaires personally to ensure complete understanding of the questions as well as minimize the probability of respondents of not answering the questionnaire.

Table 3.8 Distribution of questionnaire to the respondents

Respondents category	Sample size	Sampling technique	Data collection method
Teachers	26	Simple random	Questionnaire
Students	87	Simple random	Questionnaire
Total	113		

Source: Researcher's survey, 2018

3.5.2 Interview

An interview is described as a conversation with a purpose (Cohen et al., 2001). Cresswell (2007) defines an interview as a set of inquiries directed through oral or verbal correspondence or up close and personal exchange between the specialist and interviewee aiming at eliciting information, opinions or beliefs from another person.

This study employed semi-structured interview to collect data from MEO, wards councilors and heads of schools in order to solicit views on the challenges facing provision of quality education.

The relevance of using this method was that it provides a room for gathering in-depth information that cannot be obtained from the questionnaire. Furthermore, it provided the researcher with an opportunity to ask probing questions about the subject matter.

The administration of interview to respondents was as follows; a researcher prepared a semi-structured interview with questions which was asked to the MEO, ward councilors and heads of school. During the interview a research was allowed to ask probe questions which arises when respondents answer other questions.

Table 3.9 Interview

Respondents category	Sample size	Sampling technique	Data collection methods
MEO	1	Purposive	Interview and documentary review
Ward councilors	3	Purposive	Interview
Heads of schools	4	Purposive	Interview and documentary review
Total	8		

Source: Researcher's survey, 2018

3.5.3 Observation

Observation as a method of qualitative inquiry gathers live data from live situations to discover complex interactions in the natural setting (Marshall and Rosessman, 1995).

The researcher conducted a non-participatory observation, according to Kumar (2011) defined non participatory observation as a type of observation whereby a researcher will not participate on activities of the group and remain a passive observer watching and listening to activities and drawing a conclusion.

The relevance of using observation was that it gave the researcher an opportunity to look at what was taking place in the classroom situation rather than relying on second hand information.

In this study, an observational checklist was used to verify different information. Information observed were availability of teaching and learning materials, availability of enough infrastructures like classrooms, toilets, libraries, piped water lines, electricity and laboratories in each school. Researcher observed that in all four selected schools there was a shortage of teaching and learning materials, infrastructures like classrooms were few and classrooms were overcrowded but also absence of libraries and laboratories.

Observation also provided supplementary information from data collected through other means of data collection such as questionnaire and interviews.

3.5.4 Documentary review

Documentary review refers to analyzing and deriving of relevant information from primary and secondary sources. Secondary sources are derived from second-hand information (Denscombe, 1998).

This study employed documentary review as means of acquiring data concerning active learning taking place in community secondary schools. The researcher reviewed document like total number of teachers within the schools, total number of science subject teachers, total number of textbook in a given school.

3.6 Data analysis

Data analysis refers to examining what has been collected and making deductions and inferences from it (Kombo and Tromp, 2006). According to Kothari (2007), data analysis is the process of editing, coding summarizing, classifying and tabulating of collected data so that they are manageable to analysis.

The data were analyzed by using both quantitative and qualitative techniques. The analysis involved three main stages namely, preparing the data for analysis, analyzing and interpretation of the data. Data analysis was done after completion of data collection. The quantitative data were analyzed statistically through descriptive statistics to generate graphs, tables, frequencies, percentages, and averages. The data collected from questionnaires especially for the close-ended questions were analyzed quantitatively using Statistical Package for the Social Science (SPSS) version 21.0, while those from the open-ended questions as well as those from interviews were analyzed qualitatively through content analysis.

3.7 Ethical consideration

Morrison (1993) stipulates that ethical principles in the conduct of research include acquiring research clearance and informed consent of the participants as well as maintaining confidentiality. Before interviews the researcher fully explained the purpose and objectives of the study to all respondents.

In addition to that, their consent was required and their right to confidentiality was assured before interviewing them. Furthermore, the researcher fully observed the right to privacy, and anonymity to ensure confidentiality and anonymity, the researcher handled the obtained information confidentially and used it for this study only.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter presents what have been obtained from the study which assessed the challenges facing provision of quality education among community secondary schools in Ilala Municipal Council the case study of Furaha, Halisi, Viwege and Kinyamwezi secondary schools in Ilala Municipality, Dar-es-Salaam, Tanzania. The study was conducted with three specific objectives, first was to examine numbers and qualification of teachers in government community secondary schools in Ilala municipal council as required by SEDP and ETP, secondly was to examine availability of enough teaching and learning materials in government community secondary schools in Ilala municipal council and lastly was to examine presence of enough infrastructures in government community secondary schools in Ilala municipal council.

In achieving these objectives 121 respondents were selected. The sample included 1 MEO, 3 ward councilors from Pugu, Majohe and Chanika, 4 heads of school from selected schools, 26 teachers and 87 students. Teachers and students were provided with structured questionnaires to collect their responses. The study also employed semi-structured interviews to collect data from MEO, wards councilors and heads of schools in order to solicit views on the challenges facing provision of quality education. Also observational checklists were prepared and used to verify information relating to available resources for teaching and learning and presence of enough infrastructures.

4.2. Analysis of respondents

The table below shows the number of expected respondents and the actual respondents. The study expected to gather information from MEO, Ward councilors, heads of schools, teachers and students. Two out of three of ward councilors and

three out of four of heads of schools responded. Also 88% of teachers responded and 100% of the remaining respondents responded to the questionnaires and interview. On average 87% of all expected respondents responded to the study.

Table 4.1 Number of respondents

CATEGORY	NUMBER OF RESPONDENTS	%
MEO	1	100
Ward councilors	2	67
Head of schools	3	75
Teachers	23	88
Students	87	100
Average		87

Source: Field data, 2019

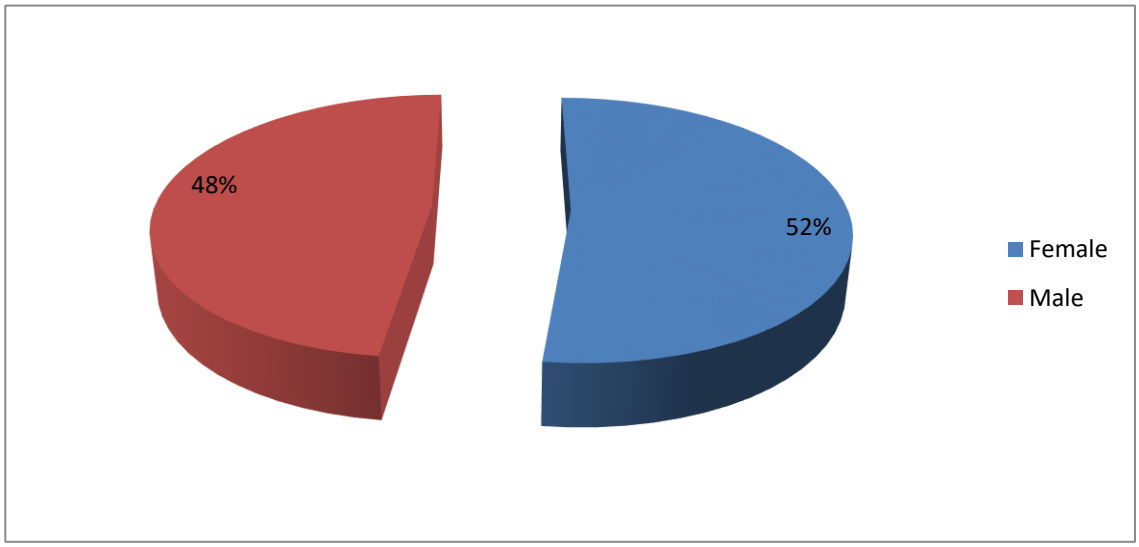
4.3. Demographic characteristics of the respondents

This involved background characteristics of respondents provided with questionnaires and engaged in interview. It involved sex and education level of respondents.

