

DISSERTATION ABSTRACTS

VOLUME 2 NO 1

College of Education

2016



THE UNIVERSITY OF DODOMA

THE UNIVERSITY OF DODOMA

Dissertation Abstracts

Volume 2 Number 1

College of Education

2016

**DIRECTORATE OF GRADUATE STUDIES &
DIRECTORATE OF RESEARCH AND PUBLICATIONS**

ISBN

Published by
Office of the Deputy Vice Chancellor
Academic, Research and Consultancy
The University of Dodoma
P. O. BOX 259, Dodoma

Tel: +255 026 2310002
Fax: +255 0262310005
Email: dvc-arc@udom.ac.tz
Website: www.udom.ac.tz

© The University of Dodoma, February 2016
Publication No: 031

Preface

The University of Dodoma (UDOM) in recognition of high demand in highly trained staff nationally and internationally, introduced various Master's degree programmes since its inception in 2007. The Master's degree offered by the UDOM has the research component which is a requirement of undertaking for each candidate.

The Dissertation Abstracts presented in this book is a summary of 55 submitted dissertations by the candidates of the third batch which completed their studies following intensive and close working with their supervisors focusing on National, Local community, and University interests and needs. These findings by candidates are made accessible for the use by stakeholders of various levels.

This book of Dissertation Abstracts presents Abstracts of the Dissertations submitted for partial fulfillment of Master's Degrees in Education at the College of Education. The abstract papers cover key aspects of education including education policy issues, educational management and administration, pedagogy, and the relevancy of the learning contents.

This book of Dissertation Abstracts apart from sharing of knowledge accumulated by researchers, identify some recommendations for improved teaching as well as management practices and areas requiring further research.

Contents

Preface	iii
Title: Analysis of the Linkage between Pre-Primary and Primary School Education in Tanzania. A Case Study of Dodoma Municipality	1
Author: Christina Julius	
Supervisor: Dr. L. Mtahabwa	
Title: Policy and Practice Issues in the Provision of Basic Education to Children on Street in Tanzania:	1
Author: Mwaija Msigwal	
Supervisor: Dr. L. Mtahabwa	
Title: Changing Students' Unwanted Behaviors: The case of Secondary Schools at Kiwengwa Tourist area in Zanzibar	2
Author: Marcelino Gervas Mganwa	
Supervisor: Mr. N. Mtana	
Title: The Relationship between Some Selected Psychosocial Variables and Intention to Abstain From Sex among Secondary School Adolescents in Tanzania	3
Author: Geraldina Edward	
Supervisor: Dr. S. H. Kisanga.	
Title: Exploring Teachers' Awareness on Pupils with Learning Disabilities in Their Classrooms in Tanzania: A Case of Kibondo District, Kigoma Region	4
Author: Kafonogo Mayengo Focas	
Supervisor: Dr. Theodora A. L. Bali	
Title: Patterns of the Classroom Interactions in Teaching and Learning Geography in Tanzanian Secondary Schools: The Case Study of Dodoma Municipality	4
Author: Oswald Nyinge	
Supervisor: Dr. A. Binde	
Title: Contribution of School Management Committees in Quality Improvement of Primary Education: The Case of Shinyanga District in Tanzania	5
Author: Khalifa Shemahonge	
Supervisor: Mr. N. Mtana	

Title: School Management and its Effects on Discipline in Secondary Schools: A Case Study of Dodoma Region	6
Author: Sophia Zawadiel Mpokera	
Supervisor: Dr. E .V. Swai	
Title: In-Service Training on 3Rs in Tanzania: The Case of Mtuu-3Rs Programme in Kitangali Teacher’s College.....	7
Author: Albert Lawrence Lukanga	
Supervisor: Mr. Noah Mtana	
Title: Leadership Styles of School Heads and School Performance: The Case of Private Secondary Schools in Dodoma Municipality	7
Author: Festus Florian Mazengo	
Supervisor: Dr. Joyce Nemes	
Title: The Challenges Faced By Visually Impaired Children and Their Teachers in Inclusive Primary Schools: The Case of South Region of Unguja Island.....	8
Author: Asia A. Himid	
Supervisor: Dr. Narayan Prasad Behera	
Title: Difficulties Faced by University Students who are Living with HIV and AIDS and Services they are Given to Support Them in Tanzania	9
Author: Hawa Rajabu Jumanne	
Supervisor: Dr. Theodora, A. L. Bali	
Title: Influence of Teachers’ Competence on Learning English in Primary Schools in Zanzibar: A Case of West District.....	10
<i>Author:</i> Rashid Ali Dadi	
<i>Supervisor:</i> Dr. Noah Mtana	
Title: Application of Information and Communication Technology (ICT) in Teaching and Learning Process in Primary Schools: A Study of Morogoro Municipality	22
Author: Claud Masambati	
Supervisor: Dr. Narayan Prasad Behera	
Title: Factors Influencing Poor Academic Performance among Community Secondary Schools: Case of Lindi Rural District, Tanzania	23
Author: Mniru Hamidu Chamani	
Supervisor: Dr. Joyce Nemes	

Title: Factors Influencing Cheating in Examinations among Public Primary Schools Pupils: A Case of Korogwe District, Tanzania.....	23
Author: Hamisi Jumanne Msuya	
Supervisor: Dr. Joyce Nemes	
Title: The effectiveness of School-Based Management in Improving the Quality of Teaching and Learning in Public Primary Schools in Serengeti District-Tanzania.....	24
Author: Nyanchogu Warento	
Supervisor: Dr. Andrew Binde	
Title: Prospects and Challenges of Prisoners in Accessing Education through Open and Distance Learning System: The Case of Two Prisons in Mbeya Region, Tanzania	25
Author: Dunstan Nindi Msamada	
Supervisor: Dr. E.V.Swai	
Title: The Implementation of Inclusive Education and Challenges of Accessing Primary Education among Visually Impaired Children in Mwanza City, Tanzania.....	25
Author: Nyamlanga John	
Supervisor: Dr. T.A.L. Bali	
Title: The Provision of Inclusive Primary Education for Hearing Impaired Pupils in Zanzibar	26
Author: Sabra Khamis Ali	
Supervisor: Ms. Josephine Wilfred	
Title: Supporting Geography Teaching and Learning in O-Level Secondary Schools in Tanzania: Design and Development of Competence Based Exemplary Materials in Soil.....	27
Author: Samweli Butobi Sylvester	
Supervisor: Dr. Francis William	
Title: The Role of Teachers in Developing Caring Behaviour among Pre-Primary School Pupils in Dodoma Municipality, Tanzania.....	27
Author: Uria Ndelwa	
Supervisor: Ms. Josephine Wilfred	

Title: Application of Constructivism Approach in Dodoma Urban Primary Schools - An Evaluative Study	28
Author: Mateo Sanga	
Supervisor: Dr. Narayan Prasad Behera	
Title: The Challenges in the Application of Information and Communication Technology (ICT) in Teachers Colleges in Mwanza and Shinyanga Regions ...	29
Author: Dismas Prospero	
Supervisor: Dr. Enedi Mlaki	
Title: Using video content to teach geography topics for secondary schools in Tanzania.....	29
Author: Noel Shem Mgoni	
Supervisor: Dr. L. Mselle	
Title: Adult Literacy for Community Transformation: The Experience of Dodoma Urban District	30
Author: Eliud Ibrahim Njogella	
Supervisor: Dr. Elinami. V. Swai.	
Title: Teachers' Strategies for Development of Problem Solving Skills among Preschoolers in Kilimanjaro Region, Tanzania.....	30
Author: Mandama Adelaide	
Supervisor: Dr. Lyabwene, Mtahabwa	
Title: Assessment of Community Participation towards Rural Development Projects: A Case Study of Manyoni District Council in Singida Region, Tanzania.....	31
Author: Kyense, Godson. C	
Supervisor: Dr Ibun Kombo	
Title: Income Generating Activities and their Effect on Academic Performance: The Case of Community Secondary School Students in Mbozi District.....	32
Author: Flora Joseph Kimhenge	
Supervisor: Dr. Joyce Nemes	
Title: Guidance and Counseling Needs Assessment at Primary School Level in Kinondoni District, Tanzania	32
Author: Moshi Ngogomela	
Supervisor: Dr. Theodora Axweso Luxuma Bali	

Title: Child Care and Protection within the Family-Preschool Partnership Framework in Dodoma Region, Tanzania.....	33
Author: Reuben Sungwa	
Supervisor: Dr. Lyabwene Mtahabwa	
Title: The Relationship between Leadership Styles Demonstrated By School Heads and Students' Academic Achievement in Community-Based Secondary Schools: A Case of Musoma District.....	34
Author: Adelina Mwanisi	
Supervisor: Dr. Eneya Mlaki.	
Title: How Care Given to Orphans affects their Primary Schooling: The Case of Iwawa ward in Makete District.....	34
Author: Benito Sikalange Mahenge	
Supervisor: Dr. Noah Mtana	
Title: Investigating the Relationship between Heads of School Leadership Styles and Students' Academic Performance in Hai District.....	35
Author: Theresia Wenseslaus Mtey	
Supervisor: Prof. Jonathan L. Kabigumila.....	
Title: Gender Balance Phenomenon in Secondary Schools: Prospects and Challenges in Babati District.....	36
Author: Neema Kabura	
Supervisor: Prof. Jonathan L. Kabigumila	
Title: The Perceived Influence of Teacher Commitment to Teaching on Students' Performance: A Case of Community Secondary Schools in Tanzania	36
Author: Columba Boniface Maboko	
Supervisor: Dr. Francis William	
Title: Roles of Heads of Schools to Teachers' Professional Development at Work Place in Public Secondary Schools: The Case of Kilombero District in Morogoro Region.....	37
Author: Rose Mgaya	
Supervisor: Dr. Sipora H. Kisanga	

Title: Creating Community of Learners through Teacher Resource Centres and Strategies for Teachers' Professional Development: A Case Study of North Unguja Region, Zanzibar	38
Author: Khamis Haji Shaf	
Supervisor: Dr. Andrew L. Binde	
Title: Assessing Stress Factors and Coping Strategies among Primary School Adolescents in Morogoro Municipality, Tanzania	38
Author: Neema Kashindye	
Supervisor: Dr. Eneidy Mlaki	
Title: Comparative Analysis of Leadership Styles and Behaviour of Male and Female Heads of Primary Schools: A Case of Kasulu District in Kigoma Region	39
Author: Ntide Pius Dady	
Supervisor: Dr. Theodora A.L. Bali	
Title: The Contribution of Teaching Practice to Teacher Professional Competence: The Case of Morogoro and Klerruu Teacher Colleges.....	40
Author: Urlick Ndunguru	
Supervisor: Dr. Andrew L. Binde	
Title: Leadership Styles of Secondary School Heads: Teachers' Perceptions - A Case of Kondo District.....	41
Author: Alphastanus Kweba	
Supervisor: Dr. Mateso, P.E.E	
Title: Perception of Secondary School Teachers and their Students towards the Use of Mobile Phones in Secondary Schools in Kilosa District.....	41
Author: Peter Leslie	
Supervisor: Dr. Sipora H. Kisanga	
Title: Students' Cost Sharing Coping Strategies in Private Universities: The Case of St. John's University of Tanzania	42
Author: Abich Dah Omollo	
Supervisor: Dr. Theodora A. L. Bali	
Title: Assessment of Music Teaching Subject in Primary School: A Case of Dodoma Municipal	42
Author: Noel Patrick Hodari	

