

**SCHOOL FACILITIES AND STUDENTS' ENROLMENT IN SELECTED
SECONDARY SCHOOLS IN ILEMELA DISTRICT,
MWANZA TANZANIA**

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In Partial Fulfillment for the award of masters Degree
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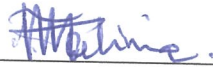
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DECLARATION A

This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".



Signature of Candidate

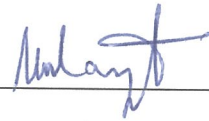
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DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under our supervision".



Dr. Kayindu Vincent

Supervisor

Date

APPROVAL SHEET

This thesis entitled "*School Facilities and Students Enrolment in Selected Public and Private Secondary School in Ilemela ,Mwanza Tanzania*" Prepared and submitted by **Malima ,James S.M** in partial fulfillment of the requirements for the Degree of **Masters in Educational Management and Administration** has been examined and approved by the panel on the oral examination with a grade of **PASSED**.

Name and sig. of Chairperson

Name and sig. of Supervisor

Name and Sig. of Panelist.

Name and Sig. of Panelist

Date of Comprehensive Examination: _____

Grade: _____

DEDICATION

This book is dedicated to my dear Parents Mrs, Elizabeth Silago my special dedication goes to my wife Mariam Erasto for her support morally and spiritually, really it has been quite tremendous, and without their mutual support it would have been difficult for me to finish my course. May God bless them. I also extend my dedication to my Friends Barack Mwijarubi and other staffs for their comprehensive work and for those who have been nearer to me towards the completion of this book, they have been quite remarkable, their support and materials are quite outstanding, their help to me is beyond measure.

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I also extend my sincere thanks to the District Executive Director and staff of Kishapu District Education department for the information and support provided to me during the execution of the study.

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ABSTRACT

The study explored "School facilities and Student enrolment in selected public and private secondary schools. The study was carried out in Ilemela District, Mwanza , Tanzania in ten selected secondary schools . The study objectives were to: determine the profile of respondents in terms of age, gender, education qualification and working experience; to determine the level of school facilities, to determine the level of students' enrolment; and to establish whether or not there is a significant relationship between the school facilities and students' enrolment. The study used a sample of 169 respondents, using self administered questionnaires. The study utilized descriptive survey research design, in particular descriptive correlation. Data were analyzed using percentage distribution, means and Pearson's correlation coefficient. The findings of the study indicated that all respondents (Teachers and administrators) were in the age range of years 21 -50 years and above. Majority of the respondents were male (63.3%) compared to female (36.3%), the findings also revealed that majority of the teachers were Bachelor's Degree holders (47.5%). The level of school facilities is high with an overall calculated mean of (2.67). The level of students enrolment is high, overall mean(133.7).The level of school facilities and level of students enrolment are significantly correlated (Sig value = 0.000). It was recommended that the Government, Civil societies and Non Government Organizations should continue sensitizing parents about the importance of sending their children to school.

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LIST OF ABRIEVIATION

- ESIP** - Education strategic investment plan.
- TTU** - Tanzania teachers union.
- SEDP** - Secondary education development plan.
- BEMP** - Basic education master and plan.
- UPE** - Universal Primary Education.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

BACKGROUND OF THE STUDY

In the early colonial days, education in Tanzania developed because of the initiative of voluntary organizations especially those of the Christian missionaries and Good educational facilities during those days were only available to a small elite group and the masses remained largely illiterate or poorly educated school facilities were very poor and inadequate (source; Tanzania Teachers Union ,2003).

In Tanzania after independence people were lived in scattered area that where rural the government decided to form community settlement villages in order to provide good services such as construction of schools in every village and main guidelines for education development were provided which laid emphasis on the equality of opportunity of education for all in order to increase students enrolment at primary and secondary schools with few school facilities. (Tanzania teachers union, 2003)

In 1961, education system in Tanzania was changed so that it could cater for the need of the Tanzanian people and this was reflected in the education policy Act. No. 37 of 1974. In this act the education system was to be free for all public secondary schools, this was intended so that the enrolment of students could increase in school.

Education was to be provided in a such way that there was religious no racial discrimination, so that all people had opportunity to attend school .Not only that but also there was introduction of Regional integration, that were the schools got students from different regions so that the students relate to each other and

establish friendship that brought National unit

Education Reforms The education reforms began in 1995. The overall objectives of introducing education reforms together with other policy initiatives is to ensure growing and equitable access to high quality formal education and adult literacy through school facilities expansion, efficiency gains and quality improvement, accompanied with efficient supply and use of resources. In early 1997 the Tanzania Government developed a Basic Education Master Plan (BEMP) to guide development in basic education provision. (Government and private sector).

In response to the local Government reforms agenda, an action plan for transferring responsibility to local school committees has been prepared (Government Reform Act 1998). A pilot project for decentralization through a Block Grant system covers 37 Local Authorities were involved . In principal less developed regions/districts were given preferences in opening new secondary schools in every ward in 2007 but the students enrolment increased with a few school facilities .(SEDP report 2006).

The government's role is now changing from that of a key player to that of a facilitator in the provision of education. This new role of the government provides a more conducive environment for the private sector to increase its investment in education so that Private investment in education will establish more learning environment that will allow imparting both knowledge and technology to the youth for a more active participation in education.

The social development, education sector has been affected by poor school facilities allocation to the sector, being public or private. The situation has been observed by donor community and acted friendly to support the sector. The Ministry of Education through the Educational Strategic Investment Plan (ESIP), 2003, asserts

that despite low government tuition fees, teachers' association (TTU) dues resulted into poor parents not being able to enroll all (or any) of their children in school. Another significant problem was the rigid, formal primary system and time- table preventing children involved in petty trade or household activities from attending school. Generally, enrollment at secondary school level was much lower before the introduction of Education Reform (Kevin, 1997).

In 2005 -2010 the Ministry of Education formed secondary school education development program (SEDP) in order to increase, classroom ,science teachers and students enrolment, but school facilities were not proportional to students enrolled thus classrooms occupied larger number of students with less furniture.