4.3.1. Sex of respondents (teachers)

The figure below shows the distribution of the sex of the responded teachers. The study shows that 52% of teachers were male and 48% were female.

Figure 4.1Sex distribution of respondents (teachers)

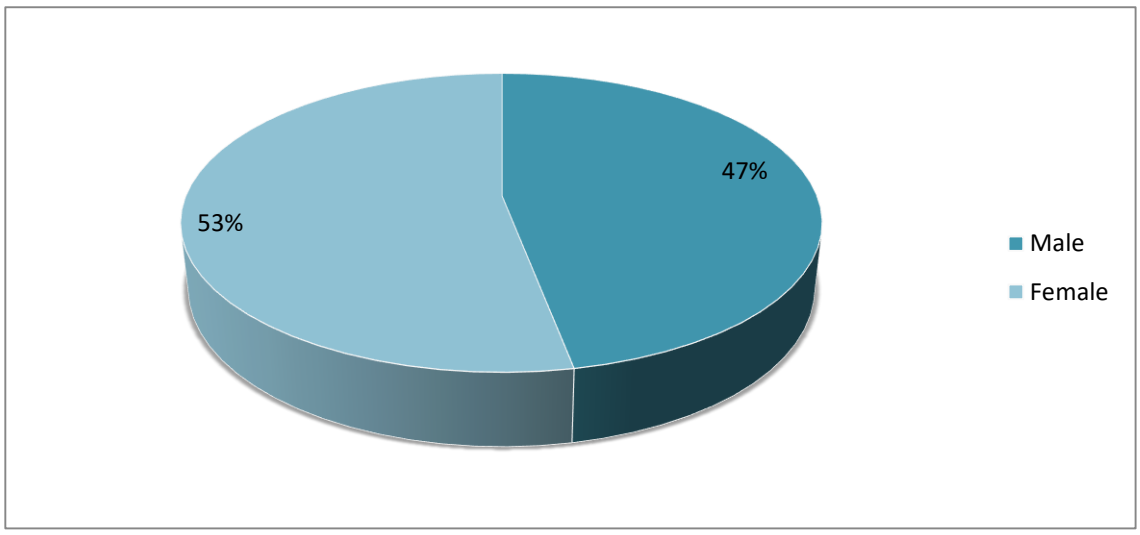


Source: field data, 2019

4.3.2 Sex of Respondents (students)

The figure below shows the sex of responded students where by 53% of respondents was females and 47% were males.

Figure 4.2 Sex of respondents (Students)



Source: field data, 2019.

4.4. Numbers and qualifications of teachers in selected government-owned community secondary schools in Ilala Municipal Council as required by SEDP and ETP

The first objective of this study was to examine numbers and qualifications of teachers in government community secondary schools in Ilala municipal council as required by SEDP and ETP. Under this objective the response was to the question "What is the number of teachers with qualifications required by SEDP and ETP for government community secondary schools in Ilala municipal council?" Therefore, the study wanted to identify if the number of teachers corresponded to the number of students as required by SEDP and ETP, level of education of teachers and their qualifications. Also, the study wanted to know how teaching subjects were distributed among teachers and the number of periods they had weekly.

Finally, the study intended to see whether the numbers of periods that teachers had weekly related to effective lesson planning.

4.4.1 Teacher per students ratio

The table below distributes the number of teachers, the number of students and teacher per student's ratio from Furaha, Kinyamwezi, Halisi and Viwege secondary schools. The findings showed that Furaha has 988 students with 27 teachers giving 1:37 teacher per student ratio. Kinyamwezi has 1520 students with 35 teachers giving 1:43 teacher per student ratio. Viwege has 1200 students with 34 teachers giving 1:35 teacher per student ratio and Halisi has 1:27 ratio. On average the study showed that the teacher per student ratio was 1:36.

Table 4.2 Ratio between the number of teachers to the number of students

School	Number of teachers	Number of students	Teacher per students ratio
Furaha	27	988	1:37
Kinyamwezi	35	1520	1:43
Viwege	34	1200	1:35
Halisi	45	1228	1:27
average	32	1236	1:36

Source: field data, 2019

4.4.2. Respondents' level of education (teachers)

In the study, respondents were asked to identify their level of education. The findings showed that in Kinyamwezi secondary school, 16.7% of all teachers had diploma, 66.7% had bachelor degree and 16.7% had master's degree. In Furaha secondary school, 33.3% of all teachers had diploma and 66.7% had bachelor degree. In Viwege secondary school, 40% of all teacher have diploma, 60% have bachelor degree. In Halisi secondary school, 33.3% of all teacher have diploma, 66.7% have bachelor degree.

Table 4.3 Cross tabulation between sex and respondents level of education

Kinyamwezi Secondary School

			LEVEL OF EDUCATION OF RESPONDENTS			Total (%)
			Diploma (%)	Degree (%)	Master's degree (%)	
SEX OF RESPONDENTS	Female	% of Total	16.7	33.3	16.7	66.7
	Male	% of Total	0.0	33.3	0.0	33.3
Total		% of Total	16.7	66.7	16.7	100.0

Furaha Secondary School

			LEVEL OF EDUCATION OF RESPONDENTS		Total (%)
			Diploma (%)	Degree (%)	
SEX OF RESPONDENTS	Female	% of Total	16.7	33.3	50.0
	Male	% of Total	16.7	33.3	50.0
Total		% of Total	33.3	66.7	100.0

Viwege Secondary School

			LEVEL OF EDUCATION OF RESPONDENTS		Total (%)
			Diploma (%)	Degree (%)	
Sex Of Respondents	Female	% of Total	20.0	40.0	60.0
	Male	% of Total	20.0	20.0	40.0
Total		% of Total	40.0	60.0	100.0

Halisi Secondary School

			LEVEL OF EDUCATION OF RESPONDENTS		Total (%)
			Diploma (%)	Degree (%)	
SEX OF RESPONDENTS	Female	% of Total	11.1	22.2	33.3
	Male	% of Total	22.2	44.4	66.7
Total		% of Total	33.3	66.7	100.0

Source: Field data, 2019

From the cross-tabulation below, the result show that 42.9% of teachers who responded to this study having diploma were females and 57.1% were males. Also, 50% of the teachers with degree were females and the remaining half were males. But, also 100% of teachers with master's degree were females.

Table 4.4. Overall Cross tabulation between sex and respondents level of education

			LEVEL OF EDUCATION OF RESPONDENTS			Total
			Diploma	Degree	Master's degree	
SEX OF RESPONDENTS	Female	Count	3	7	2	12
		% within LEVEL OF EDUCATION OF RESPONDENTS	42.9	50.0	100.0	52.2
	Male	Count	4	7	0	11
		% within LEVEL OF EDUCATION OF RESPONDENTS	57.1	50.0	0.0	47.8
Total		Count	7	14	2	23
		% within LEVEL OF EDUCATION OF RESPONDENTS	100.0	100.0	100.0	100.0

Source: field data, 2019

4.4.3. Respondents' teaching subjects (teachers)

The study subdivided the subjects into three groups which were arts, science and business subjects. The aim was to know how teachers are distributed among those three subjects in each selected school. From the table 4.4.3 below, the findings showed that in Kinyamwezi secondary school, 66.7% were arts teachers, 16.7% were

science teachers and 16.7% were business teachers. In Furaha secondary school, 50% were arts teachers, 33.3% were science teachers and 16.7% were business teachers. In Viwege secondary school, arts teachers were 60%, science teachers were 20% and 20% were business teachers. Finally, in Halisi secondary school, 55.6 % were arts teachers, 20% were science teachers and 25% were business teachers.

