Teaching Effectiveness in Primary and Secondary Schools in Tanzania

December 2014
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Acknowledgements

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HakiElimu acknowledges the contribution made by teachers and students, who provided the information required for this study. Special thanks go to heads of schools, who were interviewed during the course of this research and to District Executive Directors and District Education Officer who allowed researchers to collect data in their districts. We appreciate their cooperation and willingness to work with us.
EXECUTIVE SUMMARY

Over the past two decades, Tanzania has invested significantly in the education sector with notable outcomes in several aspects, including the rapid expansion of the education sector at all levels, from primary to higher education. The outcomes are particularly notable in the rapid increase in students enrolments at all levels. Nevertheless, the rapid expansion of the education sector has not been matched with improvement in the learning outcomes. Several studies have been conducted to examine the learning outcomes among school children with consistent results: though many more children are attending school today than at any other time in Tanzania, they are not learning.

Several factors have been attributed to poor learning outcomes among school children, including poor teaching and learning environment and a lack of teaching and learning resources. Nevertheless, there has been little focus on how poor learning outcomes are associated with teaching effectiveness, though it is widely documented that teachers are the most effective resource in influencing learning outcomes. This study examined how poor learning outcomes among school children are associated with teaching effectiveness. The key question that guided this research was: are teachers teaching?

The study was conducted in 10 primary and 10 secondary schools from 10 districts in Tanzania and mainly involving teachers. Data were collected mainly through school mapping and classroom observations.

Participating schools were selected both randomly and strategically. Random selection was applied for public schools while strategic sampling was applied in selecting a few highly performing private secondary schools. The purpose of strategically selecting high performing private schools was to examine the teaching and learning conditions and teaching effectiveness in high performing schools so as to identify any unique attributes that enable these schools to perform highly in national public examinations and which might be missing in public schools, whose performance is only between medium and poor. The selected private schools were Feza Boys Secondary School (Dar es Salaam), Marian Girls Secondary School (Bagamoyo) and St Francis Girls Secondary School (Mbeya).

The results indicate that high performing schools were characterised by several teacher related factors, including:

- Small-teacher student ratios, ranging between 1:8 and 1:26.
- High class teacher attendance rate
- Highly experienced teachers, having taught for 10 years and more. This was evident with private schools and some public national schools, particularly Ilboru Secondary School
- Highly qualified teachers in all subjects, defined as teachers with degree or higher qualifications
- Teachers supervised student works in class more effectively
- Teachers communicated with parents more frequently and more regularly
- Teachers used English more frequently in class. While, on average, only 32% of the teachers were observed using English throughout the lesson as a medium of instruction the rate of English use in private schools was 100%.
- Teachers participated in regular professional development courses more frequently and regularly.
• Teachers enforced strictly a standard code of conduct for students that was widely known and disseminated to students and parents.

• Conditions for teaching, learning and living were attractive. For example, at the observed Secondary Schools teachers had free meals from the schools’ cafeterias. Teachers also had good offices with all necessary facilities for working. Additionally, teachers were paid modest salaries plus other basic incentives (such as housing, medical care, etc.) The situation is completely different in public schools and particularly in public community schools where teachers virtually lacked any of the support services for effective performance of their duties, including offices. In some schools, for example, due to lack of teachers’ offices, a classroom had been converted into a staff room without any essential furniture. Thus, the working atmosphere was generally very poor in most public schools, which demotivated teachers.

• Perhaps the most contributing teacher factor in high performing schools was the fact that teachers in these schools were oriented to teach so that students could pass examinations. Indeed, their tenure is related to students’ good performance. If students performed poorly, this could mean the end of their tenure in these schools. Additionally, the student selection process is highly selective in which only very highly qualified students are selected to join these schools. Further, there is a strict retention mechanism in which only students who maintain a certain average performance are allowed to remain at the schools and proceed to the next level. For example, in one of the observed private schools, students have to maintain an average performance of 66 percent in all subjects to continue at the school.

The research has also revealed that lesson preparation was not a common practice in almost all schools visited. On average, only 51.5% (N=55) of the observed teachers had lesson plans at the time of the observation. The situation was particularly more disturbing for public secondary school teachers where only 36.3 percent of the observed teachers had lesson plans. Indeed, teachers at the observed private schools explicitly stated that lesson plans were not emphasised at their schools; with more emphasis being put on the performance of students in examinations.

On the basis of the results of this study, it has been concluded that students’ learning outcomes are mostly associated with teacher factors both quantitatively and qualitatively. Teachers’ effectiveness was strongly associated with teacher qualifications, experience, classroom attendance and supervision of learning tasks and students’ behaviour. Overall, teachers’ effectiveness was an outcome of a motivating school environment.

Overall, it is clear that public and private schools seem to be operating under very different teaching, learning and living conditions. Though diversity should be encouraged among schools, there must be minimum standards of practice that should be met by all schools. At the moment private schools have their own standards of practice, including who should attend these schools. These schools have put in place very ‘discriminatory’ systems of selecting students so that, apart from the question of parents’ level of income, only gifted children are allowed to join these schools. In the end it is not really the type of the teacher that determines learning outcomes in private schools, but the type of the school and the type of children selected to join these schools. Conclusively, the results of this study point out that teaching effectiveness does not significantly differ between private and public schools. Consequently, the type of the school and the teaching and learning conditions embedded in a particular school are

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1 Giftedness in the context of this study is defined as students who perform highly in national public examinations. These students would normally be selected to government-designated secondary schools (such as Ilboru, Mzumbe, Kilakala, Msalato, etc.).
more significant in determining school performance than teaching effectiveness. In answering the overriding research question in this study, namely: are teachers teaching? The answer, as observed in this study, is not straightforward but it is clear that teaching in both public and private schools is far from being effective.