Statement of the Problem

School facilities and their adequacy is a nagging issue in Tanzania education system .The link between facilities in term of having quality and quantity required for a school and effectiveness of school can not be over emphasized. Many schools have very few teaching facilities and this may be affecting students .Recently ,Government encouraged schools especially private schools to ensure that adequate teaching resources are available to encourage parents especially in rural areas to enroll their children into secondary school .It is based on this issue of adequate and availability of school facilities which is suspected to affect students enrolment ,that the researcher decided to examine if relationship actually exists between school facilities and students enrolment in Tanzania secondary schools .The question to answer using empirical results ,therefore, what is the relationship between school facilities and students enrolment in Ilemela district in Tanzania ?

Purpose of the Study

The purpose of this study was to identify the gap of school facilities and students enrolment and to assess the relationship between school facilities and students enrolment.

1. Test the hypothesis of no significant relationship between school facilities and students' enrolment.
2. To validate the system theory under Morgan (1986) in relationship between school facilities and students enrolment.
3. To add the existing body of knowledge in area of school facilities and students' enrolment.

Research Objectives

General

To find out the effect of school facilities on students enrolment in public and private secondary schools in Ilemela District.

Specific

To determine the demographic characteristics of respondents in term of gender, age, teaching experience and .education qualification

To determine the level of school facilities in secondary schools in Ilemela district.

To determine the level of enrolment of students between 2010 and 2011 (2 years) in secondary school.

To establish if there is a significant relationship between the level of school facilities and the level of students' enrolment in secondary schools in Ilemela district, Tanzania.

Research Questions

1. What are the demographic characteristics of the respondent in term of, age, gender, qualification, number of working experience?
2. What is the level of school facilities in secondary schools in Ilemela .
3. What is the level of students' enrolment between 2010 and 2011 in secondary school in Ilemela?
4. Is there a significant relationship between school facilities and students enrolment?

Null hypothesis

There is no significant relationship between school facilities and students enrolment.

Scope

Geographical Scope

The study was carried out in Ilemela District in Mwanza, is one of the 8 districts of Mwanza Region of Tanzania. It is bordered to the North by Nyamagana District, to the South and East by Misungwi District and to the West by Lake Victoria .It covers an area of 1325 km² of which 425 km² is dry land and 900km² is covered by water .This district estimated to have a total population 265911 according to the Tanzania National census of 2002.

Content Scope

The study focused on school facilities and students enrolment in selected public and private secondary schools in Ilemela District, Mwanza Tanzania. The study examined whether the school facilities have any positive influence on the students enrolment or has negative influence.

Theoretical Scope

The system theory by Morgan (1986) would be proven or disproved in this study.

Time Scope

The study covered time between 2010 to 2011 .This is selected because the researcher intends to look for convenience time to get content for required study or research.

Significance of the Study

The following discipline was bonafide from the findings of the study.

The **teachers** of the selected secondary schools will recognize the roles they have to play in school facilities and student's enrolment and how their schools can become effective on the basis of the available resources and the extent of utilization of the resources.

The **secondary school administrators** will aim at achieving the goal of good resource management; monitor school facilities based on the availability and utilization of school facilities .appreciate the contributions of the staff and resources towards a better secondary school in terms of quantity and quality.

The **Educational policy makers and planners** will equitably allocate and distribute educational inputs in schools since students are to sit for the same

examinations at the end. The findings of the study will shed light to the policy makers in developing education standards for the provisions.

The **Ministry of Education** will use the findings as empirical information to monitor within quality standards, the provision and the use of resource inputs in schools.

The **future researchers** will utilize the findings of this study to embark on a related study.

Operational Definitions of Key Terms

For the purpose of this study, the following terms are defined as they are used in the study:

Profile characteristics of the respondents are attributes looked for in this study in term of age, gender, Education qualification, Education experience.

School facility is resource which available in school or institution in order to facilitate teaching and learning process.

Student enrolment is student registered at a particular level in school or institution for learning.

Public secondary school is the school owned by government.

Private secondary school is the school owned by institution, religious or individual person.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

School Facilities

Scobey (1961), defined school facility as the management and use of the available resources. Textbooks and chalkboards are very important in a school (Farrant, 1964). On the same note, the authors believed that in order to achieve pre-determined educational aims, management should make the most efficient use of the school facilities such as the teachers, buildings, and equipment and teachers house.

According to Maicibi (2007), school facilities are conceptualized as the right number and kind of teachers who are capable of making a school achieve its goals, in the right place at the right time. In this study, elements such as the teacher quality, teachers' experience, administrators' quality, students available, the quality of non teaching staff and how they are being utilized in secondary schools was operationalized.

School facilities are inputs in terms of human, teaching material, recreation physical facilities and time which are processed through the educational system to produce outputs. Quality education is no doubt a function of the availability and utilization of input resources. The nature, sources, availability of human and non-human resources, may determine the efficiency of the school system (Nwankwo, 1979).

It is claimed that no education system can be better than the quality of its teachers. Hence, it is the quality of teachers which ultimately determines the quality of its education system. On the same note, Nwankwo (1979) affirms that quality education is no doubt a function of the availability and utilization of input resources,

the nature, sources, availability of human and non-human resources which may determine the efficiency of the school system.

Werk (2004) asserts that books in Tanzania are supplied once a year according to the enrollment figure given, which means any body else who joins midway, will not get any. There is also undue delay in delivering the supplies to schools and students may go halfway the term without any writing materials. Textbooks issued are usually shared between three to six students. This creates a problem if the book gets lost or if the person with it decides to move to another school, as it is a common practice. This would leave the other members without a textbook. The parents, even the able ones, do not buy any extra book for their children, as they believe everything should be provided.

The survival of any school depends greatly on the quality and quantity of school facilities at its disposal and students' enrolment. No school system can effectively carry out its functions without sufficient school facilities. For example, Oyedeji (1989) was of the opinion that many schools would not be able to function well if there was no adequate fund. This is because, education requires manpower, equipment and facilities which only money can buy.

Nosiri (1986) stressed the importance of educational funding to include: affording the education institutions the opportunity to develop good educational programmes; paying teachers promptly and maintaining school facilities. Bamisaiye (1983) stated that money is required to attract, retain and develop the staff, to maintain the school plant and procure other materials for effective functioning of the school. In the same point, Musaazi (1982) remarked that for schools to function and resource effectively they need sufficient funds.