Table 4.5 Respondents teaching subjects.

School	Teaching subjects	% of teachers
Kinyamwezi	Arts	66.7
	Science	16.7
	Business	16.7
Furaha	Arts	50
	Science	33.3
	Business	16.7
Viwege	Arts	60
	Science	20
	Business	20
Halisi	Arts	55
	Science	20
	Business	25

Source: field data, 2019.

4.4.4. Number of periods per week

The study wanted to know the number of periods that teachers were teaching per week. The table 4.4.4 below divides the number of periods into three groups, 0-9 periods, 10-19 periods and above 20 periods. The findings showed that in Kinyamwezi school, 19% of teachers have 0-9 periods per week, 14.3% of teachers have 10-19 periods per week and the remaining 66.7% have above 20 periods per week. In Furaha secondary school, the study showed that 33.3% of teachers have 0-9 periods, 50% have 10-19 periods, and remaining 16.7% have above 20 periods. In Viwege secondary school, none of teachers have 0-9 periods per week, 20% have 10-19 periods and 80% have above 20 periods. Lastly, in Halisi secondary school, 55.5% have 0-9 periods, 22.2% have 10-19 periods and 22.3% have above 20 periods.

Table 4.6 Number of periods that teachers are having per week.

School	Number of periods per week	% of teachers
Kinyamwezi	0-9 periods	19
	10-19 periods	14.3
	Above 20 periods	66.7
Furaha	0-9 periods	33.3
	10-19 periods	50
	Above 20 periods	16.7
Viwege	0-9 periods	0
	10-19 periods	20
	Above 20 periods	80
Halisi	0-9 periods	55.5
	10-19 periods	22.2
	Above 20 periods	22.2

Source: field data, 2019.

4.4.5. Effective lesson preparation

The study wanted to know how effectively teachers are preparing their day to day lessons regardless of the number of periods they were having weekly. Respondents were asked if the number of periods they were having per week allows them to have effective lesson preparations. The findings showed that in Furaha secondary, 83.3 % of teachers were not having effective lesson preparation while the remaining 16.7% said yes they were preparing the lessons effectively. In Halisi secondary, 83.3% said yes while 16.7% said no. In Kinyamwezi secondary, 50% said yes while 50% said no and lastly in Viwege secondary, 40% said yes while 60% said no.

Table 4.7 Whether number of periods they had per week allowed teachers to have effective lesson preparations

			EFFECTIVE LESSON PREPARATION		Total
			YES	NO	
SCHOOL	Furaha	Count	1	5	6
		% within school	16.7%	83.3%	100.0%
	Halisi	Count	5	1	6
		% within school	83.3%	16.7%	100.0%
	Kinyamwezi	Count	3	3	6
		% within school	50.0%	50.0%	100.0%
	Viwege	Count	2	3	5
		% within school	40.0%	60.0%	100.0%
Total		Count	11	12	23
		% within school	47.8%	52.2%	100.0%

Source: field data, 2019.

Also, the study wanted to test whether there was significant relationship between the numbers of periods that teachers had per week to the effectiveness of lesson preparation. By using chi-square test of goodness of fit, the results show that there was significant relationship between the numbers of periods per week and the effective lesson preparation, which is shown by p=0.049 which is less than 0.05.These results are presented in Table 4.8.

Table 4.8. Statistical test of relationship between number of periods and effective lesson preparation

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.868[a]	2	.049
Likelihood Ratio	6.244	2	.044
Linear-by-Linear Association	3.366	1	.067
N of Valid Cases	23		

Source: field data, 2019.

4.5. Teaching and learning materials in government community secondary schools

The second objective was to examine the availability of enough teaching and learning materials and hence to answer the question of "what is the availability of enough teaching and learning materials in government community secondary schools in Ilala municipal council?" To answer this question the study wanted to figure out the extent of availability of teaching and learning materials, student book ratio and whether or not the teachers prepared their own teaching and learning materials for their students.

4.5.1. Extent of available teaching and learning materials like books, models, realia, diagrams, posters and maps.

Teachers were asked on to what extent the schools have enough teaching and learning materials for the subjects they were teaching. From the figure below the extent of availability of materials were grouped into four, very high, high, low, and very low. Responses presented in the table showed that in Furaha secondary 16.7% of teachers said that the teaching and learning materials were at high extent, 16.7% said that teaching and learning materials were at low extent and remaining 66.7% said that teaching and learning materials were at very low extent. In Halisi secondary school, 16.7% of teachers said that teaching and learning material were at high extent, while 50% said that teaching and learning materials were at low extent and 33.3% said that teaching and learning materials were at very low extent. In Kinyamwezi secondary, 66.7% said that teaching and learning materials were at low extent and 33.3% said that teaching and learning materials were at very low extent. Lastly in Viwege secondary school, 20% of teachers said that teaching and learning materials were at high extent, 40% of teachers said that teaching and learning materials were at low extent and the remaining 40% said that teaching and learning materials were at have very low extent. Generally the findings from all teachers in all four selected schools said that 13% of all teachers said that teaching and learning materials were at high extent, 43.5% of all teachers said that teaching and learning

materials were at low extent while the remaining 43.5% said that the teaching and learning materials were at very low extent.

Table 4.9 Extent of available teaching and learning materials

			Extent of Available Teaching and Learning Materials			Total
			High	Low	Very low	
SCHOOL	Furaha	Count	1	1	4	6
		% within school	16.7%	16.7%	66.7%	100.0%
	Halisi	Count	1	3	2	6
		% within school	16.7%	50.0%	33.3%	100.0%
	Kinyamwezi	Count	0	4	2	6
		% within school	0.0%	66.7%	33.3%	100.0%
	Viwege	Count	1	2	2	5
		% within school	20.0%	40.0%	40.0%	100.0%
Total		Count	3	10	10	23
		% within school	13.0%	43.5%	43.5%	100.0%

Source: field data, 2019.

4.5.2. Student per book ratio

The study went deeply into asking the heads of schools through interview to provide the data concerning the student book ratio in their schools. Table below shows the student book ratio in Furaha, Viwege, Halisi and Kinyamwezi secondary schools.

Table 4.10 Student book ratios in Furaha, Kinyamwezi, Halisi and Viwege secondary schools.

School	Number of students	Student book ratio
Furaha	988	1:5
Kinyamwezi	1520	1:9
Viwege	1200	1:10
Halisi	1228	1:4
Average	1236	1:7

Source: field data, 2019

The study went further into knowing how many students shared the same book in each subjects specifically in form 3 students. The figures below distribute the overall responses from all students provided with questionnaires and the subjects are categorized into three categories, science, business and arts subjects.

At Halisi secondary school the findings showed that, for science subjects 17% of students asserted that one book was shared with 3-5 students and 83% said one book was shared with more than 5 students.

At business subjects, 1% of students asserted one book was shared with 1 up to 2 students, 15% said that one book was shared by 3-5 students and the remaining 84% responded that one book was shared with more than five students. Also in arts subjects, 4% of respondents said one book was shared with 1-2 students, 20% said that one book was shared one with 3-5 students and 76% said that one book was shared with above 5 students.

At Kinyamwezi secondary school the findings showed that, for science subjects 20% of students asserted that one book was shared with 3-5 students and 80% said one book was shared with more than 5 students. In business subjects 15% said that one book was shared by 3-5 students and the remaining 85% responded that one book was shared with more than five students. Also in arts subjects, 5% of respondents said that one book was shared with 1-2 students, 25% said that one book was shared with 3-5 students and 70% said that one book was shared with above 5 students.

