AVAILABILITY AND UTILIZATION OF TEACHING AND LEARNING RESOURCES AND TEACHERS' COMPETENCE IN SELECTED GOVERNMENT SECONDARY SCHOOLS IN URBAN WEST, ZANZIBAR, TANZANIA

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Master in Educational Management and Administration.

By:

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DECLERATION 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".

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Name and signature of the Candidate

17/10/2012

Date

DECLARATION B

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

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17/10/2012.

Date

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TABLE OF CONTENTS

Preliminaries

Declaration A	i
Declaration B	ii
Acknowledgement	iii
Abstract	iv
Table of Contents	v
List of tables	vi
List of Abbreviations	vii

Chapter

One	**THE PROBLEM AND ITS SCOPE**	
	Background of the Study	1
	Statement of the Problem	3
	Purpose of the Study	4
	Research Objectives	4
	Research Questions	5
	Null Hypotheses	6
	Scope	6
	Significance of the Study	6
	Operational Definitions of Key Terms	8
Two	**REVIEW OF RELATED LITERATURE**	9
	Concepts, Ideas, Opinions from Authors/Experts	9
	Theoretical Perspectives	21
	Related Studies	24

Three **METHODOLOGY**

Research Design 27

Research Population 27

Sample Size 27

Sampling Procedure 28

Research Instruments 28

Validity and Reliability of the Instrument 29

Data Gathering Procedures 30

Data Analysis 31

Ethical Considerations 32

Limitations of the Study 32

Four **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA** 33

Five **FINDINGS, CONCLUSIONS, RECOMMENDATIONS** **52**

Findings 52

Conclusions 53

Recommendations 54

References 56

Appendices

Appendix I A - Transmittal Letter 59

Appendix IB - Transmittal Letter 60

Appendix II - Clearance from the committee 61

Appendix III - Informed consent 62

Appendix IVA - Face sheet for Profile Respondents of teachers 63

Appendix IVB – Face sheet for Profile Respondents of students 64

Appendix VA - Research Instruments 65

Appendix VB – Questionnaire to determine teachers' competence 67

Researcher's Curriculum Vitae 69

LIST OF TABLES

Tables	Page
1 : Sample size	28
2A : Demographic Characteristics of Respondents (Teachers)	34
2B: Demographic Characteristics of Respondents (Students)	35
3 : Level of Teaching and Learning Resource Utilization	37
4A: Teachers' Competence on aspects of teaching	43
4B: Level of teachers' competence	44
5 : Correlation between Resource Availability, utilization and Teachers' Competence	50
6: Regression Analysis	51

LIST OF ABREVIATIONS

ZEP: Zanzibar Education Policy.

ZEMAP: Zanzibar Education Master Plan.

MoEvT: Ministry of Education and Vocational Training Zanzibar.

NECTA: National Examination Council of Tanzania.

ZAHOSA: Zanzibar Head Masters of Secondary Schools Association.

ABSTRACT

The study was about availability and utilization of teaching and learning resources and teachers' competence in selected government secondary schools in Urban West, Zanzibar, it was carried out with the following objectives; To determine the profile of respondents, to determine the level of availability and utilization of teaching and learning resources, to determine the level of teachers' competence and to examine the relationship between availability and utilization of teaching and learning resources and teachers' competence. The study used descriptive survey research design, in particular descriptive correlation. The study employed a sample of 332 respondents selected by simple random sampling technique from 11 government secondary schools. Of these, 41 were teachers and 291 were students. Data was analyzed using frequencies for demographic characteristics, Mean for the level of availability and utilization of teaching and learning resources, and the Pearson's correlation coefficient for relationship between availability and utilization of teaching and learning resources and teachers' competence. The findings of the study indicated that, for teachers as respondents; majority (54.0%) were aged between 31-40 years and majority were male (61.0%). (39.0%) were female. Majority of the teachers (59.0%) were holding Bachelors degree as highest level of education and majority (36.0%) had teaching experience of seven and above years. As for students who participated in the study, majority (54.0%) were male and majority (68.0%) were aged between 16-19 and majority (62.0%) were in form five class. The level of availability and utilization of teaching and learning resources was low with grand mean of (2.11). The level of teachers' competence was low with grand mean (2.09).The relationship between availability and utilization of teaching and learning resources and teachers' competence was significant (p-value =0.000). It was recommended that the Government's budget on education sector should be increased in order to distribute adequate teaching and learning resources to government secondary schools in urban West Zanzibar.