Text books are scarce and expensive especially at secondary school level. It is estimated that only fifteen percent of the total instructional materials required are supplied by the government and or community. Therefore pedagogical styles are basically didactic and students at all levels spend lots of time copying notes from the chalkboard into their books, supplementary readings are rare and to a larger extent unrelated to their environments and life styles. It is estimated that 50% of all secondary schools have no permanent classrooms, while 40 and 10 percent have permanent and semi permanent classrooms respectively. Further on average one to two student share a single desk and teachers have no rooms (office) for preparations, so many are forced to work on verandas specially the community schools.

Providing text books to students who lack them seems to be a way to improve educational performance. Textbook provision is almost universally accepted as an effective education policy, even by those who doubt the effectiveness of increased school spending (Glewwe, Kremer, Moulin and Sylvie, 2008). Empirical results show that providing textbooks to rural schools in Tanzania did not increase average test scores, although it did increase the scores of students with high initial achievement. The latter findings suggest that the official textbooks are ill-suited for the typical students and may reflect more fundamental problems with centralized educational systems, heterogeneous students' populations and entrenched elite power.

The availability of instructional materials affects the quality of learning that the school system delivers. Woessman (2001) mentioned that resources take two dimensions, the quantitative and qualitative, where quantity refers to the adequacy of the instructional materials in relation to the number of learners, while quality refers to the efficiency and the accuracy of the learning materials in the teaching and learning process.

Odiya (2009) affirms that the availability of school facilities are often a yardstick to measure the quality of the school. He further asserts that if there is to be change and improvement in education, there must be adequate resources.

Lack of quality of many African teachers is another factor that had hit African schools (Mc Gragor 1998). Gragor asserts that previous African governments made little or no attempt to encourage good teaching in black schools. Many of the African teachers are themselves products of poor schooling and are under qualified. Maphumalo (1991) states that black school teachers find it difficult to transmit knowledge effectively to children for proper development of skills and acquisition of understanding insight because the conditions and the school environments they work in do not favor high performance.

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knowledge effectively to children for proper development of skills and acquisition of understanding insight because the conditions and the school environments th in do not favor high performance.

Students' Enrolment

Owolabi ,J (2006), Enrolment ratio is the relationship between the number of people that could be enrolled ,expressed as a percentage in terms of overall enrolment ratio level specific (gross) enrolment ratio ,age specific enrolment ratio ,net enrolment ratio.

Overall enrolment ,ratio is the least instructive on account of it is crude nature ,it provides a picture of total school enrolment in relation to the population that is expected at all levels of education.

Net enrolment ratio enrolment of the official age group for a given educational level expressed as a percentage of the corresponding population. The net enrollment ratios, seem to be an accurate reflection of enrollment rates in Tanzania. It means that for boys in 2006, for example, 13.6 percent of secondary school-age boys were actually enrolled in school, while 12.6 percent of girls were actually enrolled.

The breakdown were available to show enrollment rates for each form, it would likely show the decline in enrollment over the course of O-level. Also, notice the trend of boys' enrollment rates increasing faster than girls' across time. I'd speculate that there are vast differences in enrollment rates between urban and rural districts.

Gross enrolment ratio total enrolment for this educational level (regardless of age) divided by the population of the age group that should be enrolled at this level

at the beginning of the academic/school year according to national regulations.(Tanzania Ministry of Education and Vocational training ,SEDP report 2010).

Gross enrolment ratio is total enrolment for this educational level regardless of age divided by the population of the age group that should be enrolled at this level at the beginning of the academic/school year according to national regulations.

The government through the Ministry of education and Vocational training decides to extend secondary education through enrolment ,utilizing the existing secondary schools, and building new others so rapidly under the secondary Education Development Program (SEDP). This attracted building of 3430 new secondary schools within ten years from 2001 to june 2011 naming the schools Community Ward Secondary schools .The number of student enrolment of secondary schools increased from 289699 in 2001 to 1789547 in 2011 enrolment.

When introduced Secondary Education Development Programme(SEDP) the Ministry of Education and Vocational training gave a list of justification for investing into SEDP .These were modern economy requires well educated and training labour for which secondary education is a minimum qualification .Two ,secondary education is the necessary condition for economic completions in the context of globalization and liberalization (UROT MOEC 4a:V).

In 2005 the government of Tanzania convened an education policy review commission which had mandate to make policy recommendation for all levels of education in their report to the government in 2005."Only when every child is enrolled at the right age and does not leave the school without completing the full cycle of secondary education it would be possible to ensure that all the citizen have the basic education needed for living a full life .It will help in achieving a transformation of the society leading to great unity among the people.

Benefits of Secondary Education Development Programme

There has been increased access of students enrolment in secondary school since introduced the programme. The total number of 6,325 classrooms have been built in the country (Ministry of education and Vocational Training 2006), more teachers have been trained throughout the country and a specific focus has been put on the orphans and children with disabilities to attain education.

Challenges of secondary education development programme

Jessico , (2002) put forward the following secondary education development programme, failure to provide adequate physical facilities for example ,toilets ,classroom ,scholarship materials like textbooks and teaching materials /learning aids , high teacher student ratio ,the quality of education provided is still wanting and secondary students enrolment has more than double from 289,699 in 2001 to 1,789,547 in 2011 enrolment

Walklin (1990),noted that ,teachers tend to react differently to individuals and small groups than to large groups If this is so then there will be differences in the relationship between teachers and their students. There will also be substantial difference in student involvement and in the feedback behaviour of the teachers. Large group teaching encourages a great deal of passive learning .The teacher is the only active member in the class (Farrant , 19980). He goes a head to say that ,the learners are not given chance to fully participate in the lesson due to high population .He said that ,this is far from being an ideal educational practice.

Large enrolment with assessment in the classroom

Class size undoubtedly a factor in the production of behaviour that calls for frequent intervention on the part of the teacher .Many educators and psychologists

have urged teachers to use small groups on a class, not only to provide for individual differences but also to allow all students on opportunity for maximum participation. This will also have an effect on classroom physical set up and learning (Thelen 1949).

It is apparent that social climate in a classroom containing twenty (20) students it different from one containing fifty (50) students or one hundred (100) students. The fact that the amount of student participation in large classes makes the small more advantages (Shapson 1980).

The more number of students in a class, the less the individual attention is given. This statements was supported by Kounin (1970),who said that the larder class ,the less the children were involved in their work and the greater the likelihood of their engagement in "deviancy" his term of in attention or disruptive behaviour.