At Furaha secondary school the findings showed that, for science subjects 2% asserted that one book was shared with 1-2 students, 22% of students said one book was shared with 3-5 students and 76% said that one book was shared with more than 5 students. In business subjects, 3% of students said one book was shared with 1 up to 2 students, 17% said that one book was shared by 3-5 students and the remaining 80% responded that one book was shared with more than five students. Also in arts subjects, 7% of respondents said one book was shared with 1-2 students, 18% said that one book was shared with 3-5 students and 75% said that one book was shared with above 5 students.

At Viwege secondary school the findings showed that, for science subjects 25% of students asserted that the book was shared with 3-5 students and 75% said the book was shared with more than 5 students. In business subjects, 5% of students said one

book was shared with 1 up to 2 students, 24% said that one book was shared by 3-5 students and the remaining 71% responded that the book was shared with more than five students.

Also in arts subjects, 3% of respondents affirmed that one book was shared with 1-2 students, 27% said that one book was shared with 3-5 students and 70% affirmed that one book was shared with above 5 students.

Table 4.11How many students (form 3) shared the same book at Halisi secondary school.

Subject category	Number of students per book	Percent (%)
science	1-2 students	0
	3-5 students	17
	Above 5	83
arts	1-2 students	4
	3-5 students	20
	Above 5	76
business	1-2 students	1
	3-5 students	15
	Above 5	84

Source: field data, 2019.

Table 4.12 How many students (form 3) shared the same book at Kinyamwezi secondary school

Subject category	Number of students per book	Percent (%)
Science	1-2 students	0
	3-5 students	20
	Above 5	80
Arts	1-2 students	5
	3-5 students	25
	Above 5	70
Business	1-2 students	0
	3-5 students	15
	Above 5	85

Source: field data, 2019.

Table 4.13 How many students (form 3) shared the same book at Furaha secondary school

Subject category	Number of students per book	Percent (%)
science	1-2 students	2
	3-5 students	22
	Above 5	76
arts	1-2 students	7
	3-5 students	18
	Above 5	75
business	1-2 students	3
	3-5 students	17
	Above 5	80

Source: field data, 2019.

Table 4.14How many students (form 3) shared the same book at Viwege secondary school

Subject category	Number of students per book	Percent (%)
science	1-2 students	0
	3-5 students	25
	Above 5	75
arts	1-2 students	3
	3-5 students	27
	Above 5	70
business	1-2 students	5
	3-5 students	24
	Above 5	71

Source: field data, 2019.

4.6. School infrastructures

Availability of enough teaching infrastructures and teaching tools are one of essential part for provision of quality education. The third objective of the study was based on the question of "what is the presence of enough infrastructures in government community secondary schools in Ilala Municipal Council". To answer this question the study wanted to know the available infrastructures the schools had and to what extent those infrastructures like classrooms, libraries, laboratories and toilets solved the needs of the schools. Also, the study wanted to figure out the average classroom student's ratio. The table below shows the findings in each of the schools. It is shown that Furaha secondary school had 11 classrooms, 1 laboratory, a toilet, piped water line and electricity infrastructures.

It is also shown that the class student ratio was about 1:90. Moving to the Viwege secondary school, there was 15 classrooms, 3 laboratory, 12 toilets, 1 teachers' house, administration block, department office and electricity. It is also shown that the classroom student's ratio was about 1:80. Halisi has 10 classrooms, 2 laboratories, water well, electricity, toilets and library with 1:123 classroom student's ratio. Finally, Kinyamwezi secondary school has 15 classes, 3 laboratory, water well and electricity. The class student ratio in Kinyamwezi secondary was 1:108 making the overall average class student ration become 1:99.

Table 4.15.Observation checklist of the available infrastructures and class student ratio.

School	Available infrastructures	Class student ratio
Furaha secondary school	11 classrooms 1 laboratory 8 Toilet Electricity 1 piped water line	1:90
Viwege secondary school	15 classrooms 3 laboratories 12 toilets 1 teachers' house Department office and administration block Electricity	1:80
Kinyamwezi secondary school	14 classes 3 laboratories Water well Electricity 10 Toilets	1:108
Halisi secondary school	10 classrooms 2 laboratories Water well Electricity Library 10 toilets	1:123
		1:99

Source: field data, 2019.

4.6.1. Condition of the available infrastructures

- **Observation point of view**

The following table summarizes what were observed during the study concerning the conditions of basic infrastructures that each selected schools have.

Table 4.16 Condition of available infrastructures

School	Available infrastructures	Condition
Furaha secondary school	Classrooms and teachers office with equipment's like chairs and desks	Bad
	Libraries and laboratories	Very bad
	Toilets, piped waterline	Bad
Viwege secondary school	Classrooms and teachers office with equipment's like chairs and desks	good
	Libraries and laboratories	Bad
	Toilets	Bad
Kinyamwezi secondary school	Classrooms and teachers officewith equipment's like chairs and desks	Bad
	Libraries and laboratories	Bad
	Toilets	Bad
Halisi secondary school	Classrooms and teachers officewith equipment's like chairs and desks	Good
	Libraries and laboratories	Bad
	Toilets	Bad

Source: field data, 2019.

Figure 4.3 Condition of piped - water line in Furaha secondary school.



Source: Field data, 2019

- **Teachers point of view**

Also the study wanted to know the teachers' views concerning the condition of available infrastructures like classrooms and teacher's offices, libraries, laboratories and toilets in schools. The figure below distributes those conditions into four, very good, good, bad and very bad. The findings show that in Furaha secondary school, 16.7% said that the conditions were good, 50% said the conditions were bad and the remaining 33.3% said that the conditions were very bad.

At Halisi secondary school, 33.3% said that the conditions were good, 50% said that the conditions were bad and the remaining 16.7% said that the conditions were very bad. At Kinyamwezi secondary, 33.3% of respondents said that the conditions were good, 66.7% said that the conditions were bad. Finally, at Viwege secondary school, 40% said that the conditions were bad and the remaining 60% said the conditions were very bad.

Table 4.17 Conditions of the available infrastructures like classrooms and teacher's offices libraries, laboratories and toilets

			CONDITION OF AVAILABLE INFRASTUCTURES		
			Good (%)	**Bad (%)**	**Very bad (%)**
SCHOOL	Furaha	% within school	16.7	50.0	33.3
	Halisi	% within school	33.3	50.0	16.7
	Kinyamwezi	% within school	33.3	66.7	0.0
	Viwege	% within school	0.0	40.0	60.0
Total		% within school	21.7	52.2	26.1

Source: field data, 2019.

Figure 4.4 Conditions of classrooms



Source: Field data, 2019

Figure 4.5 Conditions of teacher's offices



Source: Field data, 2019

4.6.2. Availability of infrastructures like classrooms, teacher's offices, libraries, laboratories and toilets compared with the need of the schools

The study wanted to know to what extent the available infrastructures like classrooms, teacher's offices, libraries, laboratories and toilets solve the need of the school. The table below distributes the findings into very high extent, high extent, low extent and very low extent. The responses showed that in Furaha secondary 80% said that available infrastructures solve the need of school at low extent while 20% said in very low extent; at Halisi secondary school 100% said that available infrastructures solve the need of the school in low extent. In Kinyamwezi secondary, 16.7% of respondents said available infrastructures solve the need of the school in high extent, while 33.3% said in low extent and the remaining 50% said in very low extent. At Viwege secondary, 20% said high extent, 60% said low extent and remaining 20% said very low extent.

Table 4.18 Availability infrastructures like classrooms, teacher's offices, libraries, laboratories and toilets compared with the need of schools.