In the light of the above observations and conclusions, it is recommended that, stakeholders in education sector should continue to emphasise the importance of the teacher in improving the quality of education, and push the Government to continue undertaking several measures towards improving teachers’ effectiveness in the classroom. These include:

• Employing more qualified teachers and incentivise them accordingly to remain in schools especially those in rural areas
• Supervision of teachers to ensure that they attend classes and teach students as per school calendar
• Motivating and empowering teachers to use English as a medium of instruction, which is currently seldom used in public community schools? Otherwise, because learning seemed to take place in Kiswahili, the Government should continue to be ‘pressurised’ to revisit the language of education policy
• Facilitating teachers’ access to professional development programmes, which currently seem to be non-existent in public schools
• Supervising and encouraging teachers to teach for learning rather than for passing examinations as seems to be the case now, especially in private schools. This may also mean pushing the Government to rethink about the purpose and practice of national examinations. It is a shame that teachers do not see the importance of lesson plans in teaching, which are important resources in guiding effective teaching.
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PART I: BACKGROUND

1.1 Introduction
Since the turn of the century, Tanzania has made significant progress in ensuring that the majority of primary school going age children have access to education. This has been made possible through the implementation of several policy reforms in education. The first major reform strategy in education dubbed Primary Education Development Plan (PEDP), now in its third phase, was introduced in 2001. The first phase was implemented from 2001 to 2006 with the main focus of increasing enrolment of children in primary education through increased resources. These resources were used for constructing classrooms, recruiting more teachers, as well as providing more funds to schools (Ministry of Education and Culture [MOEC], 2001).

PEDP aimed at achieving universal primary education (UPE) by enrolling all the children between the ages of 7 to 13 into Standard 1 by 2005. To ensure that children of the poor were enrolled, the government decided to abolish school fees in 2002. During its tenure there was a dramatic increase in enrolment for both boys and girls. In 2002, the first year of PEDP, for example, Standard One enrolment increased by 23.4 percent. However, by the end of 2002 there were a million more children in primary schools than in 2001 (MOEC, 2003).

By 2010, the Gross Enrolment Ratio (GER) for primary education was 97.6 for boys and 99.2 for girls and the Net Enrolment Ratio (NER) was 91.4 for boys and 92.5 for girls (Ministry of Education and Vocational Training [MOEVT], 2012). This indicates that nearly all children between the ages of seven and 13 were enrolled in primary schools. However, the momentum was not sustained. The proportion of both boys and girls in primary education has been falling since the initial years of PEDP implementation. For example, the enrolment of both boys and girls in 2012 was lower than in 2009 despite the growth of the country’s population. In 2012 there were 4,086,280 boys in primary schools compared to 4,248,764 in 2009 and the number of girls had fallen from 4,192,789 in 2009 to 4,160,892 in 2012. The trend of enrolment has as shown by the recent Basic Education Statistics in Tanzania (BEST) data (MOEVT, 2014) has continued to decline. Both the GER and NER have remained constant by 110.5 and 95.9 in 2009 to 98.4 and 92.0 in 2012 and to 96.2 and 89.7 in 2013 respectively. This implies that proportionally there are now fewer children in school than before.

The decrease in enrolment is much worse in some regions than others. In Kigoma, for example, 27 out of every 100 children of school going age (7 to 13) are not enrolled in school. Even in Dar es Salaam, 26 out of every 100 children are not in school. Nearly a million children, between the ages of 7 and 13 are currently not enrolled in primary schools countrywide. The problem is further compounded by high dropout rates in primary schools. In 2012, for example, 55,302 children dropped out before completing their primary education, 12,021 of them in standard one (MOEVT, 2014). If the current trend continues, Tanzania is unlikely to meet its educational millennium development goals.

The initial increase in enrolment was made possible by massive construction efforts, whereby new classrooms and in some cases new schools were constructed. The Government also recruited more teachers and ensured that schools were provided with adequate teaching and learning resources.

Building on the success of PEDP, the Government decided to roll out the programme into secondary school education. Thus, a secondary education expansion and quality improvement
programme dubbed as Secondary Education Development Programme (SEDP) was conceived. This was a 15-year programme implemented in three phases, and named as SEDP I, II and III. SEDP I was implemented between 2004 and 2008 with the aim to expand access to secondary education through a rapid increase in the number of school units. The implementation of SEDP II began in 2010 and runs through 2014. SEDP II focuses on improving learning outcomes especially for underserved areas.

As was the case for PEDP, SEDP has also been successful in expanding access to secondary education by increasing the number of schools. This has resulted in a rapid increase in student enrolment from 1,222,403 in 2008 to 1,884,272 in 2012 (MOEVT, 2012). In other words, during this period, secondary education enrolment has increased by more than 10 percent, from 24.5 percent in 2008 to 36.6 percent, making Tanzania the second country with highest secondary education enrolment after Kenya with 60 percent (see Figure 1).