Large enrolment presents peculiar problems of assessment .These pertain to inability to assess in depth learning, the problem of providing high feedback, the difficult of assessing students with diverse back grounds and the possibility of plagiarism (Maicibi 2005). He further say that ,large classes mean a more diverse and more student maximum ,diversity in educational background and ability student readiness and too much workload for the teacher.

Theoretical Perspectives

This study was anchored on the Open Systems Input Output Theory. This theory was propounded by Morgan in the year 1986. The Theory states that a school is a complex living organism which interacts with its learning. This study is based on the open systems model which looks at a school as a complex living organism which interacts with its learning (Morgan, 1986). The school is depicted as distinct and separate from its external environment but with permeable and often ill-defined

boundaries. It is a purposeful entity producing output which it exchanges with stake holders in its external environment in return for resources (school facilities) support and so was dependent upon its environment.

Morgan theory (1986) focuses on the relationships between resource inputs and outputs. An open systems input-output model as applied to educational organizations indicates how self-management of finance and resources might improve effectiveness; it further explains the necessary linkages between school facilities allocation within the school and the desired effects on educational outputs. Inputs are the immediate effects of the organization on its students whereas outputs are the longer term effects both for the individuals who belong to the organization and the consequences of these effects for society in general. The discrepancy between the inputs and output according to the frame work is a result of the availability of school facilities (inputs) and the process.

The model also focuses on how the relationships between school facilities inputs and students enrolment are mediated by internal processes. Certain key elements, such as the methodology of organization's productive processes and the culture of its human relations are singled out for this study. These elements have important and interdependent effects on the process which relates inputs to outputs and which connects the school with its environment (Morgan, 1986).

The education system is made up of subsystems such as primary, secondary and tertiary systems may be 'closed' or 'open'. Closed systems are those which are completely self-supporting and do not interact with their environment. The astronaut's life- support pack is a good example. Open systems are those which interact with their environment on which they rely for obtaining essential inputs, and for the discharge of their outputs. Three major features of the open system include; receiving inputs to outputs; and discharging their outputs into the environment (Cole,

1986). The success of an open system is a function of continuous inflow of inputs, their transformation and outflow of outputs. In other words, for an open system to maintain its operation, it must receive, from its environment, sufficient input of resources, get them processed and also export the transformed resources to the environment in sufficient quantity.

The systems theory was very relevant, because the school (programme in secondary education) can be regarded as a sub-system, and the major variable of an open system input, processing and output- are always present. Sugarman (1975) classifies inputs into the school system as follows: resources in terms of money and supplies; personnel as to teachers, non teaching staff and pupils and expectation or demand concerning how the school was run and what it was achieved. The theory is also relevant to this study in such a way it enables school managers to plan carefully and manage the finances and other school resources for effective running of schools. It also enables educational managers to forecast the school facilities needed given the enrolment and the desired effects on the educational outputs.

In a school system, inputs are resources such as teachers, students, school administrators, none teaching staff (human resources/inputs), buildings, furniture, libraries, laboratories, stationary, play grounds etc (physical resources/inputs), costs in secondary education for example remunerations and maintenance (financial resources/inputs).

Related Studies

A number of studies have been carried out in a related area such as teacher efficiency and resource materials, student performance and availability of physical facilities.

School Facilities

Abdulkareem (2003), conducted research on "teachers efficiency and resource materials in Namibia "and found out that the materials for teachers and pupils were inadequate, moreover, some of the available facilities were not effectively utilized

Infrastructure and poverty have been found to culminate in progressive and consistent deterioration in performance of both teachers and students, Okunamiri (2003) found out that whereas facilities were adequately provided in selected schools in Ilemela Mwanza, these facilities were not effectively utilized, for example classrooms, furniture, special rooms such as laboratories, workshops, store rooms, libraries, staffrooms. Nwankwo1979 argued that, if facilities are not available and or not enough, school effectiveness could never be achieved. Subbs (1995), on the contrary, in his study he argues that the availability of school facilities utilization may have no significant effect on school effectiveness but the environment where the school is located and parental or community involvement in school activities have a greater impact.

Akinwumiju (1987) found that school facilities were such as staff common room, teachers and pupil's furniture had significant relationship with pupil's academic performance. In the same angle, the finding agreed with Oyedeji (2000), Adegboyejo (1999) and Hallak (1990) whose studies revealed that physical facilities impact significantly on quality of students' instruction and thereby affecting the performance of students in the school.

Adesina (1980) made research in Mexico and found out that variations in students' academic performance can be related to the availability of physical facilities such as furniture and other related materials which are capital projects in nature. An

institution that is well equipped with school infrastructure such as buildings ,staff offices, library, lecture room has the capacity of encouraging staff and students to engage in teaching and learning process, class size determines the academic performance of pupils. An overcrowded Class is normally determined in terms of more pupils assigned to the building than it is designed to accommodate (Folge & Breda, 1990; Duffy's (1992) shows that overcrowding causes a variety of problems and the findings indicated that pupils in overcrowded schools and classrooms do not score as high on achievement tests as pupils in non-overcrowded schools and classrooms. On a similar note, Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and pupils. For the teachers, overcrowding results in stressful and unpleasant working conditions. Overcrowded schools and classes are noisier, and create more non- instructional duties and paperwork, and that without question; they inhibit teaching and learning (Rivera-Batiz and Marti 1995).

The school library does contribute to academic achievement within schools (Lance, Welborn, Hamilton-Pennell, 1993; Todd, 1995; Lance, Rodney and Hamilton-Pennell, 2000). Perhaps the most powerful recent evidence of the impact of school libraries on the educational programme comes from the large library. Power project of the late 1990s in the United States library grants were given to 700 schools in 19 school districts for resources, staff and accommodation to set up or improve their school library programmes and then the impact on various aspects of the educational programme was assessed (Haycock, 1999), the various participant schools throws light on the value of the school library in the school) and Tanzania government supported the community secondary schools through construction of library in rural areas(ward schools).

Schools with very few facilities, in their discussion of the findings of the library Power project, Hopkins and Zweizig (1999) put well the case for school libraries that the library profession believes that authentic learning, involving the use of information to think critically, solve problems and to create personal meaning, is central to increasing learning for all pupils.

Buni (1993) found out that teachers' experience has no effect on teacher effectiveness, yet textbooks and other facilities, school administration, finances, and teacher training impact much on effectiveness. On the other hand, Jumba (1992), claimed that many schools in his area of study lacked some of the basic facilities. And for those schools that had some school facilities their utilization was not adequate. Odiya (2009) found no significant difference between the use of school facilities among private and public secondary schools in Tanzania, in his findings, most of the schools have libraries shown by mean of 2.51 which is high but with few school facilities.