CHAPTER ONE
THE PROBLEM AND ITS SCOPE

Background of the Study

Loxley (1984) revealed that inadequate supply of textbooks and other teaching and learning resources in schools is having a toll on teaching and learning activities in many countries in the world. According to him, the World BANK data recorded the number of students to a textbook as ratio20:1.Sodimu (1998) in his finding, reported that based on the high cost of textbooks, many students have been unable to buy books and even the schools lack the updated teaching and learning resources .He even stressed that parents believed so much in government funding the education in public schools to the extent they become non-chalet towards equipping their wards with teaching and learning resources.

Zanzibar consists of two main islands, Unguja and Pemba and several other smaller islands some of which are uninhabited. Zanzibar forms part of the United Republic of Tanzania. The Union Government is responsible for defense, external affairs, financial policy and higher education, while the Zanzibar Government has autonomy over Zanzibar's development policy, recurrent and capital activities and non higher education. In September 1964, education was proclaimed free to all people of Zanzibar. In recent years, Zanzibar has come up with a number of policy documents where the issues of access, quality of education and performance of the teachers have been discussed and the major gaps facing the Zanzibar education system highlighted. The Zanzibar Education Policy (ZEP) first issued in 1991 articulated key sectored objectives and targets. The policy was amended in 1995 in

order to include emergency goals as declared by important international conventions. The Zanzibar Education Master Plan (ZEMAP) drawn up in 1996 specified goals, objectives and plans of action for the next ten years. Among the key issues featured in ZEMAP were: encouragement of using science and technology in education system, availability and utilization any adequate of teaching and learning resources in all government schools and expansion education sector at all levels.

The Ministry of Education and Vocational Training in Zanzibar is responsible for facilitating the Government's secondary schools in overcoming the problem of availability and distribution of adequate teaching and learning resources in Zanzibar. Carr (2006) found out that many people have had some type of education, whether it was grade school, high school, college, tutoring, formal or informal. Many people remember a special teacher because of how he or she presented him or herself to students. Anyone can be a teacher, but a good teacher displays certain characteristics that are found both in and outside the classroom such as, having knowledge and understanding of the subjects they teach, set high expectations for pupils, plan lessons which address the needs of all pupils within the class and to employ the most effective approaches to solve students problems. Such teachers also expected to pace their lessons appropriately, use time and other teaching and learning resources effectively, asses' pupil's works and understand the important school regulation and rules. Teachers always are charged with responsibility of imparting important knowledge, skills and new attitudes to students, to produce the desired behavioral change of the learners, teachers need to use teaching and learning resources to ensure schools goals and objectives are archived.

It is hoped that, this study will alert the MoEvTZ towards using teaching and learning resources in government schools in order to empower teachers and create conducive environment for teaching and learning. Good schools condition will help children to build their knowledge, self-worth and positive self esteem. It is the teachers' responsibility to create an environment that gives the child an opportunity to experiment, to find out the solution, to take task and even fail at some tasks .However the creativity of teachers can be immensely enhanced by the availability of teaching and learning resources to his/her school environment. This study was therefore aimed at investigating availability and utilization of teaching and learning resources and teachers' Competence.

Statement of the Problem

In any learning process, teachers play a very important role in providing better result to the students in the process of teaching and learning. Unfortunately however allegations have been made against teachers in Zanzibar Urban district that they lack seriousness in teaching, lack adequate classroom control and management skills, inadequate assessment of students' work, have limited time for students and some have been alleged to have limited content mastery. One of the end results of this is students' poor performance in the National examinations (Mwita, 2011). Much as the teachers' alleged in competence maybe due to a number of factors, this study assumed that it could be due to the availability and utilization of teaching and learning resources. The study was thus carried out to explore that.

Purpose of the Study

The study was carried out:

1. To test the hypothesis of no significant relationship between availability and utilization of teaching and learning resources and teachers' competence in Government secondary schools.
2. To generate new knowledge based on the finding of the study.
3. To validate the theory of Morgan (1986) System model theory which this study is prove.
4. To bridge the gaps identified from the related literature and related studies.

Research Objectives

General Objective

The study investigated the relationship between availability and utilization of teaching and learning resources and teachers' competence in selected Government secondary schools in Urban West District Zanzibar.

Specific Objectives

The study was guide by the following objectives:

1. To determine the profile of respondents (Teachers) in terms of: gender, age, teaching experience and education qualification; and to

determine the profile of respondents (Students) in terms of gender, age and education level.

