

The Availability of Teaching and Learning Facilities and Their Effects on Academic Performance in Ward Secondary Schools in Muheza

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Abstract

The aim of this study was to investigate the availability of teaching – learning facilities and their effects on academic performance in ward Secondary Schools in Muheza District in Tanga whereby five schools were used to collect data through questionnaire and ten education officers and fifteen school inspectors were interviewed. The study further employed both qualitative and quantitative techniques for data collection. The sample population was 75 teachers who participated in filling questionnaire, however 60 teachers responded from five different schools, whereby only 6 schools inspectors and 3 education officers participated in an interview. Results show that factors like lack of infrastructure, dormitories, laboratories, library, staff houses, classrooms etc. lead to poor performance in ward or community based secondary schools affect or lead to students poor academic performance. Few positive issues were motioned, like enough exercise books for students. Conclusion can be made that poor performance is highly brought about by lack of infrastructure in schools. From the results and discussions of this study, the proposed strategies include building or improving infrastructure like dormitories, laboratories, library, staff houses and classrooms. The Researcher recommend that the community and politicians as stakeholders in education should work hand in hand with the government to ensure that the infrastructure lacking are built to improve performance in ward Secondary schools.

1. INTRODUCTION

Background of the Study

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability and proper use of school facilities and other needed resources. (Afework and Asfaw 2014)

Buckley, Schneider and Shang (2004), school facilities enable the teacher to accomplish his or her task as well and help the learner to learn and achieve effectively. Additionally they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement.

Lawrence (2000) emphasized that the unavailability of school resources negatively affects staff and students motivation. A good school environment and adequate school facility have a significant positive effect on teacher's motivation and student achievement, attendance and teacher retention.

Tanganyika as a country had few secondary Schools when it achieved her independence in 1961. The late Mwalimu Julius K. Nyerere, then the first president of Tanganyika made strategies to increase the number of secondary schools so as to minimize literacy level in the country. The strategies were successful and the increase of secondary schools was promising and majority of Tanzanians got access to secondary education as indicated by (Suleman, 2013).

According to Secondary Education Development Program (SEDP, 2010) to continue enhancing competency for Secondary Education performance, the Secondary Education Development Program (SEDP) was introduced in 2004 – 2009. However with the initiation of SEDP, Challenges impeded the progress of secondary education program. As indicated by Ministry of Education and Vocational Training - Tanzania (MOEVT, 2010) the major challenges that faced secondary Education Development Program (SEDP) are;

1. Poor performance in secondary education examinations, with students getting marginal passes of division IV an average of D or completely failing.
2. Acute shortage of teachers, especially in the science and mathematics subjects.

3. Asymmetrical deployment of complement teachers whereby urban areas had an advantage in recruiting more and better teachers compared to rural community secondary schools.
4. Inequalities in learning environments among different schools resulting in inequalities of learning outcomes with girls doing poorly in both participating rates and pass rates especially in science and mathematics subjects, community secondary schools generally doing poorly.
5. Insufficient infrastructures including many construction projects that started under SEDP I but were not completed.
6. Lack of or insufficient use of laboratories in most schools resulting in students doing the science subject theoretically. This poor in sciences subject has in turn, resulted in avoidance syndrome with most students choosing to enroll in social science and arts subjects, rather than natural sciences.
7. Poor teaching approaches in the classroom, as it is teacher - centered, with students relying heavily on the teacher and old notes, and classroom time often not being used efficiently and effectively for mental engagement of the students.
8. Low transition rates (hardly 30%) from ordinary to Advanced level Secondary Education due to limited availability of from four places.
9. Increasing number of students from poor households in relation to available resources.
10. Limited access to secondary education for marginalized groups and disabled learners.

Significance of the Study

(i) **The Government:** The government will benefit from this research, findings as an overseer of all educational matters in the country, through the ministry of education and vocational training, which will see the weaknesses that affect performance in educational and find solutions to rectify that situation .

(ii) **The Community:** The community members will benefit from the research because the findings will help them to understand the problem facing their schools, since the ward schools are also community based schools, hence find solution to the problems ie building hostels, laboratories, classroom, staff houses etc.

2. LITERATURE REVIEW

According to Hansen, (2000) there are several factors affecting students academic performance. These include internal and external class room factors. They mentioned the classes size as a factor that can affect academic performance, with enough infrastructures, the smaller the class, the better the performance. Most of the ward secondary schools lack enough classrooms.

Durbin, et al, (1989) resources are the only means through which organizational activities, service and satisfactory ends are attainable. Khan and Igbal (2012) adequate and quality school facilities are basic ingredients of quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipments for child development.

Farombi (1998) argued the saying that "seeing believes" as the effect of using laboratories in teaching and learning of science and other science related disciplines as students tend to understand and recall what they have seen more than what they hear or were told. A laboratory is necessary to the teaching sciences. Ogunniyi (1983) says that the laboratory occupies a central position in science instructions.