Abdulkareem (2003) conducted research in Jacata on quantity and quality of materials used in schools. His findings revealed that, materials for teachers and students were inadequate. To ensure school success such materials must be available for use. Okunamiri (2003) found out that whereas facilities were adequately provided in selected schools in Ilemela Mwanza, they were not effectively utilized and this led to poor performance in schools.

Students' enrolment

"...According to UNICEF, between 1999 and 2006, enrollment rates in primary school in Sub-Saharan Africa increased from 54% to 70%. In East and South Asia, they increased from 75% to 88% over the same period even among the extremely

poor, enrollment rates are now above 80% in at least half the countries for which we have data.

According to UNICEF (1997:8), basing on the research carried out on Universal Primary Education (UPE), they found out large enrolment for primary school as one of the problems among others. The purpose of this study, large enrolment will mean class with a population of sixty (60) students.

A research conducted by the Ministry of Education Tanzania analyzing students enrolment figure both net enrolment and gross enrolment in the year 2006-2009 shows that after the net enrolment of the girls dropped between 2006 and 2007, it more than doubled between 2008 and 2009 as seen in table 2. Meanwhile the gross enrolment figures show an increase from 2006 to 2009. Reasons for the decline in the in the previous years was attributed to error in the year 2007 data. This indicated that the next four years will see much higher enrolment and that if the government schools fail to meet the demand of the enterprising private schools will fall the void (Tanzanian ministry of education Dec 2010), boys taking up other jobs like mining and fishing other than schools.

Table 1: Enrollment of secondary schools in Tanzania between 2006-2009

YEARS	NET ENROLMENT		GROSS ENROLEMENT	
	PERCENTAGES	PERCENTAGE	%	%
	BOYS	GIRLS	BOYS	GIRLS
2006	1.1	0.9	4.1	2.4
2007	1.3	0.6	4.7	2.8
2008	1.6	1.3	5.1	2.9
2009	1.4	1.3	5.2	3.6

Source: Tanzania Ministry of Education (Dec, 2010)

CHAPTER THREE

METHODOLOGY

Research Design

The design of the study was conducted using descriptive survey research design, in particular descriptive correlation design because the researcher was looking for a relationship between the School facilities and the Students enrolment. The descriptive correlation design was used to establish whether school facilities are significantly correlated with student's enrolment. Expost facto design was also used to extract data from school about students' enrolment.

Research Population

The target population in this study were 169 respondents comprising of 149 Teachers and 20 Administrative of ten secondary schools in Ilemela District ,Mwanza. The Administrative staff was involved because it was planning body of schools and the teaching staff being the implementers .Resources were basically organized by the administrative body and general utilized by the teaching staff and students.

Sample Size

The study used a sample size of 169 respondents, from ten purposively selected secondary schools, (149 teachers and 20 administrators).Five secondary schools selected in the district are Government and five are private secondary schools.(Convenience methods was used to obtained sample size). Table 1A and 1B shows determining the sample size by used non mathematical or convenience methods where the sample is determined at the discretion of the researcher .

Table 2A

Respondents of the study

Schools/category	Sample size (Universal Sampling)			
A. Public schools	Teachers	Administrator		
Name of School	Male	Female	Male	Female
1. Nyamanoro Secondary School	10	4	2	-
2. Kiloleli Secondary School	15	6	2	-
3. Pasiansi Secondary School	12	6	1	1
4. Lumala Secondary School	10	5	1	1
5. Nyasaka Secondary School	8	4	1	1
Total	55	25	7	3
Sub Total	90			
B. Private Schools				
Schools	Male	Female	Male	Female
Islamiya Secondary School	5	1	1	1
Yusta Secondary School	6	2	1	1
Jelly's Secondary School	7	1	1	1
Nyasaka Islamic Secondary School	27	11	1	1
Tabasamu Secondary School	8	1	1	1
Total	53	16	5	5
Sub total	79			
Grand total	169			

Source: Primary Data 2012

Table 2B

Respondents from Private Secondary Schools

Source : Primary data 2012

The total sample size $2A+2B$ (90+79) =169

Sampling Procedures

The purposive sampling method was utilized to select the respondents based on the following

1. Male or female respondents in secondary schools included in the study .
2. Teaching staff with teaching experience ranging from one year and above.
3. An administrator of the secondary schools under study from the list of qualified respondents chosen based on the inclusion criteria.

The systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample.

Research Instruments

The research tools that were utilized in this study include the following: (1) *face sheet* to gather data on the respondents' demographic characteristics in term gender, age, qualifications, number of years teaching experience); (2) *researcher devised questionnaire* to determine the levels of school facilities and students enrolment. These consist of options referring to *physical*, teaching material, Administrative assets, and recreation in terms of school facilities. The response modes and scoring are as follows: very adequate (5),adequate (4), inadequate (3),very inadequate (2) and not adequate (1).While non *standardized instrument* adopted from school facilities and was determined the level of the scoring system of

this instrument as very adequate (5),adequate (4),inadequate (3),adequate (2) and not available (1).

Validity and Reliability of the Instruments

Content validity was ensured by subjecting the researcher devised questionnaire on school facilities to the content experts (who estimated the validity on the basis of their experience).

Reliability

The test-retest technique was used to determine the reliability (accuracy) of the researcher-devised instruments to five qualified respondents. These were respondents were not included in the actual study. In this test- retest technique, the questionnaires were administered twice to the same subjects and the trait measured was stable and the results were consistent and the essentially the same in both times.

Data Gathering Procedures

Before the Administration of the Questionnaire

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of secondary school.
2. When approved, the researcher was secured a list of the qualified respondents from the secondary school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix iii).Researcher reproduced more than enough questionnaire for distributaries and distributed to the respondents.
4. Reproduce more than enough questionnaires for distribution.

5. Researcher Selected research assistants who assisted in the data collection; briefed and oriented them in order to be consistent in administering the checklist.

During the Administration of the Questionnaire

1. The respondents were requested to answer completely and not to leave any part of the checklist unanswered.
2. The researcher and assistants emphasized retrieval of the checklist within five days from the date of distribution.
3. On retrieval, all returned checklist were checked if all are answered.