			EXTENT OF AVAILABLE INFRASTRUCTURES TO SOLVE THE NEED OF THE SCHOOL		
			High (%)	Low (%)	Very low (%)
SCHOOL	Furaha	% within school	0.0	80.0	20.0
	Halisi	% within school	0.0	100.0	0.0
	Kinyamwezi	% within school	16.7	33.3	50.0
	Viwege	% within school	20.0	60.0	20.0
Total		% within school	8.7	73.9	17.4

Source: filed data, 2019

Figure 4.6 Student's toilets



Source: Field data, 2019

Figure 4.7 Academic office which stores other files and books



Source: Field data, 2019.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents discussions of the findings from the study and analyzed data. It tells the meaning of the data presented as well as the relationship between the reality and findings of others studies, implications of the findings and justification of other studies. The research was connected with the following specific objectives:

i. To examine numbers and qualification of teachers in government community secondary schools in Ilala municipal council as required by SEDP and ETP.
ii. To examine availability of enough teaching and learning materials in government community secondary schools in Ilala municipal council.
iii. To examine presence of enough infrastructures in government community secondary schools in Ilala municipal council.

The objectives of the research above were largely reached and accomplished because data were collected from the field, analyzed and results were presented which indeed gave a blueprint concerning the challenges facing provision of quality education in community secondary schools in Ilala Municipal Council.

5.1. Number and qualifications of teachers in government community secondary schools in Ilala Municipal Council

The first objective of the study was to examine numbers and qualification of teachers in government community secondary schools in Ilala municipal council as required by SEDP and ETP.

5.1.1 Qualification of teachers

The findings of this study showed that all teachers in all the four selected schools had the qualifications required by the SEDP and ETP. Some of the teachers were had

diplomas in which the percentages between male and female teachers were almost the same. Others teachers were having degrees in which also the percentages between male and female were almost the same. Lastly there were very few teachers with master's degrees in which all teachers were females.

Document reviewed from the MEO office indicated that in Furaha secondary school total number of teachers were 27 whereby 10 teachers were having diploma, 15 were having degrees and 2 teachers were having master's degrees. In Halisi secondary school the total numbers of teachers were 45 whereby 32 teachers were having degrees and 13 teachers were having diplomas. In Viwege secondary there was a total number of 34 teachers whereby 29 were having degrees and 5 were having diplomas and lastly in Kinyamwezi secondary school total number of teachers were 35 whereby 10 teachers with degrees, 23 teachers with diplomas and 2 teachers with master's degrees.

This findings was satisfactory since education training policy (1995) outlined that O'level secondary schools are supposed to employ teachers with diploma to teach form one and form two, and teachers with degrees to teach form three and four. The findings of the study imply that the government is employing teachers with required qualification in secondary schools as directed by ETP of 1995 because all teachers were having qualification of either diploma or degrees.

Contrary to these results Hammond (2000) showed that teacher's qualification is among the key factors associated with student's performance. Another study related to these findings is the study done by Owalabi (2012) in Nigeria, the study aimed to examine the effect of teacher's qualification on performance of senior secondary school physics students. The study aimed on assessing whether the education status of the teacher has any impact on the performance of students. The study found that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications.

5.1.2 Number of teachers

The findings of this study showed that three selected schools, Furaha, Halisi and Viwege were having small ratio of teacher students' ratio in which one school Kinyamwezi was having greater ratio. Furaha secondary school was having 27 teachers with 988 students in which the ratio was 1:37. Kinyamwezi secondary school was having 35 teachers with 1520 students in which the ratio was 1:43. Viwege secondary school was having 34 teachers with 1200 students in which the ratio was 1:35. Halisi secondary school was having 45 teachers with 1228 students in which the ratio was 1:27. The ratios of three schools, Furaha, Halisi, and Viwege were relatively lower than the one targeted by curriculum of ordinary secondary education in section 6.4 which is 1:40, this section indicated that teacher student ratio shall be 1:40 (TIE, 2010). As for Kinyamwezi the ratio of teacher students ratio was above the standards this indicates that, as shown in MoEVT (2007) report that, the supply science teachers from education training institutions is less than the demand of teachers in schools. The heads of schools were asked to outline the challenges facing their school in provision of quality education; the following were their common response;

> *Respondent 1: "one of the problems in our school is huge number of students compared to numbers of teachers available especially science teachers…"*

> *Respondent 2:" another problem which hinders our school to provide quality education and leads to mass failures of form four students in their national examination is few numbers of teachers compared to number of students. For instance, the school has 1520 students and teachers are 35 while science teachers are only 5 two(2) of whom are teaching mathematics from form one to form four, one(1) teacher is teaching physics from form one to four then other 2 teachers are teaching chemistry from form one to form four….."*

These findings are in line with the findings of a study done by Projest (2013) which showed that shortage of teachers in community secondary schools in Tanzania affects the implementation of curriculum. In schools with smaller teacher student's ratios, teachers can have more time to spend with students and find it easy to monitor their progress and hence can provide more individualized teaching which is suitable to each student. The implication of these findings is that the number of qualified teachers in community secondary schools is favourable but problems arise in the subjects these teachers are teaching.

5.1.3 Number of periods per week

Findings of the study showed that in Kinyamwezi secondary school a lot of teachers were having more than 20 periods in a week while very few teachers were having 0-9 and 10-19 periods in a week. In Furaha secondary more teachers were having 10-19 periods in a week while few of them were having fewer periods. In Viwege secondary more than half of the teacher were having more than 20 periods in week while the remaining were having few periods less than 19. In Halisi secondary almost half of the teachers were having less than 9 periods in a week. According to Curriculum for ordinary level secondary education of Tanzania a teacher should have a standard of less than 28 periods in week and apart from teaching the teacher shall participate in supervising other extra curriculum activities (TIE, 2010).The findings of this study implies that the average number of period per week is large in almost all selected schools and this affect teachers in their lesson preparation by having less time in preparation compared to time needed for preparation and time to participate in other extra curriculum activities.. This is statistically proved in the findings of section 4.4.5 as it is shown that there is significance relationship between number of periods the teacher have per week and the effective lesson preparation. As it was mentioned by one of the respondent;

Respondent 3…" many teachers are having a lot of periods per week, this

Situation affected them in lesson preparation, some of teachers especially science Teachers have up to 29 periods per week"……

A smaller number of teachers compared to students have led to increased number of periods per week a teacher have. These findings are in line with those of Mwangembe (2008) that revealed that, Teachers` workload per day and per week is one of the factors that should be taken under consideration. This increases teachers' mood and motivation of working. Teachers who have less than 24 periods per week have enough time of preparation hence performs well their duties compared to those who are overloaded. Mwangembe continued to argue that three to four lessons per day are reasonable workload for a teacher to perform his/her work more effectively and efficiently.

5.1.4 Teaching subjects

The findings of the study show that there is unequal distribution of teachers in different subjects in all four selected schools. The study categorized the subject into three categories which were science subjects, arts and business subjects. In Kinyamwezi secondary school more than half of all teachers were arts teachers, and the remaining percentages were for sciences and business teachers. In Furaha secondary half of the teachers were arts teachers and the remaining teachers were of science and business subjects. In Viwege secondary school more than half of all teachers were arts teachers and the remaining were science and business teachers. Lastly in Halisi secondary school almost half of the teachers were arts teachers and remaining were science and business teachers. Furthermore the study found that more than half of the numbers of the teachers in all four selected schools were arts teachers, while fewer teachers were science and business teachers. As some of the respondents mentioned that;

> *Respondent4… "Example in mathematics we have only two teachers with a lot of periods. In chemistry we have only one for the whole school, likewise in physics"…..*

The national standards for teacher-subject per week differ according to respective subject, for science subjects like chemistry and physics is 4, for biology is 3 and for mathematics is 6 periods for a week for form three and form four students. For business subject like commerce is 3 periods while book keeping is 2 periods. For arts subjects like English is 5 periods, Kiswahili 3 periods, civics 2, geography and history both 3 periods in a week (TIE, 2010). These standards are requirement for one teacher to teach single class therefore from the findings above of all community secondary schools Halisi, Furaha, Kinyamwezi and Viwege sciences and business teachers were having a lot of periods due to facts that they were few compared to arts teachers. To enhance quality of education and hence boost the performance of students, there is a need of equal distribution of teachers in different subjects. The study done by Stutz (2005) revealed the shortage of teachers for science subjects was a problem and the problem was becoming worse.