Yadar (2001) observed that no course in science and mathematics can be considered as complete without including some practical work. The practical work ought to be carried out by individuals either in science laboratories or in classes. Most of students in schools learn better by doing so practical work is even more important.

On the other hand Yvonne and Kola (1998) elaborated that infrastructure might not be a big problem as a factor of poor performance but, poor performance is very much dependant on Socio Economic Background (SEB) as per their statement, " high school students level of performance is with statistically significant differences, linked with their gender level, school location , school types, student type, student and Social - Economic Backgrounds."

On the other hand, Sampson (2011) found that only a study effort from a student ,regardless enough learning facilities , can make a student performance well in education. Hussein

(2006) says students face a lot of problem in developing positive study attitudes and study habits. Guidance from teachers is one of the factors through which a student can improve his study attitudes and study habits and that is directly proportional to academic achievement. The students who were properly guided by their parents and teachers had performed well in exams. The guidance from the teacher indirectly affects the performance of the students.

3. RESEARCH METHODOLOGY

Research Design

This study was designed to investigate the availability of teaching and learning facilities and their effects on academic performance in ward Secondary Schools in Muheza district. The study employed both qualitative and quantitative techniques for data analysis.

The study employed, quantitative and Quantitative design, data collected using questionnaire were used to identify whether there were any factors that led to poor academic performance to students. Qualitative data were used to corroborate the Quantitative results. The two approaches enabled the use of triangulation method by using multiple sources of evidence.

The questionnaires were prepared from the existing literature to gather information from teachers. Designed questionnaires were organized in the following parts. The first part of the questionnaire was composed of demographic information for the teacher, which gave personal information of respondents. The second part had 8 items on infrastructure related factors that could lead to poor academic performance to students. The third part focused on learning facilities related factors with 5 items making a total of 13 items which were adapted with some modification from pro question online Summary software.

This study employed semi structured forms of interview to collect data from Education officers and School Inspectors. Among other things, interview guided gathering demographic information about the respondent. Furthermore through interview the researcher gathered data on factors leading to poor performance in ward secondary schools. Most of the guiding questions in interview had similar content found in teacher's questionnaire.

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

Table: 1: Infrastructure Related Factors

S/N	Variable	Variable Description	Frequency	Percentage %
1	There are enough dormitories	Strong Disagree	41	59
		Disagree	17	25
		Agree	5	7.3
		Strongly Agree	1	1.4
		Neutral	5	7.3

Table: 1: Result revealed that the respondent who strong disagreed and disagreed are 58 (84%) that that there are not enough dormitories in ward secondary schools, and those who, agreed and strongly agreed are 6 (8.7%) while 5 (7.3%) remained neutral. The results indicated that there are not enough dormitories in ward or community based secondary schools. According to (Hansen, 2000) with the presence of dormitories students can perform well once students lacked dormitories they could walk a long way from home and as a result they could miss classes hence perform poorly in examinations.

Table: 2: Sufficiency Laboratory Services

S/N	Variable	Variable Description	Frequency	Percentage %
2	Sufficiency Laboratory Services	Strong Disagree	26	37.7
		Disagree	26	37.7
		Agree	6	8.7
		Strongly Agree	4	5.8
		Neutral	7	10.1

Table:2: Result revealed that the respondents who strongly disagreed and disagreed are 52 (75.4%) showed insufficiency laboratory Services and those who, agreed and strongly agreed are 10 (14.5) and 7 (10.1%) remained neutral. This indicate that students lack interest in learning science subjects because of insufficient laboratories in their schools, this is supported by Ango (1986) Laboratory work, stimulates learners interests as they are made to personally engage themselves in useful scientific activities and experimentation,

Table: 3: Enough Staff Houses

S/N	Variable	Variable Description	Frequency	Percentage %
3	Enough staff houses	Strong Disagree	35	51
		Disagree	19	27
		Agree	3	4
		Strongly Agree	4	6
		Neutral	8	12

Table:3: Result revealed that majority of respondents 54 (78%) strongly disagreed and disagreed , while 7 (10%) agreed and strongly agreed that there are enough staff hoses in ward secondary school, 8 (12%) respondents remain neutral. The data proved that most of the teacher live far from school, hence getting late in classes, and sometimes not attending at all, as Yvonne (1998) said there many problem that can happen when a staff member lives far from the work place, and that can cause poor performance to students.

Table: 4: Sufficient Offices for Staff

S/N	Variable	Variable Description	Frequency	Percentage %
4	Sufficient offices for staff	Strong Disagree	27	39
		Disagree	11	16
		Agree	5	7
		Strongly Agree	19	28
		Neutral	7	10

Table:4: The researcher results indicated that 38 (55%) strongly disagreed and disagreed and 24 (35%) agreed and strongly agreed while 7 (10%) remained neutral. This showed that some teachers in ward secondary schools lacked staff offices as results they had no place to make preparations for their teaching. Hansei. (2006) said an unprepared teacher is preparing students to fail.