After the Administration of the Questionnaire

The data gathered was collected, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution was used to determine the Profile characteristics of the respondents.

The mean and standard deviations was applied for the levels of school facilities and students enrolment.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of school facilities.

Mean Range	Interpretation	Response Mode
3.26-4.00	very satisfied	Very high
2.51-3.25	satisfied	High
1.76-2.50	fair	Low
1.00-1.75	Poor	Very low

The Pearson's correlation coefficient was utilized to determine the relationship between the school facilities and students enrolment.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized checklist on school facilities and students enrolment the respondents and school was coded instead of reflecting the names.
2. Solicit permission through a written request to the concerned teachers and administrators of the secondary school included in the study.
3. Request the respondents to sign in the *Informed Consent Form* (Appendix 3)
4. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
5. Present the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher would claim an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which were beyond the researcher's control such as respondents' honesty, personal biases of the study.
2. *Testing*: The use of research assistants can bring about inconsistency in the questionnaires in terms of time of administration, understanding of the items in the checklist and explanations given to the respondents. To minimize this

threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with the presentation, analysis and Interpretation of data based on the objectives and the questions that guided this study. This chapter shows therefore the profile of the respondents, the level of school facilities and the level of student's enrolment case of Ilemela district Mwanza. The relationship between two variables which are school facilities and student's enrolment and the research hypothesis testing are also presented in this chapter.

Profile of the Respondents

Respondents in this study were selected secondary school teachers and administrators from Ilemela District in Mwanza.

The first objective in this study was to determine the profile characteristics of the respondents. The respondents of this study were described in terms of age, gender, educational qualification and teaching experience, as shown in Table 3.

Table 3

Profile of the Respondents

Categories	Frequency	Percentage
Gender		
Male	106	63.3
Female	63	36.7
Total	169	100
Age		
21 – 30	77	45.8
31 -40	77	45.8
41 -50	13	7.5
50+	2	0.8
Total	169	100
Education Qualification		
Certification	4	2.5
Diploma	68	40.0
Bachelors	80	47.5
Masters	17	10
Total	169	100
Experience		
1 -10 Years	69	40.8
11 -20 Years	77	45.8
21 -30 Years	20	11.7
30 and above	3	1.7
Total	169	100

Source: Primary Data 2012

From table 3, the findings showed that majority of the respondents were male (63.3%). Female respondents were (36.7%). This shows that Ilemela District

secondary schools are dominated by male teachers. This could be because of more males trained in the profession of teaching compared to their counterparts.

Regarding age, findings revealed majority of the respondents (45.8%) were of the age bracket 21 -30 and age bracket 31 -40 (45.8%), while only 0.8% were of the age 50 and above while age group 41 -50 were (7.5%) . The findings showed that the composition of respondents in selected schools is composed of the youth. The possible explanation for this could be majority of the respondents were still in their younger age. The existence of a very small number of the respondents above 50 years (0.8%) could have been because of retirement or many sought to transfer to other schools after working for a long time in the same school.

In relation to education level, majority of the respondents (47.5%) were bachelor's degree holders, followed by Diploma holders (40%), masters (10%) and certificate (2.5%). This shows that few teachers did not have high qualifications indicated by (2.5%). The findings show that the respondents who participated in the study were literate and were able to understand the questionnaire presented to them about the study topic and so the possibility of making mistakes due to failure to understand the question was minimized.

On work experience, majority of the respondents had work experience of 11-20 years (45.8%). However, those who had served for a period of 30 years and above were only (1.7%). This implies that the study dealt mainly with respondents

who have worked in these secondary schools for some time to be knowledgeable about the topical issues that the study sought.

Level of School Facilities

The second objective of this study was to determine the level of school facilities. The responses were presented on a Likert scale using 5 points ranging from that where, 5 = very high, 4 = high, 3 = low, 2 = very low and 1 = very poor. Respondents were asked to indicate very adequate, adequate, inadequate, very inadequate and not available respectively depending on their perception on the questionnaire. The responses were analyzed and described using means and were interpreted and ranked as summarized in table 4.

Table 4

Level of School Facilities

Indictors	Mean	Interpretation	Rank
Class room	4.14	Very high	1
Board	3.97	Very high	2
Erasers	3.64	Very high	3
Teachers table	3.28	Very high	4
Marker pen/chalks.	3.26	Very high	5
Laboratory	3.23	high	6
Text books	2.80	high	7
School farm	2.71	high	8
School bus	2.71	high	9
Playground wide enough	2.57	high	10
Administrative block	2.57	high	11
Library	2.56	high	12
Bus/trucks accessible to students	2.54	high	13
staffroom/office	2.54	high	14
Stationeries	2.48	low	15
Audio visual aids	2.46	low	16
Football	2.43	low	17
Lawn tennis court	2.33	low	18
Football field	2.22	low	19
vocational/craft laboratory	2.17	low	20
Bicycles	2.09	low	21
Basket ball court	2.07	low	22
School canteen	2.06	low	23
Motorcycle	2.02	low	24
Agriculture laboratory	1.94	low	25
Average mean	2.67	High	

Source. Primary data 2012

Table 4, shows the means obtained from the questionnaire on the level of school facilities. They were ranked from top to bottom from the first to the twenty fifth based on the means for each index based on the analysis , the top five from 1-5 were ranked very high for instance classrooms ranked highest with a mean of 4.14 and other items such as board (3.97), eraser (3.64). Teacher's tables (3.28) marker pens (chalk 3.26) all these had very high means it could be because they were sufficiently provided in the selected secondary school of this study. Meanwhile the last eleven items were rated low means ranging between 2.48-194 this could have been because of insufficient provision of these items in the selected secondary schools in Ilemela district.

The average mean of 2.67 indicate that the level of school facilities in Ilemela district secondary schools was high. This could have been because of the government's increased grants to that school. It could also be because of community participation, parents and government providing basic school facilities for their schools and because of the way the government has sensitized people on the importance of education.

This study findings are in conformity with the systems theory (Morgan, 1986) that states that, for an Open System , school in this case, to maintain its operation , it must receive from its environment sufficient input of resource, get them processed and also export the transformed resource to the environment in sufficient quantity in the same angle the study findings also agree with Oyedeji (2000), Adegboyejo (1999) and Hallak (1990) whose studies reveal that physical facilities impacts significantly on quantity of students and quality of students' instruction and thereby affecting the performance of students in the school.