Supervisor: Prof. K. M. Osaki.....	42
Title: Effective Teaching of Kiswahili Reading in Standard One in Government Primary Schools: Design and Testing of an Interactive Approach.....	43
Author: Cornelius Maganga	
Supervisor: Prof. K. M. Osaki	
Title: The Role of the Baseline Orientation Course in Enhancing Learners' Transition from Primary to Secondary Education in Tanzania: The Case of Dodoma Municipality	44
Author: Murasi Geofrey Murasi	
Supervisor: Dr. Noah Mtana	
Title: Teachers' Perceptions on Learner-Centred Pedagogy in Diverse Ethnic Classrooms in Secondary Schools: The Case of Longido District in Arusha Region, Tanzania	44
Author: Mwamvita Shabani Kilonzo	
Supervisor: Dr. Andrew L. Binde	
Title: The Effects of the Presence of Others and Complexity of Task on Primary School Children's Performance	45
Author: Catherine Uiso	
Supervisor: Dr. Narayan Prasad Behera	
Title: A Study of the Effectiveness of Discussion and Activity-Based Mathematics Materials (Dab-Mm) in Mathematics Learning in Tanzania: Focus on Dodoma Municipality Primary Schools Level	46
Author: Raphael John Siumbu	
Supervisor: Prof. K.M. A. Osaki	
Title: A Parents And Teachers' Strategies for Guidance of Socio-Emotional Behaviours among Pre-School Children in Tanzania: A Case of Moshi Rural District.....	46
Author: Sefu Mohamed	
Supervisor: Dr. Mtahabwa, Lyabwene	
Title: Patterns for Coping with Decisional Conflict in Relation to Emotional Intelligence of University Executives	47
Author: Mkanachi, Mohamed	
Supervisor: Dr. Narayan Prasad Behera	

Title: A Study of ICT Courses in Education Programmes at SUZA: Their Effectiveness in Teacher Preparation 48

Author: Awena Wazir

Supervisor: Prof. Kalafunja M. O-saki

Title: Investigation of Conflict Management in Selected Teachers' Colleges in Kilimanjaro Region, Tanzania 48

Author: Eliakimu Jackson Towo

Supervisor: Dr. Eney Mlaki

Title: Examining the State of Science Teaching in Pre-primary Schools in Dodoma Municipality: Tanzania 49

Author: Paulina Lugenzi

Supervisor: Dr. Lyabwene Mtahabwa

Title: Analysis of the Linkage between Pre-Primary and Primary School Education in Tanzania. A Case Study of Dodoma Municipality

Author: Christina Julius

Supervisor: Dr. L. Mtahabwa

Abstract: This study analyzed the link between pre-primary education and lower primary education, focusing on four major aspects: curriculum, pedagogy, assessment strategy and learning context. The study involved five objectives: (1) to determine the extent to which pre-primary education curriculum links with LP education curriculum, (2) to examine the relationships between pre-primary schools' learning contexts with LP school learning context, (3) to analyze pedagogical practices in pre-primary education classes and LP classes focusing on linkage, (4) to determine the alignment of assessment strategies between pre-primary schools and LP schools, and (5) to establish the challenges encountered in the process of linking pre-primary education units with LP school classes. A case study design was deployed where qualitative approach with some quantitative elements was applied. The study involved 39 respondents (2 head teachers, 4 pre-primary teachers, 8 LP teachers, and 25 pupils) who were purposively selected. The data were collected using semi-structured interviews, direct observation and documentary review. Data analysis followed Miles and Hubberman's (1994) steps of qualitative data analysis. The findings revealed that, there was a link in four aspects under the study. The linkage was mostly influenced by the policy of locating pre-primary unit into primary compounds. The findings indicated the linkage, but at the detrimental of preprimary education to LP, because young children learning should be of appropriate age and should reflect their cultural perspectives. The study concluded that, the proper link would be attained if qualified teachers, reasonable class size and resource availability at both levels would be sufficient and appropriate. The study recommends that the government should revise the policy of pre-primary education.

Title: Policy and Practice Issues in the Provision of Basic Education to Children on Street in Tanzania:

Author: Mwaija Msigwa

Supervisor: Dr. Lyabwene Mtahabwa

Abstract: This study examined the relationship between the government policy concerning the provision of basic education to the children on street and its practice in Morogoro Municipality-Tanzania. The study was guided by four objectives: (i) to explore overall awareness of the community about the policy, (ii) to assess the quality of basic education provided to the children on street, (iii) to find out the challenges encountered in the provision of basic education to the children on

street, and (iv) to determine the solution to the challenges observed. The sample was obtained through purposive sampling technique, and it consisted of 28 participants (5 primary school teachers, 13 parents and 10 children on street). The study used a case study design and utilized a qualitative research approach where semi-structured interviews, focus group discussion, documentary analysis and direct observation methods were deployed. The collected data were analyzed both deductively and inductively based on the approach by Ezzy (2002). The findings indicated that, lack of understanding of the policy was due to inadequate information given to the community. The mismatch between policy statement and actual practices was due to government poor planning, lack of follow up and lack of laws to enforce policy implementation. These were reflected in the existence of the children on street during class hours contrary to the policy statement that stressed attendance in school. Poor planning had resulted into several challenges compromising the quality of education to the children on street. Inadequate teaching and learning resources, inadequate teacher-pupils ratio, and heavy work load for teachers, lack of teachers' professional development to cope with the irregular changes of the curriculum as well as lack of feeding programme characterized all the schools in the study. The study concludes that the state of basic education provided to children on street to a large extent depended on the existing policy statement. It is recommended that, the existing policy should be enforced so as to provide quality basic education to the children on street. Parents, teachers and the community in general must make sure children on street are given first priority when planning educational issues.

Title: Changing Students' Unwanted Behaviors: The case of Secondary Schools at Kiwengwa Tourist area in Zanzibar

Author: Marcelino Gervas Mganwa

Supervisor: Mr. N. Mtana

Abstract: The objectives of this research were to find out the magnitude of unwanted behaviors to secondary school students and measures which have been taken to change the secondary school student's unwanted behavior at Kiwengwa tourist area in Zanzibar. The study employed a qualitative approach. A total of 72 respondents from three secondary schools Kiwengwa, PwaniMchangani and Matemwe, were selected as a sample. The study included 60 secondary school students, three teachers, five parents and four religious leaders. Purposive sampling was used to obtain the sample. The data were collected through interviews, documentary review and focus group discussions. Data analysis was done through descriptive content analysis, and calculations were made to get quantifiers in form of percentages. The findings of the study revealed that most unwanted behavior practices in secondary schools were manifested among boys and girls whose age ranged from 14-23 years. The behaviors commonly practiced were drug abuse, alcoholism school, dropout, truancy, sex abuse and male earring. Tourism, peer pressure, working for money, imitation of foreigners and new life style were found to be the major causes of unwanted behavior among secondary school students. Corporal punishment, suspension, manual work, guidance and counseling, discussion with parents and expulsion from school were found to be the common methods used

to discipline students in the secondary schools. On the other hand the findings also revealed that the methods used by teachers to change students' unwanted behavior were ineffective because teachers lack of knowledge and skills in dealing with students who practice such behavior. It is recommended in the study that guidance and counseling should be purposively established in secondary schools; and in-service teacher training program on counseling and guidance skills should be put into place to make the teachers able to take care of students' behaviors.

Title: The Relationship between Some Selected Psychosocial Variables and Intention to Abstain From Sex among Secondary School Adolescents in Tanzania

Author: Geraldina Edward.

Supervisor: Dr. S. H. Kisanga.

Abstract: The purpose of this study was to investigate the relationship that exists between some selected psychosocial variables and intention to abstain from sex among secondary school adolescents in Dodoma region, Tanzania. Particularly, the study investigated the likely relationship that might exist between intention to abstain from sex among adolescent secondary school students and the four psychosocial variables (sexual education knowledge, perceived attitudes, perceived social norms and perceived behavioural control). A total sample of 384 secondary school adolescents, of whom 205 were girls and 179 boys from secondary schools in Dodoma Municipality and Chamwino district participated in the study. The study used cross sectional survey and a correlation research design. Questionnaire was the main data collection instrument which had six samples of questions each measuring the study variables which included some demographic characteristics of the respondents and the sample of psychosocial variables like: sexual education knowledge, perceived attitudes, perceived social norms and perceived behavioral control and adolescents' intention to abstain from sex. It was hypothesized that, there would be no significant relationship between these psychosocial variables and adolescents' intention to abstain from sex at secondary school level. The findings revealed that, the strongest predictor variable of intention to abstain from sex was perceived behavioral control ($r = .28^{**}$, $n = 383$, $p < .01$) among the four psychosocial variables. Also, it was revealed that perceived behavioral control, school location and sex of respondent had a unique contribution of the variance to adolescents' intention to abstain from sex when all other variables in the model were controlled for {7.5% ($\beta = .237$), 4.2% ($\beta = -.194$) and 2.7% ($\beta = -.102$) respectively}. It was recommended that seminars on adolescents' health related issues should be an ongoing process so as to encourage behavioural outcomes which promote good health and academic performance among learners. Also, it was recommended that more studies should be conducted using different methodological instruments to supplement the current questionnaire instrument that was used in the study.

Title: Exploring Teachers' Awareness on Pupils with Learning Disabilities in Their Classrooms in Tanzania: A Case of Kibondo District, Kigoma Region

Author: Kafonogo Mayengo Focas

Supervisor: Dr. Theodora A. L. Bali

Abstract: This study aimed at investigating regular teachers' knowledge and skills for instructional management of pupils with learning disabilities in Kibondo District, Kigoma Region. The study explored whether pupils with learning disabilities are present in regular primary schools and if the teachers are aware of their presence in classrooms. Data collection involved administration of questionnaires, classroom observation, documentary review and the interview tools. The study was guided by Activity Theory (AT) framework and Duke's vision of teaching excellence as conceptual framework. The data collected were analyzed by using the Statistical Package for Social Sciences (SPSS) and content analysis whereby raw data were organized and broken into manageable units. The findings indicated that pupils with disabilities are present in regular schools though teachers have had little awareness about their presence and on how to provide appropriate instruction for their learning. It was also found that regular teachers in primary schools had varying knowledge and skills on instructional management of pupils with disabilities. The study was done with an assumption that teaching in a diverse situation; the teachers should possess enough knowledge and skills so as to meet different challenges encountered by the learners due to Learning Disabilities (LD). The following recommendations were made: 1) Comprehensive future study with larger sample/ larger school district to identify the contextual factors that can negatively or positively affect teachers' knowledge and skills on instructional management in diverse school settings; 2) The administration to increase support to teachers in the way of training in order to increase competencies of staff and meet the needs of students with disabilities; 3) The government and the community at large to support change by introducing more inclusive practices in regular schools.

Title: Patterns of the Classroom Interactions in Teaching and Learning Geography in Tanzanian Secondary Schools: The Case Study of Dodoma Municipality

Author: Oswald Nyinge

Supervisor: Dr. A. Binde

Abstract: Interaction between teacher and students is an essential part of teaching and learning geography. Perhaps few studies have been carried out regarding classroom interactions in Tanzania on this vital aspect of teaching and learning geography. This study intended to investigate the patterns of classroom interactions in teaching and learning geography in Tanzanian secondary schools in Dodoma Municipality. To determine the patterns of classroom interactions in geography, 30 geography teachers were selected using purposive random sampling

from nine secondary schools in Dodoma Municipality. After obtaining and encoding the data, it was tabulated, analyzed and interpreted by using percentage, charts and tables. The study findings point out that despite the fact that teachers understand the importance of effective classroom interactions in enhancing students' learning, most teachers still dominate the interactions in classroom teaching and learning geography, students are not given enough opportunity to interact with their teachers or among students themselves. This study was significant because its findings and conclusions may stimulate geography teachers to improve their teaching behavior in order to enhance students learning.

Title: Contribution of School Management Committees in Quality Improvement of Primary Education: The Case of Shinyanga District in Tanzania

Author: Khalifa Shemahonge

Supervisor: Mr. N. Mtana

Abstract: The main purpose of this study was to investigate the extent to which School management committees (SMCs) influence quality improvement of the overall school performance of primary schools in Shinyanga district. The study employed a qualitative approach using comparative case studies. A total of 75 respondents from three schools were purposely selected and involved in the study. The instruments used to collect data were semi-structured interviews, focus group discussions, and documentary review. The study adopted the Stufflebeam, the CIPP model. Two theories; the General Systems Theory (GST) and the Total Quality Management (TQM) theory were also used together with the model.