Table: 5: Sufficient Play Services

S/N	Variable	Variable Description	Frequency	Percentage %
5	Sufficient play services	Strong Disagree	18	26
		Disagree	24	35

	Agree	6	9
	Strongly Agree	5	7
	Neutral	16	23

Table 5: Result revealed that the respondents who strongly disagreed and disagreed are 42 (61%), and 11(16%) agreed and strongly agreed while 16 (23%) remained neutral. This data indicated that most ward or community based secondary schools lacked sufficient play grounds services, this showing that students do not participate in sports and games, which can make them, physically and mentally strong so that their brains can grasp academics materials lack of exercise can lead to poor performance in their academics.

Table: 6: Adequate Library Services

S/N	Variable	Variable Description	Frequency	Percentage %
6	Adequate library Services	Strong Disagree	29	42
		Disagree	20	29
		Agree	4	6
		Strongly Agree	6	9
		Neutral	10	14

Table:6: Dealt with adequate library services the results show that 49 (71%) strongly disagreed and disagreed while 24 (15%) agreed and strongly agreed and 10 (14%) remained neutral. These data indicated that most of the students in ward secondary school lack very important service where they could get education, materials, hence performing poorly in examinations.

Table:7: Sufficient Classrooms

S/N	Variable	Variable Description	Frequency	Percentage %
7	Sufficient Classrooms	Strong Disagree	13	19
		Disagree	22	32
		Agree	17	24
		Strongly Agree	6	9
		Neutral	11	16

Table:7: The results revealed that 35 (51%) strongly disagreed and disagreed, while 23 (33%) agreed and strongly agreed that there were sufficient classroom facilities and 11 (16%) remained neutral, these data showed that most of the ward secondary schools lacked sufficient classrooms. El - Shararwi, (2006) said There are several factors affecting students performance, among them are lack of rooms for class work.

Table:8: Enough Exercise Books for Students

S/N	Variable	Variable Description	Frequency	Percentage %
8	Enough Exercise books for students	Strong Disagree	9	13
		Disagree	14	20
		Agree	24	35
		Strongly Agree	6	9
		Neutral	16	23

Table: 8: show that collected data on enough exercise books for students, and the results showed that 23 (33%) strongly disagreed and disagreed, while 30 (44%) strongly agreed and agreed that there are enough exercise books for students in ward or community based secondary schools. In this factor majority agreed that there enough text books but the major challenge they lack the quality.

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Finding

This research question sought to find if lack of teaching and learning facilities could be one of the factors of poor performance in ward secondary schools in Muheza Tanga. The results revealed that a lot of teachers felt that lack of dormitories can cause poor performance in education. This study shows that lack of dormitories make students to walk a long way to and from home that makes them to be late to school, hence miss some classes by not attending school on time.

The study indicated that students lack interest in learning science subjects because of insufficient laboratories in their schools, this is supported by Ango (1986) Laboratory work, stimulates

learners interests as they are made to personally engage themselves in useful scientific activities and experimentation,

The data from this study proved that most of the teacher live far from school, hence getting late in classes, and sometimes not attending at all, as Yvonne (1998) said there many problem that can happen when a staff member lives far from the work place, and that can cause poor performance to students.

This study indicated that most ward or community based secondary schools lacked sufficient play grounds services, this showing that students do not participate in sports and games, which can make them, physically and mentally strong so that their brains can grasp academics materials lack of exercise can lead to poor performance in their academics.

Conclusion

This research question sought to find if lack of teaching and learning facilities could be one of the factors of poor performance in ward secondary schools in Muheza Tanga. This study aimed to make the Government and the Community aware of factors which lead to poor performance in education. Through this study, the Government will be able to build or improve infrastructure for examples: dormitories, laboratories, libraries staff houses play grounds, etc. However this study will make the educational stake holders to cooperate to make sure all factors leading to poor performance are dealt with to improve performance in ward secondary schools. Through improving infrastructure, like dormitories, laboratories, libraries, staff houses and classrooms, the performance of students in academics will improve.

Recommendations

1. The Government should make sure that infrastructures are improved in the ward secondary schools, like dormitories, laboratories, libraries, lavatories, classrooms, staff houses and offices. One the side of congested classrooms,
2. The Government should make sure that they allocate students in ward secondary schools according to available number of teachers, classrooms and teaching materials. The work load of teaches should also recognize the work which is done by the teachers especially when they fulfill the government goals in education. This can be through motivating them like promoting and many other rewards. In addition the government should give the teachers support like giving

them house allowance, medical allowance, projects, which all these motivate teachers to work hard.

3. The ministry of education (MOE) should look into special material inducement in the form of higher salary scheme, higher salary increment in order to motivate and increase the secondary school teacher's morale and job satisfaction. It is also recommended that MOE conduct seminars and workshop for teachers to enable them comply with changes in curriculum.

4. Families are also very important people in ward secondary schools; these include parents whom their children are studying in ward secondary schools. These families or parents should cooperate with the teachers in the task of rearing the students.

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