The findings of the study implies that the shortage of science teachers is still a major problem in which one of the causes is that there is less students teachers who are studying sciences in higher education level which leads to have fewer employed science teachers in secondary schools. Another implication which can be drawn from the findings is that the government is not taking serious actions of preparing science teachers in which they will teaches in these schools and solve the challenge of teachers having very few teachers in sciences subjects.

5.1.5 Effective lesson preparation

The findings of the study showed that in Furaha secondary about more than three quarters of teachers asserted that the number of periods they have for a week hinders them to have effective lesson preparations. In Halisi secondary about three quarters of teachers asserted that the numbers of periods they have in a week allows them to have effective lesson preparations. In Kinyamwezi secondary half of teachers asserted that the numbers of periods they have in a week do not hinders them in lesson preparation while the remaining half asserted that the number of periods they have hinders them in effective lesson preparation.

In Viwege secondary more than half of teachers asserted that the numbers of periods they have in week hinders them in effective preparation of the lessons.

These findings imply that due to teaches having many periods more than 20 periods in week, their time to prepare next lessons will be reduced which makes sometimes for teachers to inter classrooms without preparations and leads to them not mastering the lesson presented hence not to reach the objectives of lesson plan. These finding are in lines with the findings of Dickson and Peggy (2009) provide that teachers' workload per day within the school is one of the biggest factors which contributes in affecting the provision of quality academic services. Teachers who have less than 24 periods per week have enough time for preparation hence perform better their duties compared to those who have more than 24 periods in a week.

5.2. Availability of enough teaching and learning materials like charts and maps, posters, textbooks, reference books and photography in government community secondary schools in Ilala municipal council

The second objective of this study was to examine availability of enough teaching and learning materials in government community secondary schools in Ilala municipal council. The study concentrated on finding out the extent of available teaching and learning materials and the student per book ratio.

5.2.1 Availability of teaching and learning materials

The findings of the study showed that in Furaha secondary majority of teachers asserted that available teaching and learning materials in the school is in very low extent. In Halisi secondary majority of the teachers revealed that the available teaching and learning materials is in low extent. In Kinyamwezi and Viwege majority of teachers asserted that the teaching and learning materials are in low extent. The findings of the study is in contrary with the study done by Tshabangu and Msafiri (2013) which revealed that in many areas in Tanzania community secondary schools have less teaching and learning materials with respect to the need

of the school. They further postulated that this can be caused by adequate funding of community schools from the government. As mentioned by one of the respondents;

> *Respondent5…in my school we have very few teaching and learning materials which made my teachers especially science teacher to prepare their own models locally so as for students to understands better the concept that are tough in the class with the help of those models and diagrams.*

The implications of this finding is that due to absence of enough teaching and learning materials in community secondary schools many students can fail science subjects due to fact that presence of models and diagrams helps a lot students to understand and memorize easily what was taught therefore absence of teaching and learning materials made them not to understand effectively the concepts. As stated by Shiundu and Omulando, (1992) that "Appropriate use of instructional resources is important factor in implementations of curriculum which help the implementers to realize their goals and guide them in the teaching learning process in the classroom practice .

5.2.2 Student per book ratio

Finding of the study showed that the student book ratio in all four selected schools were not 1:1 as directed by ETP and SEDP. In Furaha secondary school the ratio was 1:5, in Kinyamwezi secondary the ratio was 1:9, in Viwege the ratio was 1:10 and in Halisi secondary the ratio was 1:4.Education and training policy of 2014 intended on making sure that there are enough equipment, teaching and learning materials needed by teachers but also enough textbooks for each subject up to 1:1 student - book ratio but this study revealed that the average ratio of book per student's ratio was 1:7.

Furthermore the findings revealed that in Furaha secondary school about three quarters of students asserted that sciences subject books, arts books and business books were shared by more than five students in the classrooms. In Kinyamwezi secondary school about more than three quarters of students asserted that sciences

subject books, arts books and business subject books were shared with more than five students in a classroom. In Viwege secondary school about three quarters of students asserted that science subject books, arts and business books were shared with more than five students in a classroom and lastly in Halisi secondary school more than three quarters of students asserted that science subjects books, arts book and business books were shared with more than five students in the classroom.

The implication of this finding is that due to lack of textbooks of all subjects in all schools this can leads to poor performance of students because they will not have reference books to read, and it became difficult for students to have full concentration in the classroom during the study sessions which can results to mass failures. The large student book ratio highly affects the quality of education provided and hence hindering the students' performance. As some of the respondents responded on the challenges they are facing on provision of quality education;

> *Respondent 6… "Shortage of books, as for the subject I am teaching (civics) we have very few books and they do not meet or fulfill the needs of learners because of poor content"…..*

This finding is in line with the findings of the study conducted by Mbele and Katabaro (2003) which suggested that availability of educational materials and textbooks are among of the factors which determine the quality of education. They further stipulate that availability of enough textbooks and other learning materials is one of challenge facing process of teaching and learning in Tanzania.

5.3 Availability of enough infrastructures in government community secondary schools in Ilala municipal council

The third objective of the study was to examine presence of enough infrastructures in government community secondary schools in Ilala municipal council. This involves the presence of classrooms, libraries, required equipment's such as chairs and desks and laboratories within the schools.

5.3.1 Conditions of infrastructure such as classrooms, teachers' offices, laboratories libraries and toilets

From observation point of view, infrastructures such as classrooms, teachers' offices, laboratories in two schools Furaha and Viwege were in good condition but toilets were in poor conditions with few numbers of toilets compared to the number of the students within the schools. In Halisi and Kinyamwezi schools the condition of infrastructures such as classrooms, teachers' offices, laboratories were in poor condition with large number of students within the classrooms. All of these four selected school were not having a special building for library instead school managements decided to improvise some of the classrooms to be used as libraries.

Furthermore findings from teacher's questioners revealed that in Furaha secondary school about half of teachers asserted that the conditions of infrastructures within the school were in bad condition. In Halisi secondary school half of teachers asserted that the conditions for infrastructures within the school were in bad conditions. In Kinyamwezi secondary school about more than half of teachers asserted that the conditions of infrastructures within the school were in bad condition while in Viwege secondary school more than half of the teachers asserted that the conditions of infrastructures within the school were in bad conditions.

The implication of this finding is that due to poor infrastructures around the schools can leads to students to develop the habit of absenteeism due to fact that they are not enjoying their presence around the school. Therefore government is supposed to make sure that environments and infrastructures around community schools are favorable for teachers and students and mostly they are motivates teaching and learning processes.

The finding of this study is contrary with the study done by Sodhi (1983) stated that, the lack of proper facilities such as library, books and reading rooms causing the dampening of the youth enthusiasm. As it was stated by one of the respondents;

Respondent 7 ":…… lack of library in school reduces students' motivation to study…."

Respondent 8 :..our school is open in all side that means it is not fenced an this gives teachers hard time in controlling students Behaviour like punctuality..