The study found that to a large extent, SMCs are aware of their roles despite the fact that 33% of the members did not get any training. It was found that the organs are not aware of the planning responsibility. It was found that the committees manage most of basic activities responsive in quality improvement. However; SMCs' performance was found to differ from one school to another, depending on the head teacher's leadership skills, resources the school possess and community participation. The study found that despite the good job done by the committees; the schools still solely depend on the government funding to sustain the needs of their schools. The study concludes that, SMCs influence quality improvement but not satisfactorily. Nevertheless, the organs play a fundamental role in school management in general and quality improvement in particular. The study recommends that there should be interventions, in training of SMCs and monitoring their functioning so that they can fully understand and play their roles in improving quality.

Title: School Management and its Effects on Discipline in Secondary Schools: A Case Study of Dodoma Region

Author: Sophia Zawadiel Mpokera

Supervisor: Dr. E.V. Swai

Abstract: This study aimed at investigating school management and its effects on discipline in secondary schools. The study was conducted under three research objectives: to find out the extent to which the school management may play a role in maintaining discipline, to investigate the extent to which school rules and regulations affect the discipline of students and to examine how indiscipline affects performance of both teachers and students. This study based on the human relation theory developed by Douglas Mc Gregory on theory X and theory Y. The study was conducted in Dodoma region in its two districts: Dodoma Municipality and Chamwino. It involved a total of seven secondary schools (four from Dodoma Municipality and three from Chamwino district). The sample size for the study was 132 participants which included seven heads of schools, seven assistant heads of schools, seven discipline masters or mistresses, 21 teachers, and 90 students. The study employed both qualitative and quantitative approaches. However, qualitative approach was dominant; it was descriptive in nature. Data were collected through interviews, questionnaires, focus group discussion and documentary review. Data from questionnaires were analyzed quantitatively using SPSS version 16 and those collected through interviews, focus group discussion and documentary review were analysed qualitatively by coding the data obtained before drawing conclusion. The findings revealed that discipline in secondary schools was a serious challenge, and school management rarely meets students to discuss disciplinary issues. Schools are required to use theory X with prudence in controlling and directing discipline that is theory Y, need to be emphasized much to achieve a high standard of discipline. The study recommends that school rules and regulations should be emphasized to enable students understand them. Schools should adhere to the regulations prepared by the Ministry of Education and Vocational Training on the National Education (Corporal Punishment) Regulations of 1979 made under section 60 (0) when punishing a student. School management has to ensure that school calendar provides time for meetings where students and teachers will discuss disciplinary issues. School management has to make sure that there are sessions of counseling and guidance.

**Title: In-Service Training on 3Rs in Tanzania: The Case of Mtuu-3Rs
Programme in Kitangali Teacher's College**

Author: Albert Lawrence Lukanga

Supervisor: Mr. Noah Mtana

Abstract: Problems existing in primary education demand for an in-service programme on reading, writing and arithmetic-3Rs. The study aimed at investigating MTUU-3Rs in-service programme so as to get lessons that can be used for solving 3Rs problems. The MTUU-3Rs or 'KKK' was an in-service training programme which started in the 1970s aiming at helping primary school teachers acquire skills in teaching basic literacy and numeracy. The research work involved examining the key characteristics of the programme, finding out its successes and challenges and then investigating the perception of participants over its effectiveness. The study employed a case study design and used qualitative approach. The data were collected through interviews, focus group discussions, documentary review and observation techniques. It involved 16 participants among whom, 13 were primary school teachers and three were teacher educators. This sample was obtained through purposive and snowball sampling techniques. The findings showed that the programme was beneficial in preparing primary school teachers to acquire and develop basic teaching literacy and numeracy skills. It was found that the success of this programme as a CPD was partly because it was characterised by practical and hands-on activities as major ways of facilitating the programme. Despite the strength shown, the study found that the programme was faced with lack of proper arrangement on motivating teachers to attend the programme. Thus, this study recommends that care should be taken when CPD programmes are run to consider the specific needs of stakeholders like teachers. Also, it is recommended that the 3Rs CPD be re-introduced and become included in pre-service and in other in-service training programmes.

**Title: Leadership Styles of School Heads and School Performance: The Case of
Private Secondary Schools in Dodoma Municipality**

Author: Festus Florian Mazengo

Supervisor: Dr. Joyce Nemes

Abstract: The purpose of this study was to examine the leadership styles of school heads and school performance in private secondary schools within Dodoma Municipality. The study specifically identified the leadership style(s) mostly preferred by school heads and owners of private secondary schools. The study then examined the existing relationship between leadership styles of school heads and school performance in private secondary schools. Moreover, the most effective

leadership style in producing better school performance in private secondary schools has been determined. This study was mainly qualitative supported by quantitative research approach. It was basically a survey research design conducted in six private secondary schools. The study was guided by the Context, Input, Process and Product (CIPP) model. A total of 163 participants were involved in this study. These participants were selected through Non- probability sampling design. Data collection was done using questionnaires, interview guides and observation guides. The findings revealed that leadership styles of school heads determine, to a large extent, school performance in private secondary schools. However, it was found that the level of school performance cannot solely be determined by the leadership style in place. This means that there are other factors which are equally important for school performance. These include the presence of qualified teachers, adequate teaching and learning resources, a friendly teaching and learning school environment and a positive school culture. The study recommends the need to equip school heads with various leadership skills so as to make them conversant in their daily activities as school heads towards the attainment of better school performance.

**Title: The Challenges Faced By Visually Impaired Children and Their Teachers
in Inclusive Primary Schools: The Case of South Region of Unguja Island**

Author: Asia A. Himid

Supervisor: Dr. Narayan Prasad Behera

Abstract: This study examined the challenges faced by visually impaired children-VIC and their teachers in inclusive primary schools, in South Region of Unguja Island. The study focused on five research objectives: to identify the enrolment rate of VIC in inclusive primary schools; to examine the existing programs for education of VIC and teacher's training; to investigate the challenges which faced by VIC in their pursuit of learning at inclusive primary schools; to explore the challenges faced by teachers in facilitating learning to VIC; and to explore stakeholders' recommendations on overcoming the challenges faced by VIC and their teachers in inclusive primary schools. The study employed descriptive survey design with both qualitative and quantitative research approaches. A total of 90 respondents were sampled from five inclusive primary schools and IEU. Purposive sampling technique was used to obtain head teachers, teachers, VIC, parents of VIC and IEOs. Further, children without VI were randomly selected. Data were collected through interview, observation and documentary review. The collected data were subjected to both qualitative and quantitative analysis which involved tabulation, frequencies and percentage. Key findings revealed that VIC and teachers adversely suffered from several constrained such as overcrowded classroom, inadequate teaching/learning materials, inadequate trained teachers and others which hinder their effective teaching/learning in inclusive classroom. Recommendations on reducing class sizes,

supply adequate teaching/learning materials, organizing public awareness programs, improved learning environments and organizing teachers training programs have been made for both key IE stakeholders. Finally, future research should be conducted on academic achievements and social performance of inclusive primary schools VIC.

Title: Difficulties Faced by University Students who are Living with HIV and AIDS and Services they are Given to Support Them in Tanzania

Author: Hawa Rajabu Jumanne

Supervisor: Dr. Theodora, A. L. Bali

Abstract: This study explored the experiences of Students Living with HIV and AIDS (SLWHA) and difficulties they are facing to examine support services they get to overcome challenges. The study employed cross-sectional survey design. The sample of 80 respondents was selected- 70 were Non-HIV positive students (NHPS), four students living with HIV and AIDS (SLWHA), five health care workers (HCWs) and one medical doctor in charge (MDI). The sample of SLWHA, HCWs and MDI were selected purposively while Non-HIV Positive students were selected randomly. Data were collected through questionnaire, interview and focus group discussion, and were analyzed by using thematic analysis technique. The study revealed that, SLWHA are facing a number of challenges including stigma and discrimination. It was also revealed that a number of services are provided to SLWHA though not satisfactorily responding to the needs of SLWHA. The tendency of SLWHA not disclosing their health status was seen as a barrier towards effective provision of services to them. A number of recommendations were made as follow: First, the university management should reform its services to suit the needs of SLWHA and make efforts to provide services which are not available to SLWHA, e.g. the provision of nutritious food to SLWHA. Second, SLWHA should disclose their status so that they can be easily supported. Last but not least, another research should be conducted on the difficulties faced by SLWHA in various universities in Tanzania to examine support services they get. This is very crucial because this study was conducted in only one university.

Title: Influence of Teachers' Competence on Learning English in Primary Schools in Zanzibar: A Case of West District

Author: Rashid Ali Dadi

Supervisor: Dr. Noah Mtana

Abstract: The major aim of this study was to assess the influence of teachers' competence on learning English in primary schools in Zanzibar. Specifically, the study addressed three objectives which are (1) assessment of teachers' competence in teaching English to standard VI and VII learners; (2) assessing the learners' communicative ability in English; and (3) establishing the relationship between teachers competence and learners performance in terms of language proficiency. The study mainly employed the qualitative approach. In particular, it employed a case study design. Two schools one with more competent teachers (MCT) and another with less competent teachers (LCT), were selected for comparison. A total of 88 respondents were involved in this study. All groups of respondents were selected using purposive sampling technique. Data was collected through interviews, observation, and through setting a test that was done by learners to measure their ability in English language skills. The qualitative data was analyzed and presented descriptively. However, in some qualitative elements simple statistics like numbers and percentages were used to draw some inferences. The findings of this study, generally, revealed that the incompetence of English language teachers in both MCT and LCT schools was found to have a relationship with learners' deficiencies in core language skills. Basing on the findings, the study recommended that English language teachers at primary level should be provided with qualifying training and preparation so that they can be more competent to assist learners to improve their core language skills. This requires a combined effort of all stakeholders in the education sector in Zanzibar such as curriculum planners, English language coordinators in the TRCs, text book writers and English language teachers.

Title: Application of Information and Communication Technology (ICT) in Teaching and Learning Process in Primary Schools: A Study of Morogoro Municipality

Author: Claud Masambati

Supervisor: Dr. Narayan Prasad Behera

Abstract: This study examined the Application of Information and Communication Technology (ICT) in teaching and learning process in primary schools in Morogoro Municipal. The major objective was to investigate the application of ICT in teaching and learning processes in primary schools and suggest better approach for the effective application of ICT. The study employed a descriptive research design with quantitative and qualitative approaches. In this study, a total of 32 respondents from six (6) primary schools were selected as a sample. Twelve (12) respondents were pupils, 18 were teachers (head teachers, ICT teachers and non ICT teachers) from the selected primary schools were selected as a sample. Twelve (12) respondents were pupils, 18 were teachers (head teachers, ICT teachers and non ICT teachers) from the selected primary schools and two (2) were the Municipal education leaders (DEO and school inspector). The sample of pupils and non ICT teachers were obtained through simple random sampling technique, while the schools, ICT teachers, head teachers and Municipal education leaders were obtained through purposive sampling technique. The data were collected through questionnaires, interviews guide, observation and documentary review. Data analysis was done by involved content analysis, calculating frequency and percentage using SPSS version 16. The findings revealed that ICT resources in Morogoro Municipal primary schools were not adequately available, accessed and utilized effectively. There were serious scarcity and uneven distribution of ICT resources between private and public primary schools with unqualified teachers. The study recommends intensive and adequate training of ICT teachers and the MoEVT in collaboration with private and other partners in education to ensure adequate provision of ICT resources in all primary schools implementing ICT.