![Figure 1: GER and NER in secondary schools in Tanzania 2002-2013.](source: BEST 2014 (2001 to 2013)]

1.2. The problem

Tanzania, as shown above, has been fairly successful in enrolling children in both primary and secondary schools. With commitments from all stakeholders – the government, parents and civil society organisations – the problem of access is solvable. The major concern, however, is on the learning outcomes. Various assessments carried out by Uwezo\(^2\) for primary school children in the

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\(^2\) Uwezo, meaning ‘capability’ in Kiswahili, is a five-year initiative implemented in Kenya, Tanzania and Uganda with the aim to improve competencies in literacy and numeracy among children aged 6-16 years. Since 2009, Uwezo has conducted large-scale nationally representative household surveys to assess the actual basic literacy and numeracy competencies of school-age children in the three countries.
last few years show that the learning outcomes are poor. Our children are not getting the skills and knowledge that they should be getting as a result of schooling. The achievements of basic literacy and numeracy levels for primary school children are desperately poor. Literacy and numeracy skills form foundational basis for learning, without which further learning cannot take place effectively.

Since 2009, Uwezo has been carrying out assessment of learning outcomes for primary school children and their findings are consistently depressing. For example, in 2010, about 140,000 pupils from all the 133 districts in the country were assessed. Uwezo assessed the pupils’ reading ability in Kiswahili and English and their numeracy competencies. The tests used by Uwezo were based on standard two syllabi in three subjects, namely Kiswahili, English and Maths (Uwezo, 2011). The primary school syllabus stipulates that children by the end of class two should be able to read simple texts in English and Kiswahili and be able to do simple additions, subtractions and multiplications. However, Uwezo findings showed that in standard 3, where the expectation was that all pupils would be able to read the simple text in Kiswahili, only one third of the children were able to do so. By standard seven, 21 children out of 100 in rural areas and 13 children out of 100 in urban areas were unable to read a simple standard two text. It was particularly worrying that 19 out of 100 children finishing their primary schooling were illiterate.

Although a large number of primary school pupils were unable to read the Kiswahili text, reading levels for English were particularly poorer. English reading levels were very low for all classes. There were no significant gender differences in reading English; both females and males from pre-school to Standard 7 were not performing well. Although reading English was a challenge for children in both urban and rural settings, urban children were generally better readers than rural children. Nationwide, just over 50 percent of all children in Standard seven were able to read a standard two level English story.

Uwezo carried out another national assessment in 2012. Results for both Kiswahili and English were similar to the Uwezo assessment done in 2011. Both Uwezo 2011 and 2012 studies showed that very few children were learning to read in early primary school. Nationally, only one in four children in Standard three could read a Standard two level story in Kiswahili. It is not until they reached Standard five that a majority of students were able to read at Standard II level. Competence in reading and comprehending a story in English remained low. Uwezo 2012 confirmed that the rate of English literacy were significantly poorer than rates of Kiswahili literacy in all classes. By Standard seven, half of all students leaving primary school had not acquired Basic English reading skills, which is the medium of instruction in secondary schools.

Uwezo also assessed children for their ability in basic numeracy. The findings from the survey showed that the performance was generally poor. For example, only 15 percent of children in standard two were able to solve Standard two multiplication problems. Numeracy results were better than those for literacy. More children seem to be acquiring number skills sooner. Pass rates for the numeracy test in 2012 were higher cross all grades. For example, 44 per cent of students in Standard 3 passed the numeracy test compared with 37 per cent in 2011. What is more worrying is the urban rural divide as glaringly shown in Table 1.
Apart from location, children’s performance is correlated to mother’s educational level and their socio-economic status. Children of better educated mothers tend to do well both in literacy and numeracy. Similarly, children from wealthier family perform better than children from poor family. Although mother’s education and socio-economic status affect performance in all the three areas, the effect is more pronounced for English (Uwezo, 2011).

These results pose a challenge to the country’s education policies and plans that emphasise attainment of literacy and numeracy. The Education and Training Policy (MOEC, 1995), for example, states that the aims and objective of primary education are, among others, “to enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity (p. 5). PEDP III states that the aim of primary education “is to enable every child to acquire basic skills of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge skills and attitudes needed for survival and development to full capacity; provide the child with the foundations leading to self – initiative, self-advancement and self-confidence; prepare the child for second level education (secondary, vocational, technical and continuing education) and; prepare the child for the world of work” (MOEVT, 2012a).

In a similar vein, performance at secondary education public examinations has been declining at an alarming rate since the introduction of the SEDP. As Figure 2 shows, the performance of students in national Form Four examinations has been decreasing reaching an alarming level in 2012 where only 34.5 percent of the candidates passed.
The major question that faces educators across the country is why our children are not learning despite the massive resources that are going into the education sector, and what should be done to reverse the poor performance trend.

1.3. Purpose and objectives of the research

Many variables affect student achievement. These include, for example, school learning conditions (availability of books, library, laboratories, physical infrastructure, etc.), family life, community, diet, involvement in extra curricular activities, etc. Nevertheless, evidence shows that quality teaching is the most important ingredient in the education of children (Fidler, 2002).

Studies investigating factors associated with student achievement in Tanzania have mainly focused on the association between learning conditions (such as those mentioned above) and learning outcomes, with little focus on teacher characteristics. There is particularly a paucity of studies that have systematically investigated how teaching effectiveness affects learning outcomes.

In the light of the above background, the present research aimed to systematically examine the relationship between teacher characteristics and learning outcomes. The main question that was addressed was: which teacher characteristics are significant predictors of learning outcomes? More specifically, teaching effectiveness was measured on the basis of the following attributes:

- Teacher availability in class (teacher’s class attendance as per standards)
- Teacher preparation
- Teaching methodologies
- Teacher’s knowledge about the subject
PART II: RESEARCH METHODOLOGY

2.1 Design and methods

This research sought to examine teachers’ effectiveness from multiple perspectives, including classroom observations of teachers’ teaching practices and classroom artefacts. The evaluation of teacher effectiveness was guided by a practical guide to evaluating teacher effectiveness developed by Little, Goe and Bell (2009).