2. To determine the level of availability and utilization of teaching and learning resources in selected government secondary schools in Urban West Zanzibar.

3. To determine the level of teachers' competence in selected government secondary schools in Urban West Zanzibar.

4. To determine the relationship between availability and utilization of teaching and learning resources and teachers' competence in government secondary schools in Urban West Zanzibar.

5: To determine the regression analysis between availability and Utilization of teaching and learning resources and teachers' competence.

Research Questions

The study was sought to answer the following questions.

1. What are the demographic characteristics of the respondents (Teachers) as to:

   i. Gender?

   ii. Age?

   iii. Qualifications under the education discipline?

   iv. Teaching experienced?; and what re the demographic characteristics of the respondents (Students) as to gender, age and education level?.

2. What is the level of teaching and learning resource availability and utilization on the selected secondary schools in Urban West Zanzibar?

3. What is the level of teachers' competence?

4. Is there any significant relationship between availability and utilization of teaching and learning resources and teachers' competence in selected schools in Urban West Zanzibar?

Null Hypothesis

This study was guide by the following hypothesis:

There is no significant relationship between availability and utilization of teaching and learning resource and teachers' competence in selected Government secondary schools in Urban West Zanzibar.

Scope of study

Geographical scope

This study was conducted in 11 Government secondary schools which located in Urban district within Zanzibar Municipal.

Theoretical scope

This study was based on Systems Theory by Morgan and Harnns (1986) which explain that any organization is an open system, its means that must depend on input (resource) and the organization output depend on the quality of the organization input.

Content scope

This study intended to examine availability and utilization of teaching and learning resources and teachers' competence in selected Government secondary schools in Urban West Zanzibar. It sought to establish if there was a significant relationship between availability and utilization of teaching and learning resources and teachers' competence in selected secondary schools.

Significance of the Study

This research is very significant to the **Ministry of Education and Vocational Training Zanzibar (MoEvTZ)** since it will help to illustrate the significant role of using teaching and learning resources to improve teachers' competence and schools efficiency.

Also this research will help the **schools Administration** to understand the importance of improving her Teaching and Learning resources for the teachers and school performance at all. The research also will be significance to **teachers** because they are going to understand the potentiality of using teaching and learning resources to improve their competence and performance to their teaching process.

Further more this research will **also act as a reference** to the school of post graduate studies at Kampala International University and also act as the references to other scholars or researcher who in future will be conducting research on this topic and want to investigate more in the same topic.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions From Authors/ Experts

Teaching and Learning Resources

Teaching and Learning resources refer to those material resources which teachers use in the process of preparing their lesson, and even during delivering their material to the students like references books, Journals. Library references, teaching and learning aids, Internet, news papers, magazines, journals, laboratory and others

Sadker and Sadkerin (2003) hold that technology in Education as teaching and learning resources like television is now a part of school life as well. Cable television station including CNN, the learning channel and discovery channel bring high quality movies exciting biographical, historical re-enactment which directly go to the curriculum. Monthly television guides Written specifically for teachers alert them to up coming program of special educational interest. The growing number of video tapes and video disc offers teachers a library of rich television teaching and learning resources. Sadker (2003) point out that television can be a valuable teaching and learning resources, a real asset to classroom instruction.

Hallack (1990) state that individuals have perceived an acknowledged purpose and function of resource in effective teaching and learning. He emphasized that the availability, relevance and adequacy of educational resource items which contribute to academic achievement. However, such unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that

have no aesthetic beauty can contribute to poor academic performance. Fuller (1985) discovered that teacher who had used two or more books were almost three times better than those who had no textbooks in the process of teaching.

Anderson (1999) assets that teachers who regularly monitor and supervise their students' learning by checking students' work and helping individual student to overcome errors and learning difficulties are likely to have students who exhibit higher level of achievement. He also discovered that physical resources played an important role in teaching and learning situation than any other factor of production. Thus, the quality of education hinges upon the qualities of teachers within teaching and learning resources available, which could improve the condition of the school.

Lorton and Wallley(1979) hold that learning experiences are richest when the environment (teaching and learning resources) around them meet their needs through its adequacy and effective utilization. Lorton and Walley in their own contribution reported that children learn best when their teachers are well rich in adequate teaching and learning materials. At the conference of Principals of secondary Schools (ZAHOSA) held in September 2007 and committee was set up to identify these causes of teachers' competence in the Government secondary schools.