5.3.2 Availability of infrastructures such as classrooms, teachers offices, libraries, laboratories and toilets compared with the need of schools

Findings of the study showed that all respondents in four selected schools Furaha, Halisi, Viwege and Kinyamwezi asserted that the available infrastructures like classrooms, libraries, laboratories , teachers offices and toilets does not solve the need of the school. In Furaha secondary about three quarters of teachers asserted that the available infrastructures within the schools does not solve the need of the school, in Halisi secondary all teachers asserted that the available infrastructures like classrooms, laboratories and toilets pits do not solve the need of the school. In Kinyamwezi secondary about half of teachers asserted that the available infrastructures around the school does not solve the need of the school and lastly in Viwege secondary about more than half of teachers asserted that the available infrastructures does not solve the need of school.

The number of students seems to be high compared to the number of classrooms available in all schools. In Furaha secondary there was 1:90 class student ratio, in Kinyamwezi there was 1:108 class student ratio, in Halisi there was 1:123 class student ratio and in Viwege there was 1:80 class student ratio. These ratios from the findings were against the standard ratio given by MoEVT in the secondary education curriculum which was 1:40 classroom student's ratio (TIE, 2010).

The laboratories were not having enough tools and chemicals, and even classrooms were forced to be used as of teachers' offices. The number of toilets in Furaha secondary were 8, in Kinyamwezi secondary was 10, in Halisi secondary was 10 and in Viwege secondary was 12.

These numbers of toilets pits from the findings seems to be lower compared to the need of the schools and were not matching by the standards given by MoEVT which set ratios of one drop hole for 20 girls and one drop hole for 25 boys (SWASH, 2017).

The implications of this finding is that due to larger numbers of students in the classrooms leads to influence the failures of students because students will not concentrate during lessons and it became even difficult for a teacher to helps all students within 70 minutes of the periods. The following were the comments of respondents concerning the availability of school infrastructures and the need of the school;

> *Respondent 9: there are not enough chairs and tables for the students and teachers, so some students' sit on the floor….*
>
> *Respondent 10: There is no teachers' office and even tables and chairs are not enough, there are 27 teachers but we have only 10 tables for teachers……..*

This finding is in line with the findings of Jidava (2012) which proposed that challenges that face the provision of quality education in secondary schools include lack of enough space in classrooms, school laboratories and many schools are not inspected in a right time. All these challenges can lead to lowering the quality of education in Tanzania

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introductions

This chapter summarizes the whole study, provides conclusion to the research objectives which were to examine the challenges facing provision of quality education in community secondary schools in Ilala Municipal Council and finally this chapter will gives conclusions and recommendations on what should be done in order to combat those challenges.

6.1. General summary

The study aimed on examining the challenges facing the provision of quality education in community secondary schools in Ilala municipal council. Specifically, the research had three objectives which were to examine numbers and qualification of teachers in government community secondary schools in Ilala municipal council as required by SEDP and ETP, secondly, to examine availability of enough teaching and learning materials in government community secondary schools in Ilala municipal council and finally, to examine presence of enough infrastructures in government community secondary schools in Ilala municipal council.

The literature review were done and it includes the text of scholarly papers which includes substantive findings as well as theoretical and methodological contribution to a quality education and it accounts to what has been published on a particular topic by accredited scholars and researchers. Conceptual framework was conducted showing dependent and independent variables together with problem and objective tree analysis. This study was guide by constructivist theory of education, which elucidates that use of teaching and learning materials altogether with learning environments helps learner actively build their own knowledge and understanding on certain issues.

The research was based on a case study design as a research design because case study can be used in order to explore more information and understanding on the challenges facing the provision of quality education in government community secondary schools and it allows the use of multiple methods of data collection. The study population was selected and from it the sample of 121 respondents were drawn. Respondents of different age, sex and educational status were provided with questionnaires and the responses from the questionnaires were collected and analyzed by using SPSS package and the results were presented in term of charts, tables and graphs.

6.2 Conclusion

Based on the findings of this study, the government should lay emphasis on raising the quality of education provided by community secondary schools. According to the findings from the study and with relation to the main objective which was to examine the challenges facing provision of quality education in community secondary schools in Ilala municipal council, the findings affirm that:

i. The number of qualified teachers employed by the government in community secondary schools in Dar-es-Salaam is promising but the problem is with the number of employed teachers which does not match with the needs of each subject. Many employed teacher are arts subject teachers which leads to have very few numbers of business and sciences teachers in community secondary schools.
ii. Most teachers especially, science teachers, have too many periods per week, and this affects their effectiveness on lesson preparation. This is caused by few numbers of them compared to the need of the schools.
iii. There is lack of enough teaching and learning materials like textbooks, references books, charts and maps, photography and curriculums resulting into high student book ratio being 1:7 instead of 1:1 as directed by SEDP and ETP.

iv. Lack of enough school infrastructures like classrooms, teacher's offices, library and laboratories; the available infrastructures are not in good condition, and they do not meet the need of schools. Most classrooms are overcrowded with few numbers of chairs and tables and average number of students per class ratio found was 1: 99 this ratio is found to be bigger compared to teacher student's ratio because these schools were not having enough classrooms therefore students were forced to be more than 40 students in a single class.

Therefore government have to ensures that these community schools are controlled the same as other government schools in terms of capitation grants provided to them, recruitment of teachers according to the need of community schools, building good school infrastructure like classrooms with reasonable numbers of chairs and tables for students, building teachers offices, building laboratories with required standards and equipment . By doing so the quality of education will be raised due to conductive environments around the schools will enhance the sense of comfort ability to students and teachers hence active learning can take place within these schools and raise the performance of students in the national examinations.

6.3 Recommendations

i. The study suggests that there should be an increased number of qualified teachers in government community secondary schools as directed by SEDP and ETP to reach the standard teacher students ratio of 1:40 in all community secondary schools. Government should ensures that many science teachers are prepared and requited to the community schools at the right time due to higher need of sciences teachers in these community schools.

ii. Government should ensures that there are enough teaching and learning materials in community secondary schools so as to solve the problem of having few numbers of textbooks, reference books, maps and charts, models and photography which are needed in the whole process of teaching and learning.

iii. Government should ensures that infrastructures like classrooms, libraries, laboratories and toilets are built in each school according to the need of the school so as to eliminate the problem of overcrowding of students in classes. Building of libraries in order to enhance the habit of reading to the students and allowing them to have enough textbooks and reference books for their studies.

iv. Government should prepare and make education policies which can be applicable to the real situation, and educational programs with objectives that can be implemented in a right time.

v. Generally the government should ensure that community schools are provided with enough capitation grants and it must reach to them in a right time. Enough capitation grants from the government will helps these schools to build infrastructures around the school, buying chemicals and laboratories apparatus for science practical in a right time.

vi. Parents should ensure that they are collaborating with teachers, so as to know behaviors of their children and be able to guide them and support them in learning.

vii. Different education stakeholders like NGO should help and support governments community schools in terms of offering textbooks, reference books and donating other learning materials and improving infrastructures within the schools.

6.4 Recommendation for further research.

Many community secondary schools are facing challenges that hinder the quality of education provided and resulting in poor academic performances. The study suggest other researchers to undertake other researches concerning challenges facing provision of quality education in community secondary schools in other regions rather than Dar-es-Salaam, to assess implementation of educational programs like SEDP, and lastly to measures implementation of ETP with regards to provision of quality education.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR TEACHERS

My name is Jacqueline J. Mapogo, a student at Mzumbe University- Morogoro (main campus), pursing a Master of Public Administration (MPA). As part of course requirements, I am conducting a research on "The challenges facing provision of quality education in government community secondary schools: A case of Furaha, Halisi, Viwege and Kinyamwezi". This research is for academic use only and not otherwise. Respondents' confidentiality and privacy will be highly protected. I request you to volunteer answering the following questionnaire by ticking or filling in where appropriate.

