

Original Article

Status of School Education in Present Tanzania and Emerging Issues

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ABSTRACT

In Tanzania, for the past five years, the status of education had not been stable which led to unsatisfactory examination results in summative evaluation. In some schools, especially the community secondary schools, the majority of the students had failed or had not shown good performance in the results hence hindering them for further studies.

The main objective of the study was to assess the prevailing factors responsible for the present education system in Tanzania. The study had four specific objectives basically focusing on: to know the performance of the students in the context of pass percentage of students who appeared in their public exams for the period from 2005 to 2010 and to find out the facts which were responsible for the low pass percentage of the students since 2005 to 2010.

The researcher conducted study in Arusha municipal, Tanzania. The methodology which was used for this study was quantitative approach. The target population included a total of 100 employees, 50 Secondary School Teachers and 50 Primary School Teachers. Simple random sampling method was used. Questionnaire was a data collection instrument which was used for data collection. Percentages were drawn for the interpretation of the data and conclusion has been drawn on the basis of evaluation and analysis of the data.

The study reveals that pass percent of the students had been declining continuously from 82.3% to 50.74% during the last five years. Majority of the teachers are unqualified teachers as revealed through the research study. Certainly, it contributes to poor performance of the students. Many factors are responsible for the student's failure in their form four examinations such as lack of trained teachers, poor infrastructural facilities in schools, and insufficient books in the school library. It has been found that the cost of books is very high when compared with their economic situation. Frequent changes in the curriculum are also one of the reasons for the less pass percent of the students in Tanzania.

Key words: Status, emerging, education

INTRODUCTION

Tanzania attained her independence in 1961 from British colony. So, it emerged from the yoke of colonialism with the goal of delivering the fruits of independence to the satisfaction of its people. Its aim was to eradicate the three enemies which are poverty, ignorance and diseases which were the major obstacles towards the national development which was possible only with better education facilities and development programmes. Since independence, the Ministry of Education and Vocational Training (MoEVT) is recruiting teachers directly from schools (crash programme teachers) and giving them short training ready to overcome the catastrophe of shortage of teachers in Tanzania. As the result those teachers who had not enough teaching knowledge were forced to attend in-service training and attain either Diploma in Education or Bachelor in Education in order to provide the required knowledge to the students. The same applied to the Primary school teachers, majority of them had Grade A Certificates in Education and even some had grade C certificate which was attained during Universal Primary Education (UPE).

In Tanzania, for the past five years, the status of education had not been stable which had led to unsatisfactory examination results in summative evaluation. The problem comes from the mushrooming of secondary schools as one of the education policy that every ward must have its own secondary school (Community Secondary Schools). Since last decade, schools had been established by the citizens in every ward but there were insufficient number of trained teachers. In some schools, there were no teachers at all, so problem has worsened day by day particularly rural/backward area. In some schools, especially the community secondary schools, the majority of the students had failed or had not shown the good performance in results hence hindering them for further studies. Most of the schools had acute shortages of text books as well as laboratory

equipments and also good infrastructure. Since last five years, the academic performance of these schools had never been good, achieving low grades in their final form four examination and most of students being failed in their examination.

Objectives of the study

The main objective of the study was to assess the prevailing factors responsible for the present education system in Tanzania. The study had four specific objectives which were: Firstly, to know the performance of the students in the context of pass percentage of the students who appeared in their public exams for the period from 2005 to 2010. Secondly, to find out the factors which are responsible for low pass percentage of the students since 2005 to 2010. Thirdly, to examine the status of in-service teachers training programmes as one of the requirements to promote quality education in study area. Lastly, to find out the sufficient availability of books to the students.

METHODS AND MATERIALS

The methodology which was used for this study was quantitative approach which focused on status of education in Tanzania particularly in the context of pass percentage of the students.

The researcher conducted the study in Arusha Municipal Council, Tanzania. Secondary data were collected from the Regional Education Office (REO), Arusha municipal council. The target population included a total of 100 employees, 50 Secondary School Teachers and 50 Primary School Teachers.