The committee was also asked to suggest the proper ways of improving the quality of education in Zanzibar. They identified possible factors mitigating against the enhancement of quality education and better performance of students in both internal and national examination. Such factors includes inadequate provision of teaching

and learning resources which obstacle the improvement of quality education. Beside, the growing challenges of an inadequate provision and maintenance of infrastructures, rapid students population growth, low teachers' qualification and experience, uncomfortable teaching and learning process, unbalanced students teachers' ratio and among others.

Babayonii (1999) found out that private schools because of the availability of adequacy teaching and learning resources perform better than public schools in many of developing countries. He also discovered a low level of instructional resources available in public schools. He further expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Glewee and Moulin (2001), hold that inadequate supply of textbooks in schools has a toll on teaching and learning activities in many developing countries in the world. According to them, the World Bank data recorded the number of student to a textbook as ratio. Based on the high cost of textbooks, many teachers and students have been unable to buy books that will help to promote the quality of education they receive. He even stressed that parents believed so much in government funding the education in public schools to the extent that they become non-chalet towards equipping their wards with textbooks. Textbooks as indicated by them are indispensable to the quality education and students' academic performance in all the schools in the world.

Charles (2007) claims that the problems militating against schools' inspection as shortage of manpower and quality of the personnel available for the work. According to him, in most African

countries the roles of inspectors tend to be ineffective due to severe resources constraints. In the findings, he realized the number of inspectors and monitoring officers who are new' employed with no practical experience on the job are being posted to the inspectorate unit of the Ministry of Education. They stated that to inspect and supervise schools effectively requires regular school visits of well experienced officers with adequate provision of resources to forestall ineffectiveness in performing their duties. They further clammed that government reduce its responsibilities of monitoring what transpires in the schools to ensure quality education.

Adeogun and Osipik (2009) asserted that education as a social service requires adequate funding in order to maintain and keep the school services going on. In the foregoing perspective, the value of any education system, as an investment lies in its capabilities to continuously serve its clients (students) better and remain relevant. In this regard, educational planner and managers are faced with the challenges of providing adequate and qualitative resources for the education system. It is on this basis that this paper examines the relationship between physical, human (teachers) financial (fluids) material resources and students academic performance.

Soward and Scobey (1961) hold that teaching and learning resource utilization are very important. To them teaching and learning aids such as the textbooks and chalkboards were very important. On the same book, they believed that in order to achieve pre-determined educational aims, management should make the most efficient use of the available resources such as the teachers, buildings, and equipment. In developing countries teachers are not performing according to expectations mainly due to the nature of the conditions at work and

their qualifications. The quality of education depends upon the quality of the teachers and the process of transformation of their materials to the students. (Scobey, 1961, p.674).

Teachers' Competence

Competence of Teachers refers to teachers exhibition of having a secure knowledge of the subjects which they teach, consider high expectation for pupils; plan lessons which address the need of all pupils within the class; employ the most effective methods and techniques for any given content to pupils; pace lesson appropriately using time and other resources effectively and regularly mark and assess pupils works. (Ryan 1960).

Competence is regarded as almost any behavior, which is directed toward task or goal accomplishment. Despite extensive research, discussion, and debate on how to predict employee's competence is complex and remains difficult to predicts and evaluate. Teachers are still uncertain whether they can rely on certain characteristics of performance. In view of this practice, and in evaluating teacher competence at the work place, it is interest of the researcher that the study to be conducted in public secondary schools as means of determining teacher motivation and their competence.

Gareth, (2003) looked at competence as the ability of an individual to perform to task. They argue that an organization to achieve its stated goals there should be indicators that determine competence in an organization. Therefore good competence among employees in an organization as many implications such high motivation among employees, outstanding ability, and good organizational climate and infrastructure, excellent leadership that can

sustain the rapport and productivity and good relationship among the staff. Staff motivation is the process of inspiring people to do their best in achieving organizational goals. It's a process of stimulating, impelling, inducing and activating the interest of student. It equally involves in willingness to spend energy to achieve a goal or reward.

Draft (2001) Opines that competence is viewed as the organizational ability to attain its goals by using resources in an efficient and effective manner for an organization to achieve its goals. The available resources in the organization should be properly allocated to the departments to enable employees to perform as effectively as expected. Therefore, if we look at Draft's explanations of competence the concerned stake holders should be able to divide or properly allocated the available resource.