1. What is your level of education? ……

2. Which subjects are you teaching? A. Arts ( ) B. Science ( ) C. Business ( )

3. How many periods do you have in a week? …….....

4. Do you think that the number of periods you have per week allows you to effective preparation of the lesson? A. Yes ( ) B. No ( )

5. To what extent does the school have enough teaching and learning materials for the subject you are teaching?

A. Very high ( ) B. High ( ) C.Low ( ) D. Very low ( )

6.As a teacher do you prepare your own teaching and learning materials before the lesson?

……

……

7. What is the condition of the infrastructure like classroom, teachers' offices in your school?

A. Very good ( ) B. Good ( ) C. Bad ( ) D. Very bad ( )

8. Does your office have enough tables and chairs for all teachers need?

A.YES ( ) B. NO ( )

9. Does your school have a library? A. YES ( ) B. NO ( )

10. Does the library have enough books to solve the need of the school? A. YES ( ) B. NO ( )

10. Does your school have a laboratory? A. YES ( ) B. NO ( )

11. To what extent does the available infrastructure in your school solve the need of the school?

A. Very high ( ) B. High ( ) C. Low ( ) D. Very low ( )

12. As a teacher in this school, what are the challenges facing your school in provision of quality education?

A……

B……

C……

D……

13. Suggest ways on how to improve the provision of quality education in your School

……
……
……

QUESTIONNAIRES FOR STUDENTS:

1. Which class are you? .....

2. Do you have enough textbooks in all subjects? A. Yes ( ) B. No ( )

3. How many students do you share a single book in each subject?

a) 2 ( )
b) 3-5 ( )
c) Above 5 ( )

4. Do you have laboratory with all equipments needed in your school?

a) Yes ( )
b) No ( )

5.Does the school have a library?

a) Yes ( )
b) No ( )

6. If the answer for question number 5 is (Yes) then answer this question too: does the library have a reading room with full equipments like chair and tables?

a) Yes ( )
b) No ( )

7. To what extent does the chairs and tables in the classroom are enough for all students within the class

a) Very high ( )
b) High ( )
c) Low ( )
d) Very low ( )

8. What are the challenge facing students in this school which hinders students from performing better in their national exams?

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

APPENDIX II: INTERVIEW GUIDELINES

Interview guidelines for MEO

1. How many teachers are there in all community schools in your municipal?
2. Based from the answer of above question, how many teachers have diploma and degree as directed by SEDP and ETP?
3. What is the trend of recruitment of qualified teachers in community schools for five years?
4. Do you think the number of qualified teachers in community schools in your municipal solve the need of qualified teachers in your municipal? If the answer is YES explain to what extent, and if the answer is NO explain why.
5. What is the general teacher – students' ratio in community secondary schools in your municipal?
6. What is the trend of teacher- student's ratio in community secondary schools in your municipal for the past five years?
7. Generally what are the challenges facing community secondary schools in your municipal?

Interview guidelines for Wards councilors

1. Do you have work relationship with heads of schools of community secondary schools in your wards?
2. What is the number of community secondary schools in your wards which have piped water lines and electric power connected to school?
3. What is the trend of construction of piped water lies and electric power in four years in your ward?
4. Do you think the trend of construction of piped water lines and electric power in schools can solve the need of the schools? If YES to what extends they solve the need of schools? If NO what efforts have been done by your office to solve this problem?
5. What are the challenges facing community secondary schools in your ward?

Interview guidelines for Heads of schools

1. How many teachers do you have in your school?
2. What is the teacher- student's ratio in your school? What is the trend of teacher-student's ratio in your school for the past five years?
3. What is the total number of lessons does your teachers have in a week?
4. What is the student- book ratio in your school? What is the trend for the past five years?
5. What is the trend on the construction of classrooms from 2014 - 2018?
6. Does the available infrastructure like classrooms, teachers' office, laboratory and others solve the need of the school? If YES explain to what extent, and if NO explain why.
7. As head of school what are the challenges facing your school in provision of quality education?

APPENDICES III:

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

S. L. P. 20950
SIMU NA: 2128800
2128805
FAX NO. 2121486

OFISI YA MKURUGENZI
WA MANISPAA ILALA
1 MISSION STREET
11883 – DAR ES SALAAM

KUMB. NA. IMC/LR.6/III/25

19/02/2019

Wakuu wa shule
Shule za sekondari Furaha, Halisi,
viwege na Kinyamwezi,
DAR ES SALAAM

YAH; KUMTAMBULISHA NDUGU JACQULINE J. MAPOGO

Husika na kichwa cha habari apo juu.

Halmashauri ya Manispaa ya Ilala imemruhusu mtajwa hapo juu ambaye ni mwana **Chuo Kikuu cha Mzumbe** kufanya utafiti katika shule yako.
Utafiti juu ya **'Challenges facing provision of quality Education in Government Community Secondary Schools: A case of Furaha, Halisi, Viwege and Kinyamwezi**

Utafiti utafanyika kuanzia tarehe **20/02/2019** hadi taerehe **20/03/2019**. Tafadhali apewe ushirikiano.

Nakutakia kazi njema.

Kny: MKURUGENZI
HALMASHAURI YA MANISPAA YA ILALA

Eliza M. Ngonyani
KNY: MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA YA ILALA

Nakala: Mkurugenzi wa Manispaa – **(aione kwenye jalada)**
Halmashauri ya Manispaa ya Ilala

APPENDICES IV:

MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)

OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMICS)

E-Mail: vc@mzumbe.ac.tz
Tel: +255 023 2931212
Fax: +255 023 2931213
Cell: +255 0754694029
Website: www.mzumbe.ac.tz

P.O. Box 1
Mzumbe
TANZANIA

Ref. No. MU/DPGS/INT/38/Vol. IV

Date: 11th February, 2019

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MS. JACQUELINE J. MAPOGO

The bearer of this letter Ms. Jacqueline J. Mapogo whose registration number is 14413044/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Public Administration (MPA).** As part of requirements for completion of her studies, she is collecting information on: **CHALLENGES FACING THE PROVISION OF QUALITY EDUCATION IN GOVERNMENT COMMUNITY SECONDARY SCHOOLS: A CASE OF FURAHA, HALISI, VIWEGE AND KINYAMWEZI ILALA MUNICIPAL COUNCIL, DAR ES SALAAM TANZANIA.**

This letter serves to achieve three purposes. Firstly, to introduce her to you, secondly, to request you to grant her permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance she might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Seraphina Bakta (PhD)
For: DEPUTY VICE CHANCELLOR (ACADEMICS)

QUOTATION OF REF. NO IS ESSENTIAL

APPENDICES V:

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

SIMU NA. 2128800
2128805
FAX NO. 2121486

OFISI YA MKURUGENZI
I MTAA WA MISSION
S.L.P 20950
11883 – DAR ES SALAAM

KUMB. NA. IMC/AF.3/31

18/02/2019

AFISA ELIMU SEKONDARI

.....

.....

YAH: RUHUSA YA NDUGU JACQUELINE J. MAPOGO KUFANYA PROJECT/FIELD/RESEARCH

Tafadhali rejea somo tajwa hapo juu.

Mtajwa hapo juu ni mwanachuo katika Chuo cha MZUMBE – MPA

ambaye amekubaliwa kufanya Project/Field/Research juu ya CHALLENGES FACING PROVISION OF QUALITY EDUCATION IN GOVERMENT COMMUNITY SECONDARY SCHOOLS: katika ofisi yako kuanzia tarehe 20/2/2019 hadi tarehe 20/3/2019

Hivyo mpokee na kumpa ushirikiano kulingana na mahitaji yake.

Ninakutakia kazi njema.

Kny: MKURUGENZI
HALMASHAURI YA MANISPAA YA ILALA