Title: Factors Influencing Poor Academic Performance among Community Secondary Schools: Case of Lindi Rural District, Tanzania

Author: Mniru Hamidu Chamani

Supervisor: Dr. Joyce Nemes

Abstract: This study aimed at examining factors influencing poor academic performance in six community secondary schools in Lindi Rural District in Tanzania. The study addressed factors influencing poor academic performance among community secondary schools, their effects and strategies to mitigate them. The study was guided by two theories; Total Quality Management and Open System Theory; and employed a cross-sectional design with mixed approach to investigate the phenomena. Moreover, Participants were 68; in which 48 were students, 6 class masters/mistress, 6 academic masters/mistress, 6 heads of schools, 1 District education chief inspector and one District secondary education officer. Data were collected through questionnaire, documentary review and interviews. Furthermore, quantitative data were analyzed quantitatively by using SPSS version 20.0 to get the frequencies and percentages of investigated phenomena, whereas qualitative data were analyzed qualitatively by deducing emerged themes and sub- themes. The findings indicated shortage of teaching and non teaching staffs, teaching and learning materials, physical infrastructures, parents' poverty, students' truancy, lack of services like libraries, laboratories, hostels and electricity as factors causes poor academic performance. Moreover, the study found that poor academic performance discourages parents, teachers and students as well as increased poverty in the community. Besides, the study established construction of physical infrastructures like libraries, hostels, laboratories, supply sufficient, teachers, teaching and learning facilities as the strategies to mitigate the causes of poor academic performance. The study recommends the government and all education stakeholders to supply all necessary schools' requirements to enhance academic achievement.

Title: Factors Influencing Cheating in Examinations among Public Primary Schools Pupils: A Case of Korogwe District, Tanzania

Author: Hamisi Jumanne Msuya

Supervisor: Dr. Joyce Nemes

Abstract: The purpose of this study was to examine factors influencing cheating in public primary schools leaving examination in Korogwe district, Tanzania. This was a survey research done mainly through qualitative and supported by quantitative research approach conducted in six public primary schools. The study was guided by Theory of Planed Behaviour (TPB). A number of 74 participants were selected through purposive sampling and stratified random sampling techniques. Data were collected through questionnaires and interview, and analyzed

using Scientific Package for Social Sciences (SPSS).The findings of the study showed that the major factor influencing cheating among primary school pupils were inadequate teaching and learning materials. Other factor were partial preparations, competition among primary schools, lack of motivation to teachers, unfriendly learning environment, lack of confidence among pupils towards examinations, higher determinations and lack of reading culture. The study discovered that cheating in public primary leaving examination had major effects to the society like selection of incompetent pupils to join secondary education, decline of quality of education, abuse of the teaching profession, complaints in the society and demoralized teaching profession.Finally, the study suggested that there is a need of encouraging pupils to study hard, teachers should abide by their professional code of conduct, parents should make close follow-up of their children and the learning environment should be improved. Recommendations to policy makers were made in the light of these findings and suggestions for further research were also made.

Title:The effectiveness of School-Based Management in Improving the Quality of Teaching and Learning in Public Primary Schools in Serengeti District-Tanzania

Author: Nyanchogu Warento

Supervisor: Dr. Andrew Binde

Abstract: The study sought to investigate the effectiveness of School-Based Management (SBM) in improving the quality of Teaching and Learning in public primary schools, based on teachers' quality and teaching and learning materials. The study employed qualitative research approach. The area of the study was Serengeti district, Mara region. Data were collected through documentary review, observation, interviews and focus group discussion (FGD). Qualitative data gathered were subjected to content analysis. The study was guided by the theory of education as a partnership. The major findings showed that, in the three visited schools, pupils were least involved in decision making. Incompetent teachers, shortage of relevant teaching and learning materials, large class size, poor infrastructures and curriculum were inputs that contributed positively or negatively to the effectiveness of SBM in improving the quality of teaching and learning. Visited schools were found to be lacking: Regular assessment to pupils, in-service teachers' professional development, consideration of students' views in school in improving teaching and learning and little participation of the school community in school management therefore experiencing poor performance. Based on these findings it is recommended that all school stakeholders should be open-minded about SBM idea and its importance so that they can apply its practices in improving teaching and learning thus enhance the quality education. It was further recommended that there is need to conduct a study on how to satisfy educational stakeholders' needs for quality primary education.

Title: Prospects and Challenges of Prisoners in Accessing Education through Open and Distance Learning System: The Case of Two Prisons in Mbeya Region, Tanzania

Author: Dunstan Nindi Msamada

Supervisor: Dr. E.V. Swai

Abstract: The purpose of this study was to investigate and document the experience of prisoners in accessing education. Specifically, the study examined the prospects and challenges of prisoners in accessing education through Open and Distance Learning (ODL) programme. Two prisons in Mbeya region were selected as a population of the study. The purposive sample of the study constituted of 39 respondents including prison learners, prison officers, programme coordinators, facilitators and a resident tutor. Data were collected through interviews, Focus Group Discussion, questionnaires and documentary reviews. They were then analysed using a qualitative approach and supplemented by quantitative approach. Qualitative data were subjected to content analysis whereas quantitative data were analysed through numbers of respondents. The findings show that Prisoners in two prisons in Mbeya are eager and ready to engage in education. Being up to date and hopeful of employment are some motivators that influence prisoners to join in the programme. Despite the availability of ODL programme that helps prisoners to access education, it has not yet been given the priority it requires. The study recommends that, the government and prisons managerial part should put more emphasis on prisons' education and make sure they provide enough fund and other teaching and learning materials.

Title: The Implementation of Inclusive Education and Challenges of Accessing Primary Education among Visually Impaired Children in Mwanza City, Tanzania

Author: Nyamlanga John

Supervisor: Dr. T.A.L. Bali

Abstract: The purpose of this study was to investigate the challenges facing visually impaired children in accessing primary school education in Mwanza City. The study mainly employed qualitative method and purposive sampling techniques. A total number of 28 respondents were involved including visually impaired children, specialist teachers on visual impairment, regular teachers, and heads of units, head teachers and parents of children with visual impairment. Data were gathered through interview, focus group discussion and documentary review. Data were analyzed thematically while descriptive statistics were computed by the help of SPSS version 17. The findings indicated that visually impaired children face different challenges such as shortage of teaching and learning materials, long distance from home to school, unqualified teachers, poor school infrastructure, poverty among parents of visually impaired children. Different ways of solving the challenges facing the visually impaired children are also suggested in this study. Suggested improvement include increasing the number of qualified teachers, improvement of school infrastructure, establishment of special training to regular teachers and increasing government budget to inclusive education. The study concluded that effective access of primary

education among visually impaired children in Mwanza City faced a lot of challenges. Therefore, the researcher recommends that, teachers' seminars and training on special needs education should be instituted to all teachers so as to impart them with necessary skills and knowledge of handling visually impaired children.

Title: The Provision of Inclusive Primary Education for Hearing Impaired Pupils in Zanzibar

Author: Sabra Khamis Ali

Supervisor: Ms. Josephine Wilfred

Abstract: The major focus of this study was to evaluate the provision of primary inclusive education to hearing impaired (HI) pupils in Zanzibar. The data were collected through interviews, classroom observations as well as through questionnaire to HI pupils. The findings addressed four objectives, which were: 1) Assessing the teaching/ learning methods used by teachers in inclusive setting for HI pupils; 2) Assessing the availability and use of teaching/learning materials in provision of education to pupils with HI in inclusive schools; 3) Examining parents'/ guardians' participation on inclusive education provision for their children with HI; 4) Examining challenges experienced in the provision for pupils with HI in inclusive schools; and 5) Finding out possible solutions for improving the provision of IE to HI pupils. Case study design was utilized in the study and was conducted in Urban West Region in Zanzibar. Both qualitative and quantitative approaches were employed in the study. The study involved a total of 57 made up of 28 HI pupils, seven (7) IE teachers, seven (7) head teachers, seven (7) normal pupils, and seven (7) parents of children with HI. The study found that the provision of inclusive education in Zanzibar to the pupils with hearing impairments (HI) is faced with many challenges such as lack of skilled and well trained teachers, lack of appropriate teaching/learning materials and lack of financial base to run the program. This implies that the efforts made to improve the provision of inclusive education have not traced and solved the major of the problems facing the provision of inclusive education. The study recommends that proper materials, laboratories and well-trained teachers should be available to achieve better provision of education to HI pupils.

Title: Supporting Geography Teaching and Learning in O-Level Secondary Schools in Tanzania: Design and Development of Competence Based Exemplary Materials in Soil

Author: Samweli Butobi Sylvester

Supervisor: Dr. Francis William

Abstract: This study designed and developed competence based instructional materials to support geography teachers adapt and teach the competence based geography curriculum in O-level secondary schools. The objectives of this study were to: design an exemplary competence based instructional lesson materials for teaching soil in O - level secondary schools; assess the practicality of the designed materials through classroom try-out in selected schools; evaluate the effectiveness of the materials in the implementation of the competency based geography curriculum in O – level secondary schools. The study was conducted in Dodoma area. The study focused on promoting competence based geography curriculum in O-level secondary schools where traditional teaching approach dominated classroom practices. The study adopted developmental approach using Quasi-Experimental design. Experts in curriculum design and geography teachers appraised the designed exemplary lessons materials. Two schools were used in formative and summative evaluation, involving experimental and control school. The study collected qualitative and quantitative data through questionnaire, interview, observation, documentary review and pre-post test. Purposive sampling was used in selecting the participants. Data were analyzed through descriptive statistical, content analysis and paired *t* test. The findings indicated that teachers and students were interested with the materials. Paired *t* test indicated a significant improvement and Average Normalized gain (*g*) showed that experimental school performed higher than control school. The study recommends teachers to find and use designed and competences based materials and adopt student centered approach. The study suggests researchers to conduct other similar studies involving more than one experimental school.

Title: The Role of Teachers in Developing Caring Behaviour among Pre-Primary School Pupils in Dodoma Municipality, Tanzania

Author: Uria Ndelwa

Supervisor: Ms. Josephine Wilfred.

Abstract: This study investigated the roles of teachers in developing caring behavior among pre-primary school pupils. The information collected was based on the three research objectives and questions. Multiple methods of data collection which include questionnaire, semi-structured interview, observational and documentation were employed to cross- validate and to ensure reliability of information. The sample included 100 respondents. Findings reveal that there was low level of understanding regarding the context of caring behaviour hence much emphasize was given to teach how to write, read and arithmetic. Also there were variations in the teaching methods used to develop caring behaviour to pre primary pupils. Further, the teaching facilities/aids were inadequately found to support the teaching of caring behaviour to pre-primary pupils, pre-primary teachers lacked qualifications to teach pre-primary pupils, and there was little

involvement of pre-primary pupils in activities that would foster pro-social skills. The study reveals that it is the teacher's role to facilitate and encourage caring behaviour, provide activities that foster appropriate skills, provide necessary assistance and develop a social network that supports children in their efforts. Hence, pre-primary teachers should use appropriate teaching methods including the use of learner centered learning; participatory, practical and role play methods to facilitate developing caring behaviour to pre-primary school pupils. Moreover, the promotion of caring behaviour cannot be the sole responsibility of teachers; rather, all stakeholders including primary school inspectors, pre-primary school education officers, and parents should participate in promoting caring behaviour among pre primary school pupils. Further, the teaching environment including teaching facilities/aids should be effectively provided and used in order to promote caring behaviour among pre primary pupils as well as trained teachers should be recruited to teach pre-primary pupils.