Teachers' competence on Classroom Instruction

Ryan (1960) holds that competent teachers always appear enthusiastic, interested in pupils and classroom activities are those teachers who cheerful, optimistic, self controlled, not easily upset, recognizes and admits own mistakes, is patient, shows understanding and sympathy in working with pupils; is friendly and courteous in relation with pupils, helps pupils with personal as well as education problems, accepts pupils, efforts as sincere; encourage pupils to do their best, classroom procedure is flexible within over-all plan; anticipates individual needs, conducts clear, practical demonstrations and explanations. Disciplines in quite, react in positive manner and gives students help willingly.

Competent teachers do not anticipate reactions of others in social situations. They always makes effort to encourage pupils to try to do their best, shows extreme rigidity of procedure; ability to plan and use interesting materials and teaching techniques, appears interested in pupils and classroom activities. The teacher, who is patient, seems aware of pupils' personal needs and problems appear interested, overly serious; too occupied for humor and approving; provides for individual differences and needs of pupils. Demonstrations and explanations are clear and well conducted, classroom procedure with plan, well organized which is fair and impartial in dealing with pupils; and always give pupils opportunity to work out own problems or evaluate their own work(Stufflebeam,2003).

Wiseman (1999) identified seven ways of evaluating minimal teachers' competence, such as providing information related to procedures on how to arrange classroom, preparing a lesson plan, time to attend class, collect and share evidence to students, providing assessment result on time to students, organize and distribute instructional materials for effective students' use and also come up with high expectations of the schools.

There other teachers disseminating materials that explain the rational of the process; also competent teachers should be giving information about recommended teaching and instructional methods. Competent teacher is the one who offering support by colleagues and supervisors through conferences and by sharing experiences and providing ideas and guidance on effective management. More over competent teachers providing ideas and guidance on arranging and organizing the physical setting of the classroom, also allow or

permitting new teachers to observe experienced teachers; and to discuss competencies in a follow up conference.

Amin and Mangren (1988) hold that, it is especially important to determine which competencies school principals believe to be significant, since they invariably play role in developing teacher evaluation plans, in observing and judging teachers, and in assigning supervisors to evaluate teachers' competence. Content of subjects areas, teachers must have a strong background in the subjects related to their specialty area. Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline they teach.

The teacher knows how to apply information from their discipline to real-world situations. Teachers know the content appropriate to their teaching specialty and the relevant applications of this content. They know their subjects considerably beyond the content they are expected to teach; and know how professionals in their field think and analyze the world.

Teachers' Competence on classroom Management

A competent teacher must organize and motivate students to act in ways that meet the needs of both the individual student and the class as a whole. Maximize efficiency, maintain discipline and morale; promote teamwork, plan, communicate, focus on results, evaluate progress, and make constant adjustments. Teachers work to minimize disruptions in students learning and take advantage of unexpected events to teach students. They are skilled at facilitating consensus and mediating conflict. They use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

and engage students in individual and cooperative learning activities that help them develop the motivation to achieve (Ana, 2006).

Teachers organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks; and help the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry. Therefore these will lead teacher to be competence with effective classroom control and management.

Carr (2006) describes the complex task of teaching and learning. It outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support the quality student learning. Teachers facilitate student learning by planning lessons that engage students and provide a purpose for learning. They experiment with different approaches to teaching, addressing the needs of students and priorities of the school. In this phase, learning is often teacher directed with the teacher taking responsibility for determining what students will learn, to what degree and how. Teachers develop a personal philosophy of teaching and learning based on extensive trialing of different teaching approaches. They are confident of their methods, providing more individualized education programs for students. Students are given greater opportunity to determine what and how they learn, what level of achievement they aim for and how they will demonstrate their level of understanding. In this phase, student-centered learning is a focus and teachers recognize their role includes acting as a facilitator and guide to learning. Teachers recognize that

assessment must be an ongoing process that provides information about student achievement as a result of learning experiences.

Carr (2006) teachers develop exemplary assessment strategies inclusive of students' individual needs. When reporting they offer valuable insights into students' beginning level of understanding, progress after completing programs of work and suggestions for future focus. Teachers take an active role in the development and application of whole-school monitoring, recording and reporting activities. They share their knowledge and experience of using innovative assessment to assist colleagues. They also review the effectiveness of assessment strategies and make recommendations for improvement.

Assessment of Teachers' Competence

To Howie and Plomp (2005), a teacher is the key player on the educational stage and we often expect him or her to make up for the deficiencies in the curriculum and in educational resources. The success of the educational enterprise is therefore believed to hinge on the quality of teaching that goes on in the classrooms (Howie and Plomp, 2005, p.53). This claim means that from a professional point of view the competence of a teacher is important, as successful teaching and learning depends on it. But evaluating or assessing a teachers' competence (performance and effectiveness) is a difficult process as this evaluation is dependent on student performance and, as in any evaluation, it is very difficult to distinguish between different levels of competence and skills.