The practical guide to evaluating teacher effectiveness consists of four major attributes, namely classroom observation, principal evaluation, analysis of classroom artefacts, self-report of practice and student evaluations. In line with this guide, teacher effectiveness in this study was assessed through observation of their teaching practices and observation of teaching and learning artefacts such as the presence or absence of learning facilitative gears (drawings, maps, books, etc.).

Three instruments were used to collect data. The first instrument involved a guide for gathering basic teacher characteristics with respect to a number of teacher attributes, including the number and qualifications of teachers, sex, experience, class attendance and attrition trends. The second instrument was a school-mapping guide. This instrument was useful in gathering data related to general features of the school including number of students, number of classrooms and other related resources (chairs, books, etc.), type of school (government, private) and general school and classroom conditions. The third instrument was a classroom observation checklist with several items assessing the classroom artefacts and the teachers’ practices. These instruments are appended to this report.

2.2 Sampling and data collection procedures

This study was carried out in 11 districts that were randomly selected from their respective zones as categorised by the Ministry of Education and Vocational Training. These districts are Kinondoni, Mbeya Urban, Bagamoyo, Mtwara, Tanga Rural, Arusha Urban, Singida Urban, Tabora Urban, Mwanza Urban and Kondoa. From each district one secondary school was selected purposively on the basis of their performance in the 2012 national examinations with high performing, medium performing and poor performing. Furthermore, in each district one primary school was also conveniently selected on the basis of its proximity to the participating secondary school.

Three high performing private schools were strategically selected to examine the type of teacher factors and other conditions that drive their exceptionally high performance. These schools were St Francis Girls’ Secondary School (Mbeya), Feza Boys’ Secondary School (Dar es Salaam) and Marian Girls’ Secondary School (Bagamoyo). However, St Francis did not participate because at the time of the study students were doing school term examinations.

For classroom observation purposes three subjects were selected for secondary schools and primary schools. The subjects for secondary school were History, Mathematics and Biology. For primary schools, the subjects were Mathematics, Science and Social Studies. These are the subjects with poor students’ performance in the national examinations for the past three years. The detailed schedule for the selected schools and the selection criteria are shown in the guide for classroom observation (Appendix).
The permit to conduct the research was given by the Vice Chancellor of the University of Dar es Salaam, where the principal researcher serves as an associate professor. This permit was then used to obtain research clearance from regional and district authorities that provided the approval to conduct research in schools. Participants’ consent was sought prior to their taking part in the research. Consent of school children to participate in the study was obtained from both heads of schools and students themselves.

Classroom observations were conducted by researchers who participated in a one day training seminar in which they were oriented to the philosophy and objectives of the study and the procedures for administering the instruments and appropriate recording of data. Researchers observed classes where a teacher was teaching a subject in their area of specialisation.

2.3 Data analysis

Data collected in this research were mainly quantitative in nature with few open-ended questions that were analysed qualitatively. Quantitative data were analysed using spreadsheets and SPPS programme and were processed in form of frequencies, tables, figures and other statistical manipulations.
PART III: FINDINGS

3.1 Introduction
This research examined teacher effectiveness from different levels that have been highlighted in the research methodology section. This section presents the findings. The findings are presented in three sections. The first section presents findings on teacher characteristics. The second section presents the findings of the school mapping, which focused on general school conditions. The third section presents the findings on the classroom observations, which focused on the effectiveness of teachers’ teaching practices.

3.2 Teacher characteristics
As described in the research methodology section, this study was conducted in 20 schools, with 10 being primary schools and 10 secondary schools. Several teacher characteristics were gathered from each school and per each subject, including the number of students, the number, qualifications and experience of teachers, teacher attrition trends per reason and teachers’ school and classroom attendance. In this section, we describe these characteristics.

3.2.1 Teacher and student numbers
Overall, most of the schools had an acceptable level of teaching staff with an average teacher-student ratio of 1:19 for secondary schools and 1:29 for primary schools. Nevertheless, some schools had a very high teacher-student ratio with the implication that they had very few teachers. For example, Vihokoli Secondary School in Mtwara Rural District had a teacher-student ratio of 1:64 and Hurui Secondary School in Kondoa District had a teacher-student ratio of 1:49. Indeed, Vihokoli Secondary School did not have a Biology teacher but an English teacher had volunteered to teach this subject. Again, there was no Mathematics teacher but there was a Form Six leaver teaching this subject as a volunteer.

Similarly, three primary schools had a higher teacher-student ratio than the Government recommended level; these are Hurui Primary School in Kondoa District (1:50), Chongoleani Primary School in Tanga Rural District (1:94) and Chemchem Primary School in Tabora District(1:46). The Government recommended teacher-student ratio is 1:40.

The trend suggests that most of the teachers were concentrated in urban-based schools. Furthermore, private schools visited had very small teacher-student ratios. For example, Feza Boys Secondary School in Dar es Salam had a teacher-student ratio of 1:8; Marian Girls in Bagamoyo 1:26 and St Francis in Mbeya 1:16.

3.2.2 Teaching experience
More than a third (40%) of teachers had a teaching experience of between one and five years, and these can be categorised as inexperienced or less experienced teachers. The proportion of highly experienced teachers was 22 percent. On average private schools had a higher proportion of highly experienced teachers (having taught for more than 10 years) than public schools. Nevertheless, Ilboru Secondary School, a public national school in Arusha, had the highest proportion (40%) of highly experienced teachers.