Level of Students' Enrolment.

The third objective of this study was to determine the level of students' enrolment in secondary schools for two years in Ilemela district in Mwanza, Tanzania. The respondents were presented in the Table 5 below

Table 5
Students' enrolment, 2010-2011

Name of School	2010			2011		
	Boys	Girls	Total	Boys	Girls	Total
Nyasaka Secondary School	115	66	181	116	75	191
Pasiansi Secondary School	209	129	338	226	142	368
Lumala Secondary School	115	103	218	139	110	249
Kiloli Secondary School	111	88	191	121	98	219
Nyamanoro Secondary School	108	78	186	114	111	225
Nyasaka Islamic (private) Secondary School	262	192	454	286	196	482
Tabasamu Secondary School	128	80	208	150	123	273
Jelly's Secondary School	80	40	120	89	63	152
Yusta Secondary School	217	123	340	103	128	351
Islamiya Secondary School	257	163	420	170	198	468
Total	1602	1062		1514	1169	
Mean	160.2	106.2		151.4	116.9	
Average mean	155.8 boys			111.5 girls		
Over all	133.7					

Source: primary data 2012

Table 5 shows that in 2010 the enrolment of boys was greater than that of girls as indicated by 1602 with a mean of 160.2. In 2011 the findings indicate a decline in enrolment of boys, 1514, and increase girls enrolment 1169 although the difference between the boys and girls is not too big as indicated by the mean 151.4 for boys, and 116.9 for girls. The overall enrolment indicates an increase of girls from 1062 in 2010 to 1169 in 2011. The possible cause of this increase could be the Government awareness programs whereby the masses have been advised and educated about the importance of educating a girl child. Meanwhile a decline in enrolment of boys from 1602 in 2010 to 1514 in 2011 could have been because of boys taking up other jobs like mining and fishing other than schooling.

The Relationship Between School Facilities and Students enrolment.

The fourth objective in this study was to determine if there was a significant relationship between the level of school facilities and students' enrolment, for which it was hypothesized that the school facilities and students enrolment are not significantly related. To test this hypothesis, Pearson's Linear Correlation Co-efficient was utilized. The summary of the computed r-value and sig. value is computed in table 6.

Table 6

Relationship between School Facilities and Students' Enrolment.

Variables correlated	Computed r- value	Sign value	Interpretation of Correlation	Decision on Ho
School facilities vs Students enrolment.	0.01	0.000	Significant relationship	Rejected

The Sig, value of 0.000 as shown in Table 6 indicate that there is a significant relationship between the level of school facilities and students enrolment in secondary schools of Ilemela district, Mwanza.

This means, having improved school facilities led to an increase in students' enrolment in Ilemela district. This can be attributed to such factors like geographical location, limited number of role models, among other factors . This seems to agree with the findings of Kujah (2009) and Renzulli and Park (2000) who carried out studies in educational facilities and a number of students in schools and found out that enrolment tends to increase in schools with better educational facilities provided. The similarities of the findings show that there is a significant relationship between school facilities and students' enrolment and that it is important for the schools to have enough educational facilities so that enrolment suits the facilities even if it increases.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter focused on the findings, conclusion and recommendation of the study that were presented in chapter four. Firstly, it discussed the major finding as expressed in the objectives, research question and hypothesis. Secondly, conclusion was drawn to the findings of the study and lastly, recommendations were given and areas for further research were made.

FINDINGS

The findings of the study covers answers to the stated research questions from the checklist and results obtained.

Profile of Respondents

Findings showed that majority of the respondents were male teachers (63.3%) while the minorities were females teachers (36.7%). However, the difference in gender participation in the study was big.

In regard to education level, the majority of the respondents were bachelor's degree holders (47.5%), followed by Diploma holders (40%). Only 10 % had masters degrees and 2.5 % had Certificate.

Regarding work experience, 45.8 % had served between 11-20 years indicating the highest percentage while only 1.7 % had served between 30 and above years.

The Level of School Facilities

The second objective was to determine the level of school facilities in the selected secondary schools.

The results indicated that the presence of school facilities in the selected secondary schools was rated high, considering (Average Mean = 2.67) which is equivalent to satisfied. This shows that there was good monitoring in the selected secondary schools by the ministry of education which led to high efficiency among the teachers and administrators. On this note, it was reported that allocation of school facilities was properly done because of good commitment by the headmasters and the administrators to their schools.

However, there are some cases where school facilities rated items to be low. For example stationery mean of 2.48 and agriculture laboratory being lowest with mean 1.9 indicating low school facilities.

Level of Students Enrolment

Finding showed that overall enrolments figures of girls increased from 2010 - 2011, meanwhile boys enrolment was high in 2010 and declined in 2011.

Relationship between social facilities and student's enrollment

The findings indicated that there is a positive relationship between the level of school facilities and the level of student's enrolment which led to the rejection of the null hypothesis that school facilities do not have a significant effect on student's

enrolment. A computed r-value of 0.01 a sig- value of 0.000 confirms the positive relationship.

CONCLUSION

The purpose of this study was to test the hypothesis of no significant relationship between the level of school facilities and the level of students' enrolment hence it was established that there was a positive relationship between the level of school facilities and students' enrolment with a computed r-value of 0.01 and sig. 0.000.

The findings also agreed in the systems theory on which this study was based which theory maintains that for an Open System to maintain its operations, it must receive from its environment sufficient input of resources this means that increased school facilities can lead to increased students enrolment in schools.

The findings also showed the level of students' enrolment figures increased especially of girls from 2010 to 2011 while that of boys decreased in 2011

In conclusion therefore school facilities correlated positively with students' enrolment meaning that with increased school facilities the number of students in a school will also increase.

RECOMMENDATIONS

Based on the findings of the study, the following were recommended. There is need to increase the number of female teachers in all the school in the district because the study has indicated a few female respondents compared to their counterparts the males.

Governments through the ministry of Education should continue supporting schools through provision of school facilities to enhance students' enrolment and capture their interest in schooling in the district in particular and the country at large and the community should be sensitized on the importance of their support programmes to the education system of the country.

Basing on the enrolment of students in the schools, the government should continue sensitizing the community on the importance of education to the individuals and the government at large so that parents can continue sending their children to school given the benefits derived from schooling.