Medley and Shannon (1994), observed that a test to measure teachers' competence should include not only content knowledge of the subject matter that teacher is expected to teach, but also general

knowledge of the kind that any educated adult is expected to possess. The term "teacher competence" will be used to refer to the results a teacher obtains or the extent of progress that pupils make toward some specified goals of education. One implication of this definition is that Competence teacher must be assessed only on how teacher can manage to control aspects of classroom instruction, classroom control and management, assessment of students' works, subject content and methodology and not the behaviors of teachers'. For this reason the extent to which pupils learn is strongly affected by those factors not under the teachers' behaviors, but competence of the teachers will be regarded as a stable feature for individuals but as a product of the interaction between teachers, students, school facilities (teaching and learning resources) and other factors that vary according to the situation in which the teacher works.

In South Africa, for example, a publication by the Committee on Teacher Education Policy (DoE, 1996) presents the necessary competencies to be developed in teachers during training, arranged under the headings Knowledge, Skills, and Values. General competencies are related to knowledge, which is described as subject content, national, regional, and school curriculum policies, curriculum theory, the role of parents in the education process, the organized teaching profession, culture, religion and the community, and so forth. Competencies related to (classroom) skills include communication, methodology, classroom management and assessment; and values/ attitudes/dispositions are values related to the school and attitudes related to professionalism.

Relationship Between Teaching and Learning Resources and Teachers' Competence

Teaching and learning resources are inputs in terms of materials, and physical which are processed through the educational system to produce outputs and improve teachers' competence. Quality education is no doubt a function of the availability and utilization of teaching and learning resources. The nature, sources, availability of teaching and learning resources, may determine the teachers' competence and efficiency of the school system (Nwankwo, 1982).

According to Abdulkareem (2003) teachers in required quantity and quality, as well as materials for teachers and pupils in adequate number, must be available for use to ensure teachers' competence and school success. He found out that whereas facilities were adequately provided in selected schools in Imo State, facilities were not effectively utilized and this led to poor performance in schools.The availability of instructional materials affects the quality of learning that the school system delivers. He view 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.

Odney(1973) affirms that the availability of resources is 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.

Maphumalo (1991) put it 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 competence.

According to Darling and Cobb (1995), teaching like other profession is a competence must base on occupation that must provide opportunity to link knowledge to practice. This is why professional development schools similar to teaching hospitals are likely to continue spreading. And also this means that teachers' competence should also relate with teachers education qualification.

Theoretical Perspectives

This study was based on the open systems Theory by Morgan(1986) which looks at an organization as a complex living organism which interacts with its environment. This open systems model theory focused on the relationships between resource inputs and outputs. An open systems input-output model as applied to educational organizations indicates how teaching and learning resources might improve teachers' competence and school effectiveness; it further explains the necessary linkages between resource allocation within the organization and the desired effects on educational outputs. The organization is depicted as distinct and separate from its external environment but with holey and often distracted boundaries. It is a purposeful unit producing output which it exchanges with stake holders (society) in its external environment in

return for resources and support and so is dependent upon its environment.

The model also focuses on how the relationships between resource (teaching and learning materials) inputs and outputs (Performance of the school and Competence of the Teachers') are mediated by internal processes. Certain key elements, such as the methodology of organization's productive processes and the teaching and learning resources for this study. These elements have important and interdependent effects on the process which relates inputs to outputs and which connects the organization with its environment

Bertalanffy (1971) also formulated the systems theory to account for similarities in the functioning of such diverse situation as living organisms, machines, galaxies and organizations. It was a unique departure from the earlier emphasis on separate analysis of individual parts. By systems, he means, complexes of elements standing in interaction. According to Nwankwo (1982), a system is a series of interrelated and interdependent parts, such that the interaction of the parts affects the whole system. Benedict (1995) explained a system as an inter-relation of parts, which has a specific function and the parts and their functions are interrelated to each other in specific ways so that together they can perform adequately to achieve the purpose of the system as a whole. The education system is made up of subsystems such as primary, secondary and University may be 'closed' or 'open'. Closed systems are those which are completely self-supporting and do not interact with their environment, the world 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 out puts, for the school is the one among the suitable example of open system.