Rural-based public community schools had the highest proportion of inexperienced teachers, with Chongoleani Secondary School in Tanga Rural District having the highest proportion (67%) of inexperienced teachers, followed by Vihokoli Secondary School in Mtwar Rural District with 62 percent of inexperienced teachers (See Table 3).
Primary schools had a higher proportion of highly experienced teachers than secondary schools. The average proportion of schools with highly experienced teachers is 53 percent. As Table 4 shows, only three schools had a proportion of less than 50 percent of less experienced teachers (defined as teachers who have taught for less than ten years).

**Table 2: Years of Teaching Experience for Secondary School Teachers by School**

<table>
<thead>
<tr>
<th>School</th>
<th>&lt;3 yrs</th>
<th>3-5 yrs</th>
<th>6-10 yrs</th>
<th>&gt;10 yrs</th>
<th>Total</th>
<th>%Highly Experienced</th>
<th>%Less Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marian Boys</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>29</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Dr Salmin Amour</td>
<td>12</td>
<td>4</td>
<td>11</td>
<td>14</td>
<td>41</td>
<td>34</td>
<td>29</td>
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<tr>
<td>Feza Boys</td>
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<td>20</td>
<td>15</td>
<td>42</td>
<td>36</td>
<td>0</td>
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<tr>
<td>Hurui</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
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<td>40</td>
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<tr>
<td>Sanjo</td>
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<td>14</td>
<td>6</td>
<td>1</td>
<td>37</td>
<td>3</td>
<td>43</td>
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<tr>
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<td>21</td>
<td>53</td>
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<tr>
<td>Vihokoli</td>
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<td>16</td>
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<tr>
<td>St Francis</td>
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<td>12</td>
<td>3</td>
<td>18</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>79</td>
<td>64</td>
<td>143</td>
<td>79</td>
<td>365</td>
<td>22</td>
<td>22</td>
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</tbody>
</table>

**Table 3: Years of Teaching Experience for Primary School Teachers by School**

<table>
<thead>
<tr>
<th>School</th>
<th>&lt;3 years</th>
<th>3-5 years</th>
<th>6-10 years</th>
<th>&gt;10 years</th>
<th>Total</th>
<th>%Highly Experienced</th>
<th>%Less Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahembe</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>16</td>
<td>22</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>Ushindi</td>
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<td>12</td>
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<td>57</td>
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<td>Mapinga</td>
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<td>18</td>
<td>3</td>
<td>30</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Hurui</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Vihokoli</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>67</td>
<td>22</td>
</tr>
<tr>
<td>Chongoleani</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Ilboru</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>37</td>
<td>38</td>
<td>97</td>
<td>0</td>
</tr>
<tr>
<td>Muungano</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>21</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Sanjo</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>26</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Chemchem</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>21</td>
<td>62</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>28</td>
<td>51</td>
<td>109</td>
<td>205</td>
<td>53</td>
<td>8</td>
</tr>
</tbody>
</table>
3.2.3 Teaching qualifications

The majority of teachers in visited schools could be categorised as highly qualified. According to the Tanzania Education and Training Policy (Ministry of Education and Culture [MOEVT], 1995), the minimum qualification for a secondary school teacher is a diploma in education, and a degree qualification is regarded as an ideal qualification. In the context of this study, all teachers with degrees in education qualification were regarded as highly qualified. As Table 5 shows, on average, 71.6 percent of the teachers had degrees in education.

Private schools and public national schools had the highest proportion of highly qualified teachers. For example, all teachers at Feza Boys’ Secondary School had a degree qualification or above. Ninety three percent and 94 percent of teachers at Dr Salmin Amour and Ilboru Secondary Schools respectively had a degree qualification or higher. Public community schools located in rural such as Vihokoli Secondary School in Mtwara Rural District were more likely to have the lowest proportion of highly qualified teachers than those located in urban area.

Table 4: Teachers’ Qualifications by School (Secondary Schools)

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Diploma</th>
<th>Certificate</th>
<th>No qualification</th>
<th>Total</th>
<th>%Highly Qualified</th>
<th>% No Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marian Boys</td>
<td>34</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>79</td>
<td>0</td>
</tr>
<tr>
<td>Dr Salmin Amour</td>
<td>26</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>93</td>
<td>0</td>
</tr>
<tr>
<td>Feza Boys</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Hurui</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>24</td>
<td>67</td>
<td>21</td>
</tr>
<tr>
<td>Sanjo</td>
<td>21</td>
<td>16</td>
<td>0</td>
<td>4</td>
<td>41</td>
<td>51</td>
<td>10</td>
</tr>
<tr>
<td>Ilboru</td>
<td>46</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td>Chongoleani</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>58</td>
<td>8</td>
</tr>
<tr>
<td>Vihokoli</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Tabora Girls</td>
<td>30</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>44</td>
<td>68</td>
<td>7</td>
</tr>
<tr>
<td>St Francis</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>67</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>76</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher qualification was also examined with respect to subjects. The results are summarised in Tables 5 and 6. For secondary schools, the results show that, overall, the majority (76%) of teachers for most subjects had a degree qualification in education. Nevertheless, this was not the case for Mathematics where only 46 percent (N=10) of teachers in this subject had a degree qualification, while 41 percent had a diploma in education and 13 percent were teaching without qualification. Some schools (Vohokoli Secondary School) did not have a teacher in Mathematics, while others had only between one and two teachers (Sanjo, Chongoleani, Dr Salmin Amour and Hurui Secondary Schools.