**Title: Application of Constructivism Approach in Dodoma Urban Primary Schools - An
Evaluative Study**

Author: Mateo Sanga

Supervisor: Dr. Narayan Prasad Behera

Abstract: This study explored the application of Constructivism Approach in Dodoma primary schools. It evaluated the extent to which Constructivism Approach is used in Tanzania primary schools. The study employed Qualitative Approach, though some aspects were dealt with quantitatively. It is a descriptive case study conducted in six primary schools in Dodoma Urban based on two theories; the Social Constructivism and Cognitive Constructivism Learning Theory. A total of 15 participants were involved in the study. Three of them were school inspectors and twelve were primary school teachers. They were selected through purposive sampling and simple random sampling techniques. Data were collected through questionnaires, observation schedule, focus group discussion and documentary review. The findings of the study confirm that, despite teachers qualifications and their knowledge on constructivism views, there are some teachers with negative attitude about Constructivism Approach. This is because of lack of motivation, overcrowded classes, poor parental involvement in their children's learning as well. In addition, lack of enough funds provided to school inspectors and lack of sufficient trainings to teachers are other challenges on the application of Constructivism in primary schools. Based on the findings, the study concludes that owners of those schools should create positive attitudes to teachers and give them proper trainings and seminars. Also, educating parents on the importance of guiding their children to learn at home environment and making follow up in school is paramount.

Title: The Challenges in the Application of Information and Communication Technology (ICT) in Teachers Colleges in Mwanza and Shinyanga Regions

Author: Dismas Prospero

Supervisor: Dr. Eneidy Mlaki.

Abstract: The aim of this study was to investigate the challenges in the application of information and communication technology (ICT) in teachers colleges in Mwanza and Shinyanga regions. To accomplish this work three research objectives guided the study: to investigate the level of availability and use of ICT facilities, the challenges facing the use of ICT, the benefits of using ICT facilities and the ways to overcome the challenges facing the use of ICT in teachers Colleges in Mwanza and Shinyanga regions. The study employed a cross-sectional study design under the qualitative approach which was supplemented by quantitative approach. The Constructivism Theory of Learning and Systematic Planning Model for ICT integration were employed to investigate the challenges in the application of information and communication technology (ICT) in teachers colleges. The participants were 78 who were obtained through purposeful sampling, random sampling and simple random sampling techniques. Data were gathered through interview, questionnaire and documentary review. Qualitative data were subjected to content analysis while quantitative ones to computation of frequencies and percentages. The study revealed that the benefits of using ICT in TC are improving teaching quality, increasing student-teachers motivation and that it supports cooperative and interactive learning. Furthermore the study revealed the challenges facing the use of ICT facilities in three teachers colleges. Such challenges include lack of expert teachers, lack of technical support, limited technology infrastructure, lack of reliable supply of power and lack of incentives. Finally the findings revealed that ways to overcome challenges facing the use of ICT in teachers colleges were attending seminars/training concerning ICT, Increase ICT infrastructures and Technology grants. The study concluded that there should be continuous and periodic training.

Title: Using video content to teach geography topics for secondary schools in Tanzania

Author: Noel Shem Mgoni

Supervisor: Dr. L. Mselle

Abstract: The use of Information and Communication Technology (ICT) in teaching and learning activities has been essential to all education system in the world. Despite its importance the use of ICT in teaching and learning activities is still less emphasized in Tanzania secondary schools. Teachers still concentrate on teaching through traditional approach. This study was aimed at assessing the viability of using video content to teach geography at secondary school level. The findings from the study indicated that students perform better in traditional approach compared to video content approach. However, the difference observed was very minor. Furthermore, the findings indicated that students have positive attitude towards the use of video content in learning geography. Basing on the findings, it is concluded that, the use of video content in teaching and learning activities still carry significant importance to the secondary

school students. Hence there is a need of integrating this approach instead of focusing on face to face learning only. This study recommends the following; the government should be ready to develop knowledge of teachers on using ICT facilities in preparing teaching and learning activities to the students through in-service training and providing them with learning resources. Second, for syllabus designers, it is vital for them to include the use of video in geography course books or teaching materials. These course books should contain video content in VCD, or DVD's format for the topics in the book. The researcher also considers that more research should be done on this topic.

Title: Adult Literacy for Community Transformation: The Experience of Dodoma Urban District

Author: Eliud Ibrahim Njogella

Supervisor: Dr. Elinami. V. Swai.

Abstract: The purpose of this study was to analyse adult literacy as a means of community transformation. Specifically, the study sought to investigate the relevance of adult literacy in transforming communities; assess adult literacy alumni's perceptions on the knowledge and skills attained from adult literacy programmes and to analyse the challenges facing adult literacy programmes. The study was conducted in Dodoma Urban District whereby a sample of 93 respondents was selected in the study. The study employed purposive, stratified random and random sampling. It employed both qualitative and quantitative approaches. A predominant case study design was employed in the study. The main data collection techniques used were questionnaires, interviews, focus group discussion, observation and documentary reviews. The findings of the study revealed that, adult literacy alumni's had positive perception on adult education in meeting their needs and interests, thus playing an important role as means for transforming communities in all aspects of life. Despite having relevance on community transformation, the programmes were constrained by various challenges including inadequate teaching and learning facilities, shortage of facilitators, lack of training seminars and workshops and inadequate financial resources. The study recommends that, government adequately fund the adult literacy programmes, train enough facilitators and maintain close follow-up of the programmes.

Title: Teachers' Strategies for Development of Problem Solving Skills among Preschoolers in Kilimanjaro Region, Tanzania

Author: Mandama Adelaide

Supervisor: Dr. Lyabwene, Mtahabwa

Abstract: This study examined teachers' instructional strategies' for development of problem solving skills among pre-primary school children aged 5-6 years situated in four public pre-primary schools in Kilimanjaro region; particularly two in Rombo district, and two in Mwanza. Data collection and interpretation were guided by cognitive developmental (Piaget, 1963) and

social cultural theories (Vygotsky, 1978). From the theories and literatures underpinning the study; a conceptual model which links content and process variables of the study was deployed. A qualitative methodological approach with ethnographic perspectives was taken and a multi-method data collection strategy which included non participant observation, interviews and documentary reviews for triangulation of data sources was adopted. Data were collected from a purposive sample of 15 informants (Head teachers = 4; classroom teachers=5 and parents=6). Actual classroom teaching and learning experiences were observed and recorded using video tapes and photographs; classroom teachers, head teachers and parents were interviewed; and documents illustrating instructional planning were examined. Activity analysis methods, thematic and content were used to analyze data. The findings of this study indicated that teachers tended to focus on the development of children's problem solving skills in the domain of cognitive functioning. It was evident that, teachers spent most of the instructional time teaching academic skills such as reading, writing and simple arithmetic through songs, demonstrations, and directive scaffolding. Barriers to effective classroom instruction were both related to inadequate teachers' support and children social and emotional challenges. Arising from these findings, the study recommends among other things that, there was a need to set in-service professional development programs, support and supervision of teachers' activities through school inspectors and education officers.

Title: Assessment of Community Participation towards Rural Development Projects: A Case Study of Manyoni District Council in Singida Region, Tanzania

Author: Kyense, Godson. C

Supervisor: Dr. Ibun Kombo

Abstract: The study aimed at finding out the extent of community participation in rural development projects, different mechanisms and strategies used to ensure community participation and the role of the Government and NGOs in ensuring effective community participation in the rural development projects. Applied was survey participatory observation and documentary review research in the methods. Data were collected by using open ended questionnaires interviews and documentary sources. A total of 54 respondents participated in the study. Research findings indicated that —Community participation in the rural development projects is still low. The community does not participate effectively due to lack of education in projects management as the projects die when they are handed over to the community. Another finding is unequal participation between men and women, thirty five point two percent (35.2%) being women while sixty four point eight percent (64.8%) being men. Poverty was also a factor limiting local communities to participate effectively. Other factors are contradicting policies and approaches of different agencies working in the same area, non-flexible organizational policies, and poor communities' leadership and depending syndrome. Accordingly, the researcher suggests that participation of local communities in rural development projects is generally limited to —contribution and not by —empowerment the local communities to take control of the projects development process. The researcher recommends that some changes in terms of management of projects and human capacity are to be made in order to widen the scope of participation for the local communities. The researcher suggests that education must be provided to the general public concerning the advantages and disadvantages of community participation in

development projects and promoting skills- training must be provided to the community before the projects start to operate or put in place, so that they can be responsible and devote much of their time towards those projects.

Title:Income Generating Activities and their Effect on Academic Performance: The Case of Community Secondary School Students in Mbozi District

Author: Flora Joseph Kimhenge

Supervisor: Dr. Joyce Nemes

Abstract: The purpose of this study was to investigate students' engagement in Income Generating Activities and their impacts on academic performance in community secondary school students in Mbozi District in Mbeya Region. The study was mainly qualitative involving a cross sectional survey, supported by some elements of quantitative data. It used purposive and stratified random sampling procedures to obtain 139 respondents. Data were gathered through interviews and questionnaires, and were analyzed using descriptive statistics appropriate for responding to research questions. The findings of the study identified factors influencing students to engage in IGAs were family related factors; government related factors; lack of hostels and school feeding programme. Other factors are social related such as lack of awareness of parents and guardians on the adverse effect of students engaging in IGAs. A number of types of IGAs were identified as petty business, casual labourers, family and personal projects. The study also established effects for students' engagement in IGAs as poor academic performance, dropout, truancy or absenteeism, risk of pregnancy and tiredness. Recommendations for minimizing the prevalence of students' engagement in IGAs were educating parents, guardians and students, eliminating school fees and other mandatory costs, introduction of school feeding, building hostels and community to set bylaws. It was recommended that a similar study be carried nationwide in community secondary schools with a larger sample so as to make a generalization of the findings.

Title: Guidance and Counseling Needs Assessment at Primary School Level in Kinondoni District, Tanzania

Author: Moshi Ngogomela

Supervisor: Dr. Theodora Axweso Luxuma Bali

Abstract: This study aimed at assessing needs for guidance and counseling services (GCS) at primary school level in Kinondoni District. The methodology employed was mixed method with cross-sectional survey design plus the use of stratified sampling approach to identify schools and respondents in the sampled schools. Semi-structured interviews, questionnaire and documentary reviews were used for data collection. The sample constituted a total of 216 respondents from 13 primary schools located in Kinondoni District, 156 primary school pupils (PSP), 13 Head teachers, 26 teacher counsellors (2 from each school), 20 parents and 1 DEO. Data were analyzed using SPSS version 16.0 where descriptive statistics and multiple responses were used

to find frequencies and percentages of responses. Results revealed that the most need that PSP had was in the academic domain with secondary emphasis on the social domain. The study also revealed that teacher counselors in primary schools face various challenges including high pupils to counselor ratio (1:750), limited time to provide GCS, shortage of resources, poor cooperation from parents, abuse of modern technology and inadequate knowledge of guidance and counseling. The study recommended having in place teacher counselors in primary schools, availability of materials for GCS, enough time for GCS, cooperation from parents, government to build special rooms for GCS, government to take control of the modern technology and carrying out seminars on GCS. The study ends up with conclusion and recommendations for administrative measures and for further research.

Title: Child Care and Protection within the Family-Preschool Partnership Framework in Dodoma Region, Tanzania

Author: Reuben Sungwa

Supervisor: Dr. Lyabwene Mtahabwa

Abstract: This study sought to investigate child care and protection within the family-preschool partnership framework in Dodoma region, Tanzania. The study deployed multiple case study design and followed qualitative research approach. The study was guided by Bio-ecological theory, and it involved 40 respondents who were purposively selected. Data were collected through semi structured interview, Focus Group Discussion (FDG), and documentary review. Data collected were analyzed following Miles and Huberman (1994) procedures for qualitative data analysis which involved data reduction, data display and drawing conclusion and verification. The study findings revealed that, child care and protection within the family-preschool partnership framework in Dodoma region is still a big challenge that needs to be addressed. Young children in the region were found to be victim of various types of violence including physical, sexual and emotional violence in their homes, on their way to and from school as well as in the schools. Such kinds of violence were done by people close to children including their parents and teachers. However, lack of unity and cooperation between families and preschools, poverty, harmful cultural and traditional practices were observed to be factors behind the suffering of young children in the region. Based on these findings, it was concluded and recommended that, the government should initiate and support public awareness and education campaigns to promote positive, non-violent methods of child-rearing. Parents should be urged not continue to follow norms and customs that are harmful to young children, Likewise, in schools, teachers should receive some training on children's rights and alternatives to corporal punishment. At the same time parents-teachers association should be established and made effective.