Three major features of the open system include; receiving inputs to outputs; and discharging their outputs into the environment. 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 government school should receive the fund from the central government in order to increase or improve its Teaching and Learning resources.

The systems theory is very relevant to this study in the sense that, schools like other Organization (any program there in such as secondary education) can be regarded as a sub-system, and the major variable of an open system input, processing and output- are always present. Morgan classifies inputs into the school system as follows: resources in terms of Teaching and Learning materials distribution personnel as to teachers, non teaching staff and pupils and expectation or demand concerning how the school will be run and what it will achieve. The conversion process takes place when the inputs are organized, activated and subjected to various processes including teaching, learning, administration, planning and control mechanisms, all in the attempt to convert the human skills and materials into products, services and other outputs, that is, the intended changes in the behavior of students. These various processing activities make the system capable of yielding certain out puts which can satisfy the system's aspirations and expectations.

An open systems input-output model of the educational organizations indicates that how teaching and learning resources might

improve competence; it further explains the necessary linkages between resource allocation within the organization and the desired effects on educational outputs. Outputs are the immediate effects of the organization and its students, whereas outputs are the longer term effects both for the individuals who attended the organization (schools) and society in general. In a school system, inputs are resources such as teachers, students, school administrators, none teaching staff (human resources), buildings, furniture, libraries, laboratories, stationary, play grounds etc (teaching and learning resources) play greats role to improve school effectiveness and teachers' competence.

Related Studies

A number of studies have been done in relation to availability and utilization of teaching and learning resources on teachers' competence for example:

Maicibi (2005) conducted research about availability of school facilities and students' performance at South Sudan and come out with the funding that the availability of facilities used in the education system will largely depend on the strength of the economy. He held that, facilities such as text books, stationary, scholastic materials, buildings, furniture, equipment and so forth are vital in determining the quality of education in a particular country. However, personal experience confirmed that, the present condition of secondary schools in south Sudan is partially attributed to the poor economy. There are few secondary schools in south Sudan, most of the school classes are over crowded, with poor furniture facility because of lack of enough classroom structures.

Ramli (2008), conducted research on contribution of textbooks on mathematics performance of the secondary schools students in Pasir Gudang district Malaysia. Analyzed longitudinal data from a sample of eighth grade mathematics classrooms in Malaysia, and come out with funding that textbooks contribute to student learning in developing countries and identifies two important mechanisms whereby this contribution may be made: by substituting for postsecondary teacher education, and by delivering a more comprehensive curriculum. We found little evidence that textbooks enabled teachers to make better use of classroom time, however, or that they encouraged the assignment or completion of homework. He argued also that educational policies favoring postsecondary education for teachers of lower secondary school may not be appropriate under conditions in which essential teaching materials are lacking.

More generally states that, Textbooks are the instructional device par excellence, and central to teaching. In the least developed countries, they often constitute 85% of recurrent expenditure on materials. Classrooms deprived of textbooks promote little in the way of reading skills, and are obliged to content themselves with writing, learning, and recitation, copying from blackboards and also taking teachers' notes.

Mwamwenda (1987) found that availability of classrooms; desks, seats and books all produce a significantly better performance in Standard seven examinations in Botswana. Argue that this research supports the argument that school facilities are integral to academic achievement, unlike studies carried out in the West suggesting that school facilities have no impact on achievement.

Yahya (2007) conducted research on the quality of Northern Nigerian primary schools and student's performance. In his findings 'illustrate that, existence of multiple links between the quality of school facilities and a number of educational process variables which are widely considered to be important determinants of the quality of schooling'. Firstly, he found that four aspects of teaching (the extent to which teaching methods were pupil-centered, the variety of activities organized during lessons, the variety of methods of communication used during lessons, and the frequency with which assignments and homework were set) were affected by the provision of textbooks, teaching aids, writing materials and furniture. A second group of classroom learning conditions was the time required for learning activities to take place, orderliness and ease of movement in the classroom, pupil attentiveness, and pupils' opportunities for developing reading and writing skills. These were affected by many aspects of the school facilities: ancillary services such as first aid, toilets, water supply, classroom maintenance, textbook, furniture availability and space.

CHAPTER THREE

METHODOLOGY

Research Design

The research was based on a descriptive survey research design, in particular descriptive correlation design since it established the relationship between the independent and the dependent variable. The descriptive correlation design was used to establish whether availability and utilization of teaching and learning resources is significantly correlated with teachers' competence in the schools.