Simple random sampling

Simple random sampling was used because every element in the population was having a chance of inclusion in the sample equal to that of every other element (Kothari C. R.:1990). The researcher used this technique because the group was considered homogeneous in terms of profession. The researcher assigned random number to every member of the staff list. Then the numbers were placed in a container and picked randomly until the sample size of 50 teachers from secondary schools and 50 teachers from primary schools were obtained.

questionnaires

This is a data collection instrument or schedule to be filled out by the informant rather than by the researcher. The researcher assumed that his informant was a competent source of data and provided it willingly, the researcher also assumed that the informant had the ability to understand the questions asked as intended by the researcher and answer them in the form intended and with integrity (Rummel: 1964).

Before collecting data, the researcher conducted a pilot study for the questionnaires which were given to some teachers to test whether they could answer them correctly and if they were relevant to the researcher’s study. The questionnaires were distributed by the researcher himself and collected them back.

Analysis

A simple analysis has been made category wise, percentages were drawn for the interpretation of the data.

Table 1: Pass percent of the students in secondary schools since 2006-2010(National level)

YEAR	PASSED	PERCENTAGE (%)
2006	116,647	82.3
2007	163,170	86.15
2008	171,387	75.82
2009	222,800	67.42
2010	223,085	50.74

Source: REO in Arusha

From the above table1, pass percentage of the students declining from 82.3 % to 50.74% since 2006to 2010. From this data the status of education is not in a good condition in secondary schools, as the years go, the performance is deteriorating rapidly.

Table-2 Details of secondary school students performance in examination -2010 (National level)

TOTAL SCHOOLS	TOTAL CANDIDATES APPEARED FOR EXAMS	PASSED			FAILED	
			NO. OF STUDENTS	%	NO. OF STUDENTS	%
14,762	895,013	A	14,904	1.6	415,977	46.5
		B	108,271	12		
		C	365,737	40.8		
		TOTAL	488,912	54.4		

Source: REO in Arusha

Table -2, illustrates the details of the student's performance in form -4 final examination -2010. Pass percentage of the students in 2010 final examination was 54.4% while 46.5% of the students failed in their examinations. It can be said that here nearly half of the students failed in their examinations and also negligible percent (1.6%) of students passed with A grade and remaining just passed in their examination. It is very bad sign for the education system in Tanzania.

Table 3: Performance of the students in Community secondary Schools

YEAR	PERCENT (%)
2008	81.35%
2009	67.67%
2010	43.01%

Source: REO, Arusha.

Table -3 furnishes the condition of the community secondary schools in Tanzania. The performance from 2008-2010 dropped by 38.34%, hence the performance (43.01%) of the community secondary schools in 2010 was below national average(54.4%) and condition is very worse in community secondary schools.

Table 4: Performance of the students in government secondary schools (2008-2010)

YEAR	PASS PERCENT (%)
2008	91.61%
2009	82.16%
2010	73.67%

Source: REO, Arusha

From the table -4, pass percentage of the students in government schools (91.61%) in 2008 and in 2010 (73.67%). From 2008 to 2010 the performance dropped by 17.94%. When government schools performance (73.67%) is compared to national level schools (54.4%) still in a good condition because of qualified teachers working in government schools.

Table 5: Distribution of the Respondents by the level Education.

LEVEL OF EDUCATION	NO OF THE RESPONDENTS	PERCENT (%)
MASTERS	NONE	0%
BACHELOR	20	20%
DIPLOMA	18	18
CERTIFICATE	55	55%
FORM SIX	07	07%
TOTAL	100	100%

Source: Field data 2011

As shown in the table -5, majority (55%) of the teachers having only Grade A certificate, while diploma (18%), schooling certificate (7%). Only very few (20%) having bachelor degree certificate,

which is necessary for a teacher .no one master degree holder among the respondents. We can say that here 80 percent of the teachers, unqualified teachers. With poor education one cannot cope up with changes in the curriculum and can not serve properly. Certainly it contributes to poor performance of the students.

Table: 6. Distribution of the respondents by the causes of low performance of the students

S.No.	CAUSES OF LOW PERFORMANCE OF THE STUDENTS	YES	NO	TOTAL
1	Lack of Trained Teachers	84	16	100
2	Poor Infrastructural Facilities	63	37	100
3	Insufficient Books in the Library	92	8	100
4	Cost of the Books high	100	0	100
5	Frequent Changes in the Curriculum	55	45	100
6	Increasing number of schools	67	33	100

Source: Field data 2011

It is evident form the table 6 that many causes igniting students failure in their form four examination in Tanzania like lack of trained teachers(84%), poor infrastructural facilities in schools (63%) , insufficient books in the library (92%) ,cost of the Books high (100%),frequent changes in the curriculum (55%), increasing number of schools(67%).