Title: The Relationship between Leadership Styles Demonstrated By School Heads and Students' Academic Achievement in Community-Based Secondary Schools: A Case of Musoma District

Author: Adelina Mwanisi

Supervisor: Dr. Eneidy Mlaki.

Abstract: This study examined the relationship between leadership styles demonstrated by school heads and students' academic achievement in community-based secondary schools in Tanzania. The objectives of this study were: 1) To explore dominant leadership style demonstrated by school heads in community-based secondary schools in Tanzania; and 2) To examine students' difference in academic achievement in relation to leadership styles demonstrated by school heads in community-based secondary schools. The study involved 1809 participants who were randomly and purposively selected. The study used structured questionnaires for data collection where by Pearson Moment Correlation Coefficient (r) was used for data analysis. The study revealed that democratic was the dominant leadership style demonstrated by school heads in community-based secondary schools. However, the findings showed that there were positive but insignificant and very weak correlations ($r = .11, p < .56$ and $r = .05, p < .81$) between Autocratic leadership style and school's performance in grades A and C respectively. Likewise, there were negative but insignificant and very weak correlations ($r = -.05, p < .78$ and $r = -.08, p < .66$) between autocratic leadership style and school's performance in grades B and D respectively. Furthermore, there were negative insignificant but very weak correlations ($r = -.06, p < .78$ and $r = -.11, p < .66$) between laissez-fair leadership style and school's performance in grades A and D respectively. On the other hand, there were very weak insignificant positive correlations ($r = .00, p < .99$ and $r = .02, p < .90$) between laissez-fair leadership style and school's performance in grades B and C respectively. Similarly while there were positive but insignificant and very weak correlations ($r = .17, p < .38$ and $r = .08, p > .05$) between democratic leadership style and school's performance in grades A and B respectively; there were negative but insignificant and very weak correlations ($r = -.06, p < .83$ and $r = -.11, p > .05$) between democratic leadership style and school's performance in grades C and D respectively. Based on the findings, it was recommended that teachers should encourage students remember modeled behaviors by encouraging them to use various learning strategies and methods. The study recommended similar study to be conducted using different sample, methodology and different area of study.

Title: How Care Given to Orphans affects their Primary Schooling: The Case of Iwawa Ward in Makete District

Author: Benito Sikalange Mahenge

Supervisor: Dr. Noah Mtana

Abstract: The primary aim of this study was to investigate the kind of care that is given to orphans in Iwawa Ward, in Makete district, and how that care affects the orphans' primary schooling. The study was guided by the following research questions: Who are the caregivers of

the orphaned pupils? What kind of care is given to the orphans?, How that care affects the orphans' primary schooling? What should be done to improve orphans' primary schooling? The study employed a case study design. The location of the study was Iwawa Ward in Makete District and the target population was the orphans in primary schools in this ward. The two sample schools selected for this study were school A and school B representing schools situated in urban and rural areas respectively. The study involved 12 orphaned pupils, 6 caregivers and 4 primary school teachers. The study employed interview as the main method of collecting data. The findings of the study revealed that 87% of caregivers are close relatives. Others are distant relatives, and non relatives. The kind of care that is given to orphans includes provision of financial support, security, food, a place to live, medical care, clothing, teaching and learning materials. The findings also revealed that provision of enough care to the orphaned pupils enables them to be enrolled in schools, to have regular school attendance, and to build confidence and good behaviour. But inadequate provision of care leads to orphans' late or no enrolment in schools, having strong emotions, poor academic performance, truancy, dropping out of schools, delinquency, failure to join secondary schools, and becoming street children. From these findings, suggestions are made to family members and the community in general, to select caregivers basing on their ability to give proper care. The government is advised to make Secondary Education free and for all. This will enable orphaned pupils and other pupils from poor families to access it.

Title: Investigating the Relationship between Heads of School Leadership Styles and Students' Academic Performance in Hai District

Author: Theresia Wenseslaus Mtey

Supervisor: Prof. Jonathan L. Kabigumila

Abstract: The study sought to investigate the relationship between leadership styles of heads of community secondary schools and students' academic performance. The study employed the following sampling techniques: purposive, stratified and simple random sampling techniques. The theories that guided the study are Fielders' contingency leadership model and Path Goal theory leadership model. The findings of the study indicate that the predominant leadership style used in community secondary schools is democratic leadership style followed by autocratic leadership style with some elements of *laissez-faire* leadership style. The study have found that school heads encounter the following challenges in the course of apply their leadership styles in order to improve students' performance and running the schools effectively: lack of staff offices, poor teaching and learning environment, interference of politics with school leadership, shortage of teaching and learning materials, students' poor command of English language, high students' enrollment, poor students' discipline and poor communication between school heads and parents. The study has revealed that there is a direct relationship between leadership styles practiced by the heads of community secondary schools and students' academic performance. This suggests that students' poor performance, among others may be attributed to poor leadership. It is recommended that the government and all education stakeholders should; provide

enough teaching and learning materials, not mix academic affairs with politics and provide regular seminars and workshops to both teachers and heads of school. Teachers on the other hand should reinforce language of instruction to students, and control students discipline in cooperation with parents.

Title: Gender Balance Phenomenon in Secondary Schools: Prospects and Challenges in Babati District

Author: Neema Kabura

Supervisor: Prof. Jonathan L. Kabigumila

Abstract: The objective of this study was to gain in depth understanding of the phenomenon of gender balance in secondary schools and to document its prospects and challenges in education. The study examined the state of gender balance in secondary schools and explored teachers and students perception on gender balance in some selected secondary schools in Babati District in Manyara. It also examined prospects and challenges of gender balanced classroom in academic achievements. The study employed a mixed method approach. A total 90 purposively sampled respondents from six secondary schools participated in this study, which included 60 students, 24 teachers and six heads of the schools. The data were collected through interviews, documentary review and focus group discussions qualitative data was analyzed through descriptive content analysis, and quantitative data was calculated and quantified in form of percentages. The findings revealed that the source of gender disparity in secondary schools emanated from family economic problem (poverty), cultural (girl child marriage, gender role in the household) and individual factor (teenager's pregnancies and truancy). Other sources include long distance to schools and lack of role models. The researcher suggested various measures that can be done to reduce gender disparity in Secondary schools, among them being providing guidance and counseling to girls and community sensitization on the important of educating girls, existence and effects of sexual harassments. It was further suggested that the Tanzania Institute of Education incorporate gender as a cross cutting issue in Secondary education curriculum.

Title: The Perceived Influence of Teacher Commitment to Teaching on Students' Performance: A Case of Community Secondary Schools in Tanzania

Author: Columba Boniface Maboko

Supervisor: Dr. Francis William

Abstract: This research study explores the perceived influence of teacher commitment to teaching on students' performance. The objectives of the study were to: Identify various duties performed by normal teachers in ward secondary schools; Investigate the level of teacher commitment towards teaching; Find out the impact of teacher commitment towards student performance; and Propose strategies towards improving high level of commitment of teachers in ward secondary school in Tanzania. Four selected ward secondary schools, 64 students, and 24

teachers from Musoma Municipality were involved in the study. The study was mainly qualitative that was supported by few quantitative data. Data were gathered through unstructured and structured interviews protocols, close-ended and open-ended questionnaires and documentary reviews. Analysis of data was done through descriptive explanatory approach. Findings and observations from the study revealed that students' academic performance decreased continuously from year to year due to lack of teacher commitment to teaching. The major contributing factor for loss of teacher commitment was shortage of teachers which caused the escalation of teachers' duties to teaching activities. Teachers were obliged to administration duties which finally impeded them from dealing with classroom instruction effectively. The study concludes that teacher commitment to teaching is the most important factor which influences students' academic performance in any education system.

Title: Roles of Heads of Schools to Teachers' Professional Development at Work Place in Public Secondary Schools: The Case of Kilombero District in Morogoro Region

Author: Rose Mgya

Supervisor: Dr. Sipora H. Kisanga

Abstract: The purpose of the study was to examine roles of heads of public secondary schools in teachers' professional development (TPD) at workplace in Tanzania, focusing on Kilombero district. The study had two research objectives; exploration/ examination of heads of secondary schools' roles; for TPD at workplace and ways of professional development of secondary school teachers at their workplace. The challenges faced by teachers and secondary school leaders due to professional development of secondary education teachers also presented. The study was guided by Stufflebeam's (1971) model of contexts, inputs, process and product (CIPP) towards realizing conceptual framework that was in line with study objectives and literature reviewed. The study employed a cross-sectional design. A total of 10 participants were involved in the study, among them, two were heads of secondary schools, four were science and arts heads of departments and four were science and arts subject teachers who were selected purposively. Data were collected through semi structured interview and documentary review and were subjected to qualitative analysis. The findings from the study depicted that, school leadership contributed to TPD through; establishing a culture of collaboration within departments, insisting on teachers' supervision, facilitating teachers' attendance to workshops and seminars, ensuring that teachers learn from available resources. However, the study depicted a number of challenges facing the secondary school leaders and teachers due to the TPD at the workplace that include shortage of teaching and learning resources, shortage of teachers, poor leadership, lack of fund and poor infrastructure, these, in one way or another restrain eagerness of teachers toward TPD.

Title: Creating Community of Learners through Teacher Resource Centres and Strategies for Teachers' Professional Development: A Case Study of North Unguja Region, Zanzibar

Author: Khamis Haji Shaf

Supervisor: Dr. Andrew L. Binde

Abstract: This study addressed the question of how Teacher Resource Centres-TRCs used as a strategy to create a community of learners among teachers in North Unguja Region. Creating a community of learners among teachers is understood to be a promising strategy towards teacher professional development. The study has been triggered by concerns on underutilization of the facility on one side and extremely demand of TRCs on the other part. The study employed a case study design for its focus on a unit of TRCs and qualitative approach on the basis of research questions. A total of 45 respondents were purposefully selected as a sample and consisted of 2 TRC coordinators, 2 subject panels' members from sciences and arts. In addition, 4 head teachers, 37 subject teachers were randomly selected. Data was collected through interview, observation and documentary review. Findings of the study revealed that TRCs play significant role in creating community of learners among teachers and also they act as a strategy for teachers' professional development; TRCs provide a range of services such as in-service programmes, library services, and as the place of meetings to discuss teacher education issues and other academic matters. The study also indicates that TRC services are accompanied with interaction between teachers, materials and TRC staffs. Further, the study findings brought to light challenges facing TRCs in creating community of learners among teachers and in teachers' professional development such as shortage of education materials, lack of personnel. In view of the findings, it is concluded that for TRCs to effectively function as a facility of creating community of learners and at the same time enhances professional development, resources have to come to the front and centre.