There should be constant campaigns against illiteracy and poverty reduction through encouraging public funded education system that will enable majority of the people to attend free education.

The Ministry of education should develop a link between the schools and the parents to check on students' attendance and see a way of helping children developing a positive attitude towards schooling in order to increase the enrollment.

Areas for Further Research

Based on the findings of this study, the following areas of study are suggested; School Facilities and Teachers Efficiency, School Facilities and Students' Performance, Availability of School Facilities and their Utilization and School Effectiveness.

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Appendix 1

TRANSMITTAL LETTER

**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256-41-266813 7+256-41-267634
Fax: +256'41-501974
E-mail: admin@klu.ac.ug,
Website: www.kiu.ac.ug

**OFFICE OF THE CORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND
RESEARCH (SPGSR)**

Dear Sir/Madam,

December , 13,2011

**RE: REQUEST FOR MALIMA, JAMES S.M MED/32392/102/DF TO CONDUCT RESEARCH IN
YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration.

He is currently conducting a field research of which the title is "School facilities and students enrolment in selected public and private secondary schools in Ilemela district ,Mwanza Tanzania.

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,



Ms.Kyolaba Sarah
Coordinator Education, (SPGSR)

"Exploring the Heights"

APPENDIX 11

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Master in Educational Management candidate of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled

SCHOOL FACILITIES AND STUDENTS ENROLMENT IN SELECTED SECONDARY SCHOOLS IN ILEMELA DISTRICT MWANZA TANZANIA.

Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within ten days (2 weeks).

Thank you very much in advance.

Yours faithfully,

Mr. MALIMA ,JAMES S.M.

HALMASHAURI YA JIJI,
S. L. P. 1333,
MWANZA.

Tarehe: 15 Februari, 2012

Mkuu wa Shule,
Shule za Sekondari:
Nyasaka, Kiholeli, Nyamanoro,
Pasiansi na Iumala
Nyasaka, Tabasamu, Islamiya,
Jelly's, Biemarck
MWANZA.

Ndugu,

Yah: KUMTAMBULISHA MWALIMU JAMES S. MALIMA


Husika na mada iliyotajwa hapo juu.

Kwa barua hii namtambulisha rasmi Mwalimu mtajwa hapo juu kwako kwa ajili ya kumpatia msaada anaohitaji, ili aweze kufanya utafiti wake.

Mwalimu James S. Malima ni mwanachuo anayesoma Chuo Kikuu cha Kampala (Kampala International University) na sasa yuko kwenye utafiti.

Tatadhali mpe ushirikiano wako kwa kila hatua katika shughuli zake za utafiti.

Wako katika ujenzi wa Taifa.


E. Ntambala
KNY: MKURUGENZI WA JIJI
MWANZA.

MWANZA CITY COUNCIL

All correspondence should be addressed to the City Director

Telephone: Director: 255-28-2501375
All Offices: 255-28-403334
Fax: 255-028-2500785
Email: mwanzacitcouncil@gmail.com



P.O. Box 1333,
MWANZA.

Ref. No: T.40/26/160

08/02/2012

The Head of Department,
Education Coordinator,
KAMPALA INTERNATIONAL UNIVERSITY
P.O. BOX 2000 KAMPALA
UGANDA

RE: FIELD RESEARCH TO YOUR STUDENT
MALIMA JAMES, SM.

Reference is made from your application letter dated 13th December 2011, requesting for Field Research to the above mentioned student.

This is to confirm that your student has been accepted. He has to take place between January and February 29th, 2012 as your request mentioned. He will report to the City Secondary Education Officer for more directives.

This permission will be terminated if your student will fail to observe rules and regulations while here for his field research.

S. NIAU
S. NIAU

For: CITY DIRECTOR
MWANZA

Copy to: City Secondary Education Officer

: Malima James, SM.

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

Results of Ethical Review

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____ Members _____

PROFILE CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

(1) Male _____ (2) Female _____

Age

21___30 year

31___40 year

41___50 year

50 and above

Education qualification (Please Specify):

(1) Certificate _____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

Number of Years Teaching Experience (Please Tick):

1___10 years.

11___20 years.

21___30 years.

___30 and above

QUESTIONNAIRE ON SCHOOL FACILITIES.

(Both teacher and administrator).

DIRECTION :Please write your rating for the preferred option on the space provided before each item. Kindly use the rating guide below.

Response mode	Rating	Interpretation
Very adequate	(5)	Very satisfactory
Adequate	(4)	Satisfactory
Inadequate	(3)	Fair
Very inadequate	(2)	poor
Not available	(1)	Very poor

SECTION: A

PHYSICAL RESOURCES.

A: Buildings.

___ Class rooms.

___ Laboratory .

___ Library

___ School canteen.

___ Staffroom/office.

___ Administrative block.

___ Agriculture laboratory.

___ Vocational/Craft laboratory.

B : Teaching material/Teaching Aids.

___ Board.

___ Erasers.

___ Teachers table.

___ Audio visual aids

___ Stationeries

___ Text books.

___ Marker pen /Chalks.

C : Administrative assets.

___ school farm.

___ Bus /trucks accessible to students.

___ School bus.

___ Bicycles.

___ Motorcycle.

D : RECREATION PHYSICAL FACILITIES.

___ Football field .

___ Football.

___ Basket ball court.

___ Lawn tennis court.

___ Playground wide enough.

HUMAN RESOURCES.

1. Number of certificate teachers _____.
2. Number of Diploma teachers _____
3. Number of Degree teachers _____
4. Number of masters _____
5. Total of teachers _____
6. Total of students _____
7. Student /teacher _____

SECTION: B

STUDENTS ENROLMENT 2010 to 2011

Please fill the following data using your school record 2010_2011

Year	NO OF BOYS ADIMITED	NO OF GIRLS ADMITED	TOTAL
2010			
2011			
Total			

4 WORKING EXPERIENCE

FROM -TO	INSTITUTION	TITLE
1990 -2004	Butimba demonstration school	Academic head/storekeeper
2005 July-2006 march	Butimba T .C	Tutor
2006 to date	Kishapu District council	District Academic Officer (Primary).

REFEREES

1. T. Nyamuhanga (DED) Kishapu.
S.L.P 1288 Kshapu.
Tel 0713846880
- 2 .E Mwalongo (DEO) Kishapu.
S.L.P 1288 Kishapu.
Tel 0716538038