Table 7: Number of teachers attended in service teacher Training

NO.OF TEACHERS ATTENDED	FREQUENCY	PERCENT (%)
YES	23	23%
NO	77	77%
TOTAL	100	100%

Source: Field data 2011

A perusal of the table: 7 reveal that highest percentage of the respondents (77%) not attended in-service Teacher Training program while the lowest of them (23%) are attended. It is clear that most of the teachers are untrained teachers in study area.

Table 8: Opinion of the respondents on in-service teacher training program

OPINION OF THE TEACHERS	NO. OF TEACHERS	PERCENT (%)
Learnt new skills	17	73.9%
NO	6	26.1%
TOTAL	23	100%

Source: Field data 2011

Table-8 shows that, majority (73.9%) of the teachers agreed that they learned new skills in their subjects and attained new teaching techniques while the lowest of them (26.1%) disagreed. In general, in-service teacher training enables teachers to utilize materials like operating computers and use the teaching materials effectively. In reality, in-service training is very important, as it improves the teachers' capability of teaching and confidence.

Table 9: Causes of failure to attained to in-service teacher training program

S.NO	CAUSES OF FAILURE TO ATTEND IN SERVICE TRAINING PROGRAM	YES	NO	TOTAL
1	High cost of teacher training program	87	13	100
2	No financial support from the government	60	40	100
3	Not getting permission form the school authority	32	68	100
4	Financial difficulties	91	9	100

Source: Field data 2011

The details furnished in Table -9, reveals that many teachers (87%) are not attending in-service teacher training due to high cost. Furthermore, more than half of the teachers (60%) are not interested to attend in-service teacher training because they are not getting any financial assistance from the government. Nearly one third of the respondents (32%) even if they asked to attend in-service training for their own costs, permissions are not given to them. Due to own financial troubles many teachers (91%) not attending in-service teacher training.

CONCLUSION

The study reveals that pass percentage of the students declining from 82.3 % to 50.74% since 2006 to 2010. From this data the status of education is not in a good condition in secondary schools, as the years go, the performance is deteriorating rapidly. The details furnish, student's performance in form -4 final examinations in 2010, Pass percentage of the students was 54.4% while failed 46.5%. It can be said that here nearly half of the students failed in their examinations and also negligible percent (1.6%) of students passed with A grade and remaining just passed in their examination. It is very bad sign for the education system in Tanzania.

The performance of the community secondary schools from 2008-2010 dropped by 38.34%, hence the performance (43.01%) of the community secondary schools in 2010 was below national average (54.4%) and condition is very worse in community secondary schools. Pass percentage of the students in government secondary schools (91.61%) in 2008 and in 2010, pass percentage is (73.67%). From 2008 to 2010 the performance dropped by 17.94%. When government schools performance (73.67%) is compared to national level schools (54.4%) still in a good condition because of qualified teachers working in government schools.

Majority of the teachers having only Grade A certificate, and diploma certificate. Only very few having bachelor degree certificate, which is very necessary for a teacher. No one master degree holder among respondents. Most of the teachers unqualified teachers. With poor education one cannot cope up with changes in the curriculum. Certainly it contributes to poor performance of the students.

Many factors contributing for the student's failure in their form four examinations such as lack of trained teachers, poor infrastructural facilities in schools, insufficient books in the school library, cost of the books is very high when it is compared with their economic situation, frequent changes in the curriculum also reason for the less pass percentage of the students in Tanzania.

Study reveals that highest percentage of the respondents not attended in-service Teacher Training program. It is clear that most of the teachers are untrained teachers in study area. Most of the teacher's are not attending in-service Teacher Training program due to many reasons such as high cost of teacher training program, no financial assistance from the government, due to own financial problems. Majority of the teachers having good opinion on in-service teacher training program, they believe that it enables them to learn new skills and teaching techniques.

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