Title: Assessing Stress Factors and Coping Strategies among Primary School Adolescents in Morogoro Municipality, Tanzania

Author: Neema Kashindye

Supervisor: Dr. Eneidy Mlaki

Abstract: The aim of this study was to assess stress factors and coping strategies among primary school adolescents in Morogoro Municipality, Tanzania. The study employed both quantitative and qualitative methods. Both purposive and stratified simple randomly sampling procedures were used. An overall number of 108 respondents made up of 18 primary school teachers and 90 primary school adolescents were involved in this study. Data were gathered through, interview, questionnaires and documentary reviews. Quantitative data were analyzed descriptively through the use of SPSS version 16 and qualitative data were analyzed by using content analysis. The findings indicated that; stressors such as, "academic performance", "parental conflicts" "financial difficulty at home" "examinations" and "long distance from home to school" were the principal sources of stress among primary school adolescents. Wide range of physiological

symptoms of stress such as headache, tiredness and hunger were very common to most of the adolescents. The findings also show that: “poor school attendance” “early pregnancy” “lack of concentration” and “lack of interest in studies” and “psychological problems” were the major effects of stress in primary school adolescents. To cope with stress the adolescents in primary school adopted different coping strategies including “positive reappraisal”, “escape-avoidance” and “seeking social support” these were very common to adolescents in this study while the less used one was confrontive coping. The study concluded that primary school adolescents have little knowledge of stress, and how to cope with stress. The study recommends that there must be extra efforts in assisting pupils to manage stress such as more leisure time activities, better interaction with parents, peers and teachers and proper guidance and peer counseling at school could do a lot to reduce stress, which affect not only their academic performances but also all aspects of health.

Title: Comparative Analysis of Leadership Styles and Behaviour of Male and Female Heads of Primary Schools: A Case of Kasulu District in Kigoma Region

Author: Ntide Pius Dady

Supervisor: Dr. Theodora A.L. Bali

Abstract: This study compared leadership styles and behavior of male and female heads of primary schools in Kasulu District. It employed a cross sectional research design, where both qualitative and quantitative research approaches were used. A sample of 192 respondents which comprised of 22 heads of schools, 124 teachers, 44 pupils and two District education officers were used. Data were collected through interviews, questionnaires and documentary review. Qualitative data were subjected to content and thematic analysis and quantitative data were analyzed through computation of frequencies and percentages by using SPSS version 17. Findings of the study revealed that, the heads of primary schools currently use participative, team management, democratic and authoritative leadership styles. It was found that female heads of schools often used participative leadership style while male heads of schools often used team management leadership style in running their schools. Moreover, male and female heads of schools were found with almost the same amount of task oriented leadership behavior; even though female heads of schools were high in interpersonal leadership behavior than male heads of schools. Nonetheless, leadership styles and behavior of male heads of schools were viewed as effective by most of the respondents than leadership styles and behavior of female heads of schools. Based on the findings, it is concluded that, although most male and female heads of schools displayed pleasing leadership styles and behavior, leadership styles and behavior of female heads of schools were not fully appreciated. The study thus recommends addressing the situation of gender imbalance in schools leadership, in order to utilize leadership talents and skills of female heads of schools as it have been done for male heads of schools.

Title: The Contribution of Teaching Practice to Teacher Professional Competence: The Case of Morogoro and Klerruu Teacher Colleges

Author: Urlick Ndunguru

Supervisor: Dr. Andrew L. Binde

Abstract: This study intended to address the contribution of teaching practice on teacher professional competence. The introduction of competence-based curriculum at all levels in education system in Tanzania brought challenges to teachers who are the major implementers of the new curriculum. Therefore the base of this study was on the change of curriculum from teacher-centered to learner-centered in education systems. Social constructivism theory developed by Vygotsky was used as theoretical framework. While professional competence of teachers developed by Selvi was used as conceptual framework to guide my study. However literatures related with the concepts of teaching practice and teacher professional competence, modes of teacher preparation and its development were reviewed. This study is a case study in nature whereby qualitative methods and techniques were used to collect data and some elements of quantitative techniques were employed too. The study also adopted a descriptive technique in analyzing; presenting and discussing data collected through interviews and focused group discussion. While data collected by questionnaire were analyzed through (computer) SPSS software version 16. Findings revealed that, teaching practice enhances student teacher's professional skills in terms of pedagogical knowledge and subject-matter knowledge. Student teachers at college level are seen as a group of students but through teaching practice they are given an opportunity to demonstrate individual teaching competencies that might not be seen during classroom session. Also the study revealed financial inadequacy, shortage of teachers, absence of laboratories, lack of teaching and learning materials and lack of accommodation to student teachers as challenges facing the implementation of teaching practice. Moreover, the study concludes that, for competence attainment at Diploma level in Tanzania teaching practice should not be less than 16 weeks per programme with respect to intensive supervision. This period is somehow adequate for student teachers to practice their learned knowledge and show competencies on teaching profession.

**Title: Leadership Styles of Secondary School Heads: Teachers' Perceptions - A Case of
Kondoa District**

Author: Alphastanus Kweba

Supervisor: Dr. Mateso, P.E.E

Abstract: The purpose of this study was to examine the leadership styles practiced by secondary school heads working in Kondoa District. Specifically, the study aimed at understanding how Kondoa District secondary school teachers perceived the way their heads apply Situational Leadership (SL) styles. Four research questions guided the study: (1) How do school heads understand leadership styles? (2) What are the SL styles employed by the school heads as perceived by the teachers? (3) What are teachers' perceptions about their heads' ability in practicing the perceived SL styles? (4) What factors cause the school heads to employ different leadership styles? The study employed a qualitative multiple case study design, whereby a total of 76 participants from ten secondary schools were selected as a sample. A Simple random sampling was used to select 72 secondary school teachers, whereas four school heads were obtained through purposive criterion sampling. Interview and survey methods were used to collect the data. Qualitative-content analysis and descriptive analysis were employed to analyze the research questions. The findings revealed that school heads were familiar with leadership styles. *Participative style* was observed to be practiced much more than other three SL styles. Two factors, namely *teachers' accountability* and *cooperation*, were viewed to be the grounds for such styles to be adopted. Also, from the findings it was observed that some of school heads were task oriented while others were people oriented and the flexible heads performed better than inflexible heads. Lastly, several recommendations are provided by this study to policy makers, practitioners, and researchers.

**Title: Perception of Secondary School Teachers and their Students towards the Use of
Mobile Phones in Secondary Schools in Kilosa District**

Author: Peter Leslie

Supervisor: Dr. Sipora H. Kisanga

Abstract: The study dealt with the perceptions of secondary school teachers and their students towards the use of mobile phone for educational purposes in government ordinary secondary schools in Kilosa district. The study was guided by two specific objectives which were; to explore the perceptions of secondary school teachers and their students towards the use of mobile phone for educational purposes in ordinary secondary schools in Kilosa district, and to examine what measures have been taken to address the challenges of mobile phone use for educational purposes. Moreover, the study used qualitative research approach while employing cross sectional survey as the research design in which data were collected through interviews and focus group discussions. The sample was purposely drawn from two government secondary schools in Kilosa district. The study involved 12 respondents from two studied secondary schools namely Kidodi and Mikumi secondary schools. The findings revealed that, secondary

school teachers and their students are using mobile phones at school for personal related activities where by very few teachers and students are using for educational activities. Also, the findings revealed that school administration perceive the use of mobile phones among students is distraction. This implies that students are prohibited to use mobile phones at school compound. Therefore, numerous numbers of measures have been taken to overcome the challenges are like setting school bylaws, administering punishment and providing education on better use of mobile phones. Basing on the findings of the study, we recommended proper use of mobile phones for educational purposes in secondary schools and encourage further research along the lines of the present research.

Title: Students' Cost Sharing Coping Strategies in Private Universities: The Case of St. John's University of Tanzania

Author: Abich Dah Omollo

Supervisor: Dr. Theodora A. L. Bali

Abstract: This study assessed the strategies used by students in private universities to cope with cost sharing and the effects of these strategies on students' learning. It was grounded on the human capital theory while the conceptual framework constructed by the researcher was based on the cost sharing policy. The study involved seventy two (72) participants who were purposively selected. Data were gathered using multiple data collection methods, namely interviews, documentary review, focus group discussion and observation. Data collected were analysed using Qualitative Content Analysis developed by Philipp Mayring. The results revealed that students' loans were too small to make them concentrate fully on their learning activities; hence they are compelled to use decent and indecent strategies in order to earn additional income. Effects of these coping strategies on students' learning were largely negative with little positive effects. Living in unfriendly rooms, poor access to library, heavy reliance on lecture notes, postponement of studies/examinations, and missing classes for coping strategies were common among the effects. Finally, borrowing of learning materials or copying lecture notes from classmates, and postponement of studies/examinations are means found to be used by students to deal with the negative effects of coping strategies on their learning. The study recommends that the government should diversify sources of loan and also verify the information provided by loan seekers so that those who deserve the loans get sufficient loans. The researcher finalizes by recommending further research on the subject area.

Title: Assessment of Music Teaching Subject in Primary School: A Case of Dodoma Municipal

Author: Noel Patrick Hodari

Supervisor: Prof. K. M. Osaki

Abstract: The aim of this study was do assess music teaching subject in primary school in Dodoma Municipality. The objectives of this research were to study syllabus needs and current practices, design few introductory lessons based on music active learning pedagogy, try them in classroom, perform a formative evaluation and evaluate its effectiveness by working with

selected teachers in teaching and developing talent at primary level. The study employed both qualitative and quantitative approach. The study included forty (40) primary school pupils and four (4) teachers. The data were collected through interviews, observation, questionnaires and tests. Data analysis was done through descriptive content analysis, and calculations were made to get qualifiers in form of percentages and statistics. The finding of the study revealed that, primary schools in the sample had no music subject teachers and they lacked facilities such as books and a school band; it was also revealed that music is not considered as a separate subject but rather being a topic within the vocational skills syllabus. Teachers who were exposed in the new approach and materials are able to cope despite these difficulties it was also revealed that tremendous improvement for school music teaching turn the new designed material had happened. Some of this was manifested by the study recommendations that the authorities to consider music and creative arts as are content in primary syllabus and also pupils to be exposed to the performing arts in order to give them ability to perform well in math's, sciences and social sciences subjects it also recommends that pupils knowledge development in the creative arts should be started earlier in order to encourage talent development at the early ages. This promotes important component in order to preserve the rich culture of the society.

Title: Effective Teaching of Kiswahili Reading in Standard One in Government Primary Schools: Design and Testing of an Interactive Approach

Author: Cornelius Maganga

Supervisor: Prof. K. M. Osaki

Abstract: This study describes the process of Design and Testing of An Interactive Approach based on improving the Effective Teaching of Kiswahili Reading Skills for Standard One in Government Primary Schools. Specific objectives of the study were to; investigate students' ability in reading Kiswahili language letters, words and sentences; design and develop exemplary Kiswahili teachers guide and materials for improving reading skills to pupils; evaluate the pedagogical skills used by teachers in teaching reading skills and assess the reading ability of the pupils who have learned through the designed lessons and materials compared to other pupils. The study aimed at seeking a possible solution to the reading problem where a large number of children are not able to read it fluently even though the language is widely spoken across the country. The study adopted a developmental research approach in which a quasi experimental design was adopted, where *pre*-/post-intervention test were used in *two schools. The intervention school contained 52 pupils and 48 pupils in the control school. Both quantitative and qualitative data were collected during study. The new approach to teach reading focuses on getting learners learning to read.* Findings from the study indicated that there was alarming problem of children who cannot read and write, teachers used the traditional approach in teaching reading in lower grades which could not help them to assist their students to have skills in reading and writing so as to improve their reading abilities. Also teachers and students were found to be more interested in learning by the new tested approach than the traditional approach. Therefore, the materials seemed to be useful in schools.

Title: The Role of the Baseline Orientation Course in Enhancing Learners' Transition from Primary to Secondary Education in Tanzania: The Case of Dodoma Municipality

Author: Murasi Geoffrey Murasi

Supervisor: Dr. Noah Mtana

Abstract: During the transition from primary to secondary schooling, students experience changes within themselves as well as in their school environment. This study investigated the role of the Baseline Orientation Course (BOC) in enhancing learners' transition from primary to secondary education. The study addressed three specific objectives which were: 1) To explore the implementation of the BOC in successful and unsuccessful secondary; 2) To explore the challenges faced by teachers and students in implementing the BOC in the schools; and 3) To suggest improvements in the running of the BOC. The study mainly employed the qualitative approach, particularly the case study design. One more successful school (MS) and a less successful school (LS) were selected for comparison. The study involved a total of 62 respondents from the schools, including two (2) BOC coordinators, 12 BOC teachers, and 48 Form One students. All respondents were selected using purposive sampling. Data were collected through interviews, FGDs, and language proficiency test. The data were analyzed and presented descriptively; however, in some quantitative elements, statistical computations were conducted using the SPSS. The study revealed that the BOC helped to enhance learners' transition from primary to secondary education. However, student selection, teachers' knowledge and experience management and monitoring of the course were found to be the key factors influencing the success of the BOC in the two schools. This study recommends, among other things, early student selection, teacher development and monitoring to be looked into for the BOC to be a more successful transition program.