For primary schools, the results show that, overall, 43 percent of the teachers had a degree qualification, 11 percent had a diploma in education and 44 percent had a certificate in education. The basic qualification for primary school teachers in Tanzania is a certificate in education; a diploma in education is considered as an ideal qualification. Figure 5 summarises the teachers’ qualifications for primary and secondary schools.
### Table 5: Teachers’ Qualifications by Subject (Secondary Schools)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Degree and above</th>
<th>Diploma</th>
<th>Certificate</th>
<th>No Qualification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1. Kiswahili</td>
<td>20</td>
<td>61</td>
<td>13</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>2. Maths</td>
<td>10</td>
<td>46</td>
<td>9</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>3. History</td>
<td>37</td>
<td>80</td>
<td>9</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>4. Geography</td>
<td>27</td>
<td>77</td>
<td>8</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>5. Biology</td>
<td>21</td>
<td>75</td>
<td>5</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>6. Chemistry</td>
<td>22</td>
<td>85</td>
<td>3</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>7. Physics</td>
<td>18</td>
<td>69</td>
<td>5</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>8. English</td>
<td>32</td>
<td>74</td>
<td>11</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>9. Civics</td>
<td>17</td>
<td>81</td>
<td>4</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>73</strong></td>
<td><strong>67</strong></td>
<td><strong>24</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

### Table 6: Teachers’ Qualifications by Subject (Primary Schools)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Degree and above</th>
<th>Diploma</th>
<th>Certificate</th>
<th>No Qualification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>16</td>
<td>41</td>
<td>7</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Maths</td>
<td>20</td>
<td>47</td>
<td>3</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>History</td>
<td>17</td>
<td>49</td>
<td>2</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Geography</td>
<td>15</td>
<td>41</td>
<td>4</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>38</td>
<td>1</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
<td>46</td>
<td>9</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>44</strong></td>
<td><strong>26</strong></td>
<td><strong>62</strong></td>
<td><strong>104</strong></td>
</tr>
</tbody>
</table>
### 3.4 School general conditions

Before classroom observations, researchers conducted a school mapping survey to assess the general conditions of schools. The purpose of this exercise was to examine how the contexts of schools facilitated or constrained teaching and learning.

Generally, the physical infrastructure of most of the schools visited was in a poor state characterised by dirty and cracked walls and non-cemented floors and classrooms with poor ventilation. In some of the schools, there were only five classrooms with one of them being used as a student dormitory. In most of the public community schools there are no teachers’ offices and teachers are compelled to use students’ chairs and desks.

Nevertheless, the situation was very different in private schools, namely Feza Boys’ and Marian Girls’ Secondary Schools. The general school and classroom conditions in these schools are excellent both aesthetically and for academic purposes. In all classrooms, there are well maintained book shelves and there are cameras on each corridor to monitor class attendance. Teachers’ offices are in excellent conditions, well maintained and with requisite furniture. All essential services, such as electricity, water, cafeteria, health facility are available. Furthermore, there are functional laboratories and libraries.

### 3.3 Results of classroom observations

#### 3.3.1 Introduction

The purpose of classroom observation was to examine the effectiveness of teachers’ teaching practices and the teaching and learning environment. Classroom observations were guided by classroom observation checklist that was adapted from several classroom observations tools that have been validated and tested in different contexts. The checklist had a total of 65 items divided into four major parts, namely basic information, classroom environment, availability of learning facilities and teaching and learning processes. The results are presented in line with these elements.
3.3.2 Basic information

The basic information gathered during the observation included name of district and school, subjects observed, class levels, dates, names of teachers and their demographic information (sex, age, qualification, experience), date of observation and name of the observer (researcher), as well as class attendance.

A total of 55 classroom observation sessions were conducted. Classes observed included Science (18.2%), Biology (18.2%), Mathematics (27.3%), Social Studies (12.7%) and Humanities and Arts (23.65). This also implies that a total of 55 teachers were observed on teaching, with 65.5 percent being male teachers and 34.5 percent of female teachers.

The classes observed were Forms I, II, III and IV for secondary schools and Standards V, VI and VII for primary schools.

Regarding class attendance, the majority of teachers attended the scheduled classes as per timetable. For primary schools, the average attendance rate was 87 percent and for secondary schools the average attendance rate was 89 percent. Attendance rate was highest among teachers in private secondary schools with 100 percent attendance. The lowest attendance was at Sanjo Secondary School (27%, N=11), Chongoleani (27%, N=15) and Vihokoli (50%, N=6).

3.3.3 Classroom environment

The appropriateness of classroom environment was assessed with respect to seven main attributes, namely adequateness of seating and writing space, for students, availability of chairs and tables for teachers, adequateness of lighting, ventilation and temperature, cheerfulness of the classroom and condition of the classroom floor. The results are summarised in Figure 4.

Overall the conditions were generally adequate for learning with more than two thirds of the classrooms observed having adequate learning conditions, save for the aspect of teachers’ chairs and desks. Only 53 percent of classrooms observed had chairs and desks designated for teachers.
3.3.4 Availability of teaching and learning facilities

Observers were asked to investigate the availability of some essential teaching and learning facilities in classrooms. These included the presence or absence of textbooks, exercise books, chalkboard and related facilities (duster, chalk) and visual teaching aids. The results indicate that the most commonly used teaching facilities were textbooks, exercise books and chalkboard and related facilities, where more than 80 percent of the classes observed were found using them.

Wall charts and visual teaching aids were not commonly used in the teaching and learning processes in the observed classes. For example, less than 10 percent (7.3%) of the classrooms observed were found having wall charts. Similarly, just about a quarter (23.6%) of the classes observed had teachers using any of the visual aids in teaching. This situation was not exceptional for the observed private schools.

3.3.5 Teaching and learning processes

This section covered various aspects of the teaching and learning process, from preparation to assessment of learning outcomes. Thus, teachers’ preparatory materials and tasks were examined before they were observed in the actual teaching practice. In this section, we present the results with respect to various sections of the observation of teaching and learning processes.
3.3.5.1 Teachers’ preparation

Preparation of teaching begins with preparation of a lesson plan. In this regard, the researchers checked whether teachers had a lesson plan and how effective was the lesson plan in responding to the specific topics being taught. Overall, of the 55 teachers observed, only 51.5 percent had a lesson plan. Primary school teachers were more likely to prepare a lesson plan than secondary school teachers; 66.7 percent of the observed primary school teachers had a lesson plan compared to only 36.3 percent of the observed secondary school teachers.

A close examination of the available observed lesson plans indicated that less than half (43.6%) of these had objectives that were clearly stated indicating student learning activities rather than teachers’ activities. Furthermore, less than a third (29.2%) of the lesson plan contained assignments in the lesson taught.

3.3.5.2 Use of textbooks and media of instruction

Students’ use of available textbooks and teachers’ use of appropriate language of instruction were assessed as an important aspect of teaching effectiveness. The results show that, of the 55 classes observed, just a third (36.7%) of the students were using textbooks available in the classrooms. Furthermore, the results show that, for primary schools, teachers used Kiswahili (a medium of instruction in primary schools) almost (93.4%) throughout the lesson. Nevertheless, for secondary schools, English (a medium of instruction in secondary schools) was used as a medium of instruction only occasionally with only 31.5 percent of the classes being used all the time (see Figure 5).

There was a great variation in using English as a medium of instruction in the observed secondary schools. Private schools tended to use English more frequently than Public schools. Public community schools used English less frequently than other schools (see Figure 6).

![Figure 5: Teachers’ frequency of using English as medium of instruction in observed classes](image)
Table 7: Frequency of English Use as Medium of Instruction in the Observed Schools

<table>
<thead>
<tr>
<th>School</th>
<th>All the time</th>
<th>About 3/4</th>
<th>About 1/2 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feza Boys’ Secondary School</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2. Marian Girls’ Secondary School</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Dr Salmin Amour Secondary School</td>
<td>67</td>
<td>33</td>
<td>-</td>
</tr>
<tr>
<td>4. Sanjo Secondary School</td>
<td>-</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>5. Ilboru Secondary School</td>
<td>33</td>
<td>67</td>
<td>-</td>
</tr>
<tr>
<td>6. Changoleani Secondary School</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>7. Vihokoli Secondary School</td>
<td>-</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>8. Tabora Girls’ Secondary School</td>
<td>-</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>9. Hurui Secondary School</td>
<td>-</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

3.3.5.3 Teachers’ knowledge of the subject matter
Overall, teachers’ knowledge of the subject matter was very high. Of the 55 teachers observed, 94.5 percent were rated as having high knowledge about the subject they were teaching. There was no significant variation across schools regarding teachers’ knowledge about the subject matter.

3.3.5.3 Teaching methods
For most of the classrooms observed, the predominant teaching methods were lecture and question and answer sessions with about a quarter of the teachers in the observed classes using these methods. For most of the classes, students’ involvement was not common. For example, less than 10% (9.1%) of the observed classes had students working in groups and only 11.1% of the observed classes had teachers answering students’ questions. Almost none of the teachers observed (1.9%) were observed working with individual pupils. The implication of this is that teachers do not address specific individual learning needs of their learners in the teaching process. This also implies that the teaching process is still largely teacher-centred though the curriculum emphasises on using student-centred teaching approaches.
3.3.5.4 **Students’ activities**

Student activities are an important aspect of teaching and learning. In this study several student activities were examined to find out the level of students’ participation in the teaching and learning processes. The results are summarised in Figure 7. As this figure shows, writing (74.5%) and answering teachers’ questions (76.4%) dominated student activities. Other activities such as drawing, solving problems, reading or asking teachers questions were seldom observed. This confirms further that teaching and learning processes in the observed schools were largely teacher-centred.

*Figure 6: Teaching methods employed by teachers in the observed classes*
3.3.5.5 Code of conduct in the observed schools

Classroom management is one of the important aspects in facilitating teaching and learning. This is reflected largely by the code of conduct at school and classroom level. It is advisable that school and classroom code of conduct be displayed and known to all students and members of staff. In this study, we investigated the availability of displayed students’ codes of conduct and the types of student disciplinary mechanisms.

The results show that all visited private schools (Feza Boys and Marian Girls) had established written codes of conduct but these were not displayed anyway on school compounds or classroom doors. Instead they were communicated to all parents on a regular basis. For public schools, the code of conduct was communicated on an ad-hoc manner and they were not displayed anywhere.

The most commonly used strategy for disciplining misbehaving students was yelling followed by caning. Nevertheless, indiscipline behaviours were seldom observed during the study period.

3.3.5.6 Other observations

Three other questions related to teaching effectiveness were investigated. These are: does the teacher have a routine that tracks student completion of assignments? Does the teacher frequently communicate with families regarding progress of students? And does the teacher participate regularly in professional development courses such as seminars or workshops? The results are summarised in Table 8.
As Table 8 shows, teachers in private schools had a much better organised system to track their students’ assignments, communicated with families more frequently and participated in professional development courses more regularly than teachers in public schools.