Title: Teachers' Perceptions on Learner-Centred Pedagogy in Diverse Ethnic Classrooms in Secondary Schools: The Case of Longido District in Arusha Region, Tanzania

Author: Mwamvita Shabani Kilonzo

Supervisor: Dr. Andrew L. Binde

Abstract: This study investigated teachers' perceptions on learner-centred pedagogy in diverse ethnic classrooms in Longido District, found in Northern Tanzania. Among the challenges which affect learning in diverse ethnic classrooms are orienting teacher-centred, teachers' lack of knowledge and skills of diversity and ineffective use of learner-centred pedagogy. The study employed cross-sectional and descriptive research design and combined both qualitative and quantitative approaches. Total of (63) respondents from four secondary schools were consulted as a sample of the study. Data were collected through open-ended questionnaires, semi-structured interviews and focus group discussions. Qualitative data were analyzed and interpreted through coding and dividing data into themes that fit major categories of information. The findings revealed that 25 (39.6%) of respondents perceive learner-centred pedagogy simply

as learner at the center of learning and 24 (38%) of respondents perceive it as participatory learning. Also, 48 (76.2%) of respondents stipulated that there is a need for teachers to have strong understanding of student's socio-cultural backgrounds in order to facilitate learning in diverse ethnic classrooms. In conclusion, secondary school teachers in Longido District understand learner-centred pedagogy despite the fact that some teachers did not apply it in their daily teaching and learning process. Also, teachers' lack of knowledge of diverse ethnic background, inappropriate and ineffective use of learner-centred pedagogy makes students with diverse ethnic backgrounds vulnerable to missing the educational benefits as they are not engaged fully in learning process.

Title: The Effects of the Presence of Others and Complexity of Task on Primary School Children's Performance

Author: Catherine Uiso

Supervisor: Dr. Narayan Prasad Behera

Abstract: The purpose of the current experimental study was to investigate the effects of presence of others and task performance primary school children. The study hypothesized that the pupils would perform significantly better on simple task when they would do the task in presence of others who would similarly be engaged on the same task as well as in the presence of passive on-lookers than when would conduct the task alone, and vice versa. Further, the study hypothesized that girls would out perform their boy's counterparts. The study included 42 standard six pupils whereby 21 were girls and 21 were boys who were obtained through stratified random sampling from Kiwanja cha Ndege Primary school in Dodoma Municipality in Tanzania. The study employed Within-Participants Repeated Measures Experimental Design for data collection whereby the obtained performance scores were analysed through two ways Analysis of Variance (ANOVA) for repeated-measure designs SPSS version 16 provision. The study found that pupils performed slight best in both simple and complex tasks in the presence of the engaged others. Further, they performed better in the presence of the passive on-lookers than when alone. The study also found that girls performed better than boys. The study therefore recommend the organization of teaching and learning tasks in primary schools with preference of co-operative, collaborative and/ or other arrangements which will expose learner to others, particularly similarly engaged on the given task. The study further recommends replication of studies to affirm theories in the study area.

Title: A Study of the Effectiveness of Discussion and Activity-Based Mathematics Materials (Dab-Mm) in Mathematics Learning in Tanzania: Focus on Dodoma Municipality Primary Schools Level

Author: Raphael John Siumbu

Supervisor: Prof. K .M. A. Osaki

Abstract: Statistical evidence shows that the quality of mathematics education in Tanzania is of a poorer quality than that of any subject in all level of education. This study was attempted to disentangle the phenomena by designing an intervention material that can promote meaningful learning. The study was conducted in two primary schools in Dodoma Municipality. Five research questions guided the study. This study employed Educational design research in collecting and analyzing data. Tools for data collection included unstructured interview, questionnaires, documentary review, pre test and post test. The sample design was purposeful because the two teachers involved were standard V mathematics teachers and all students involved were standard V students. The intervention material used learner centered approach. The findings from the study revealed that the reasons for intermittent poor performance of mathematics include internal inefficiency of the educational system, particularly poor quality of inputs in terms of human, time and material resources. The initial results of the intervention revealed that the designed material was effective since it raised students' performance significantly. The findings also revealed that if deliberate efforts are scientifically made to upgrade the quality of teaching and learning, the quality of mathematics education and the quality of education in general will ultimately rise significantly. The study also revealed that 40 minutes for teaching and learning mathematics through LCA under prevailing overloaded curriculum is neither practical nor effective.

Title: A Parents And Teachers' Strategies for Guidance of Socio-Emotional Behaviours among Pre-School Children in Tanzania: A Case of Moshi Rural District

Author: Sefu Mohamed

Supervisor: Dr. Mtahabwa, Lyabwene

Abstract: This study examined parents and teachers' strategies of guidance for socio-emotional behaviours among preschool children, using Moshi Rural District as the case study. The study deployed a case study design where the qualitative approach was used with some elements of quantitative approach. Underpinned by the Life Mission Theory IV, Social Cultural Learning Theory and Adlerian Theory of Behaviour, the study involved 41 informants who were 7 head teachers, 17 parents and 17 preschool teachers, all were selected using purposive random

sampling strategy. Data were collected through FGD, semi-structured interviews and documentary review and were analyzed by using Transcendental analysis plan by Miles and Huberman (1994). The study found that the most valued socio-emotional behaviours were attention, respect, obedience and learning. To most of teachers, learning results from other socio-emotional behaviours while to majority of parents, learning is more important than other socio-emotional behaviours. Also, strategies used to guide expected behaviours include teaching children required skills and behaviours, unconditional positive regard, punishment, reinforcement, redirecting, prohibiting, modeling and discussion. However, guidance of expected socio emotional behaviours faces challenges such as influence of living environment, media and means of communication, individual behaviours, family and parenting style, lack of parental and societal awareness and school learning environmental factors. The study recommends that efforts should be given on the guidance of preschool children's socio-emotional behaviours during early childhood rather than putting much effort on solving their problems of moral decays and bad behaviours during adulthood.

Title: Patterns for Coping with Decisional Conflict in Relation to Emotional Intelligence of University Executives

Author: Mkanachi, Mohamed

Supervisor: Dr. Narayan Prasad Behera

Abstract: This study examined the patterns for coping with decisional conflict in relation to emotional intelligence (EI) of university executives. The study's objectives were to determine the coping patterns most preferred by university executives and their levels of emotional intelligence, to find out relationship between the two constructs as well as to work out their differentials. This research used questionnaire survey design. The study used Melbourne Decision Making Questionnaire (MDMQ) and Emotional Intelligence Scale (EIS). Purposive sampling was used to select 161 university executives from 16 universities in Dar-es-Salaam, Dodoma and Morogoro regions. The collected data were analyzed through descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) version 16. The findings showed that majority of university executives possessed high EI levels and preferred vigilance coping pattern over buck-passing, procrastination and hyper vigilance patterns. However, there was negative relationship between vigilance pattern for coping with decisional conflict and high levels of emotional intelligence among the university executives. The study recommends replication studies to affirm theories in the study area.

Title: A Study of ICT Courses in Education Programmes at SUZA: Their Effectiveness in Teacher Preparation

Author: Awena Wazir

Supervisor: Prof. Kalafunja M. O-saki

Abstract: The central purpose of this study was to investigate ICT courses in education program at SUZA; focusing on their effectiveness in teacher preparation. The study was mainly qualitative case study supported by some elements of quantitative data. Using both random and purposive sampling techniques, a total of 104 respondents; 70 third year university student teachers, 30 ex-student teachers, 3 ICT lecturers and a head of ICT department at SUZA participated in the study. Data were gathered through interviews, questionnaires, observation and documentary review. The data were analyzed using the framework for analyzing data in mixed methods research. Findings revealed that ICT programs at SUZA had double role, as a tool to facilitate teaching and learning and core to be studied by student teachers studying education. ICT infrastructures at SUZA are not in good state to prepare quality teachers with ICT skills and knowledge for their future teaching career. Also, ICT integration in teaching and learning is done by both lecturers and student teachers in various teaching and learning activities. However, lectures and student teachers perceived that ICT resources, time to complete ICT content and poor background of ICT knowledge among student teacher deterred preparation of competent ICT teacher for their future teaching career. The study recommends that in order to prepare competent teachers with ICT knowledge and skills, SUZA has to review its ICT course content; improve ICT resources, and assess student teachers, during TP on how ICT is applied in teaching and learning. Finally, the government through MoEVT is encouraged to make ICT learning compulsory subject to all students from primary to secondary schools so that all learners acquire these basic tools of modern life and work.

Title: Investigation of Conflict Management in Selected Teachers' Colleges in Kilimanjaro Region, Tanzania

Author: Eliakimu Jackson Towo

Supervisor: Dr. Eneidy Mlaki

Abstract: This study investigated the management of conflicts in selected teachers colleges in Kilimanjaro region. The study involved three teachers colleges. A total of 140 respondents which included 6 colleges' board members, 3 college principals, 46 tutors and 85 students were involved. The study employed quantitative and qualitative research approaches with the qualitative one being dominant. The researcher applied a theoretical framework which provides an organizing and explanatory framework for conflict behavior. Data were collected through questionnaire, interview, documentary review, and focus group discussion. Numerical data were analyzed by descriptive statistics and the qualitative one was subjected to content analysis.

Findings revealed that, the most prevalent conflicts were between tutors and administration followed by conflicts between students and administration. Conflicts between tutors were the least happening in teachers colleges. The findings also indicated that the causes of conflicts were varied across situations and therefore required different resolution mechanisms depending on the nature of the problem. The study concluded that, in building synergy and cohesion among college members, the ability to diagnose and manage conflicts at their nascent stages before they grow out of proportion is of paramount importance. Based on the findings, the study recommends that the Ministry of Education and Vocational Training should organize seminars and workshops to the college tutors and students on how to build good working relations between them. Similarly, training is needed to college principals to equip them with knowledge on how to diagnose conflicts at their nascent stages and resolve them constructively.

Title: Examining the State of Science Teaching in Pre-primary Schools in Dodoma

Municipality: Tanzania

Author: Paulina Lugenzi

Supervisor: Dr. Lyabwene Mtahabwa

Abstract: This study examined the state of science teaching in pre-primary schools in Dodoma Municipality, Tanzania. The study employed mainly a qualitative approach, with some quantification of specific phenomena. It utilized a case study design focusing on ten pre-primary schools in Dodoma Municipality and guided by the Context, Input, Processes and Products model. There were 50 informants sampled purposively (school heads =10; teachers=10; parents=10; and pupils=20). Data were collected through observation, interviews and documentary review. All the data collected were subjected to thematic analysis and interpretation techniques. The findings from the study revealed that pre-primary schools suffered from acute shortage of teaching and learning resources such as classrooms, toilets, playgrounds, furniture, science text books and teacher guides. The insufficiency of teaching and learning resources deprived pupils of the opportunity to engage in meaningful hands-on-activities, thereby rendering science teaching and learning less successful. Further, the findings indicated that teacher centred approach was most used instead of the child-centred approach in both public and private pre-primary schools. Based on these findings, it was concluded that teacher qualifications and resource availability for children's hands-on-activities were critical in the teaching and learning science in early childhood. To improve science teaching in early childhood, the study recommends that the early childhood policy needs to be revised with special attention to teacher training and resource availability.