Table 8: Proportion of Teachers who Indicated to have Undertaken Various Initiatives to improve their Performance

<table>
<thead>
<tr>
<th>% Teachers who Agreed that they:</th>
<th>have a routine system to track student completion of assignments</th>
<th>frequently communicate with families regarding student progress</th>
<th>participate regularly in professional development courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feza Boys’ Secondary Schools</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2. Marian Girls Secondary School</td>
<td>100</td>
<td>100</td>
<td>66.7</td>
</tr>
<tr>
<td>3. Dr Salmin Amour Secondary School</td>
<td>66.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Sanjo Secondary School</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5. Ilboru Secondary School</td>
<td>66.7</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>6. Changoleani Secondary School</td>
<td>50</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>7. Vihokoli Secondary School</td>
<td>33.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Tabora Girls’ Secondary School</td>
<td>100</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>9. Hurui Secondary School</td>
<td>66.7</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
PART IV: CONCLUSIONS AND RECOMMENDATIONS

This study assessed teachers’ effectiveness from four main attributes, namely classroom attendance, preparation, teaching approaches and teachers’ knowledge of the subject matter that they were assigned to teach.

The results show that teachers’ class attendance is generally high; implying that the majority of teachers in most schools attend classes as scheduled and according to set guidelines and standards. Nevertheless, the results also reveal a disturbing picture in some schools where the teacher classroom attendance rate is as low as 27 percent. This implies that less than a third of the teachers attended scheduled classes. This was particularly the case with public community secondary schools located in rural districts.

The results show that the majority of teachers are ill prepared to teach as reflected by a lack of lesson plan, which is considered an instrumental tool and an evidence of teacher preparedness to teach. This suggests that their teaching is disorganised and may not be systematically organised to address the expected learning outcomes as set in various subject syllabi. This is further confirmed by another finding of this study indicating that the teaching approach in the observed schools is predominantly teacher-centred with little students’ engagement. This is also reflected by teachers’ predominant use of lecture teaching methods and little student interactions and engagement. Clearly, therefore, the teachers’ mode of teaching is largely detached from the philosophy of competence-based curriculum, which advocates for student-centred teaching.

Teachers’ knowledge of the subject matter in the observed classes can be described as adequate. The majority of teachers seemed to master their areas of teaching fairly competently. Nevertheless, their delivery of the content was seriously impaired by the poor mastery of the English language as a medium of instruction in secondary schools. Because of the poor mastery of the medium of instruction, the majority of teachers resorted to use of Kiswahili in most of their teaching.

In summary, the results indicate that high performing schools were characterised by the following 10 characteristics:

- Small-teacher-student ratios
- High class teacher attendance rate
- High proportion of highly experienced teachers, having taught for 10 years and more.
- High proportion of highly qualified teachers in all subjects, defined as teachers with degree or above qualifications
- Close supervision of teachers
- Teachers communicated with parents more frequently and more regularly
- Teachers used English more frequently in class.
- Teachers participated in regular professional development courses more frequently and regularly.
- Teachers enforced strictly a standard code of conduct for students that was widely known and disseminated to students and parents.
- Conditions for teaching, learning and living were attractive and motivating as reflected by availability of meals at school, timely payment of salaries and availability of teacher incentive system (such as housing and medical care), availability of teacher working facilities such as offices and associated working facilities.
Overall, it is clear that public and private schools seem to be operating under very different teaching, learning and living conditions. Though diversity should be encouraged among schools, there must be minimum standards of practice that should be met by all schools. At the moment private schools have their own standard of practice, including who should attend these schools. These schools have put in place very ‘discriminatory’ systems of selecting students so that, apart from the question of parents’ level of income, only gifted \(^3\) children are allowed to join these schools. In the end it is not really the type of the teacher that determines learning outcomes in private schools, but the type of the school and the type of children selected to join these schools. Conclusively, the results of this study point out that teaching effectiveness does not significantly differ between private and public schools. Consequently, the type of the school and the teaching and learning conditions embedded in a particular school are more significant in determining school performance than teaching effectiveness. In answering the overriding research question in this study, namely are teachers teaching? the answer is not straightforward. However, it is clear that teaching in both public and private schools observed in this study is far from being effective.

The results and conclusions of this study should be interpreted cautiously. This is because only a few schools were involved in the study. Additionally, on three private schools that have performed consistently highly in national examinations were selected strategically to demonstrate some of the teaching and learning conditions that may be more facilitative in promoting learning outcomes. As such, the results and conclusions can hardly be claimed to represent a nationwide picture of teachers’ practices. Additionally, the type of private schools selected for this study hardly represent a wide spectrum of private secondary schools in the country whose teaching and learning conditions are also generally poor and largely comparable to most public schools.

In the light of the above observations and conclusions, it is recommended that, stakeholders in education sector should continue to emphasise the importance of the teacher in improving the quality of education, and push the Government to continue undertaking several measures towards improving the teachers’ effectiveness in the classroom, including:

- Employing more qualified teachers and incentivise them accordingly to remain in schools especially in rural areas
- Supervision of teachers to ensure that they attend classes and teach students as per school calendar
- Motivating and empowering teachers to use English as a medium of instruction, which is currently seldom used in public community schools. Otherwise, because learning seemed to take place in Kiswahili, the Government should continue to be ‘pressurised’ to revisit the language of education policy
- Facilitating teachers’ access to professional development programmes, which seem currently non-existent in public schools
- Supervising and encouraging teachers to teach for learning rather than for passing examinations as it now seems to be the case, especially in private schools. This may also mean pushing the Government to rethink about the purpose and practice of national examinations. It is a shame that teachers do not see the importance of a lesson plan in teaching, which is widely established as an important resource in guiding effective teaching.

\(^3\) Giftedness in the context of this study is defined as students who perform highly in national public examinations. These students would normally be selected to government-designated secondary schools (such as Ilboru, Mzumbe, Kilakala, Msalato, etc.).
REFERENCES