Research Population

The target population of this study was 1956 respondents from 11 secondary schools. One thousand, seven hundred and sixteen were students and 240 were teachers from 11 schools. Students were used to assess teachers' competence and teachers were used to assess resources' availability and utilization in the schools under study in Zanzibar Urban District.

Sample Size

In view of the nature of the target population where the number for both teachers and students are many, a sample was taken from each category .The study used sample size of 332 respondents, that is 41 teachers' and 291 students' from 11 purposively selected secondary schools. All schools selected in this Urban district are Government owned. Table 1 below shows the respondents of the study with the following categories: Target population and sample size.

Table 1

Respondents of the Study

Category	Target Population	Sample Size
Students	1716	291
Teachers	240	41
Grand Total	**1956**	**332**

Sampling Procedure

The researcher used simple random sampling method, whereby male and female students were randomly selected. The students were from form V and form VI; the researcher selected students, because he believed that the students from the top class could provide the best information. By using simple random sampling technique the researcher picked 41 teachers and 291 students, both male and female from 11 Urban District government Secondary Schools (advanced level) to help provide the required information. The researcher feels that the numbers of respondents were sufficient enough to provide the required information.

Research Instrument

The research tools that were utilized in this study include the following: (1) face sheet to gather data on the respondents' Profile characteristics (gender, age, qualifications, number of years teaching, teaching experience, number of qualified teachers), (2) researcher

devised questionnaires to determine the levels of availability and utilization of teaching and learning resources. These consist of options referring to (materials resources). The response modes, rating and interpretation are (4) Strong agree,(3) Agree,(2)Disagree,(1)Strong disagree and interpretation as follows: (4) Very high (3); High (2); low (1); Very low, respectively.

A standardized instrument adopted from Malaysia Institute of Management was used to determine the level of teachers' competence in the aspects of teachers' classroom instruction and assessment and classroom control and management. The response mode, rating and interpretation of this instrument is as follows :(4) Strong agree (3); Agree (2); Disagree (1); Strong disagree and interpretation for those responses were: (4) Very high (3); High (2); low (1); Very low, respectively.

Validity and Reliability of the Instruments

Content validity used to ensure by subjecting the researcher devised questionnaires to the CHDR to determine the level of availability and utilization of teaching and learning resources for judgment by the content experts, who was estimate the validity on the basis of their experience such as professors, associate professors and senior lecturers in educational management.

The test-retest technique used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents, 11 from urban secondary schools. These respondents were included in the actual study. In this test- retest technique, the questionnaires were administered twice to the same subjects. If the

test is reliable and the trait being measured is stable, the results were consistent and essentially the same in both times.

Data Gathering Procedures

Before the administration of the questionnaires

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 schools.
3 The researcher then secured a list of the qualified respondents from the school authorities.
4 Reproduce more than enough questionnaires for distribution.
5 Selected research assistants who assisted in data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and researcher assistants were emphasizing retrieval of the questionnaires within (two weeks), from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered was 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 was applied for the levels of availability and utilization of teaching and learning resources and teachers' competence. An item analysis was used to illustrate the based on the indicators in terms of mean and rank. The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of **Resources Availability and Utilization** (Teaching and learning resources)

Mean Range	**Response Mode**	**Interpretation**
3.26-4.00	Strong agree	Very high
2.51-3.25	Agree	high
1.76-2.50	Disagree	Low
1.00-1.75	Strong Disagree	Very Low

B. For the level of **Teachers' Competence.**

Mean Range	**Response Mode**	**Interpretation**
3.26-4.00	strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

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. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.
2. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
3. Present the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher was 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 and uncontrolled setting of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents analyses and interprets data collected from the field. Data analysis and interpretation was based on the research objectives. Below are the data presentations and analysis of research findings;

Demographic characteristics of the Respondents

The first objective of this study was to determine the profile of respondents as to gender, age, level of education and experience in school.

Table 2 (A)

Demographic Characteristics of Respondents (Teachers)

Category	Frequency	(%)
Gender		
Male	**25**	**61.0**
Female	**16**	**39.0**
Total	**41**	**100.0**
Age		
21-30 (Early adult hood)	**11**	**27.0**
31-40 (Middle adult hood)	**22**	**54.0**
41 and above (Late adult hood)	**8**	**19.0**
Total	**41**	**100.0**
Educational Qualifications		
Diploma	**7**	**17.0**
Bachelors	**24**	**59.0**
Masters	**10**	**24.0**
Total	**41**	**100.0**
Number of Years Teaching Experience		
(1) Below one year	**2**	**5.0**
(2) 1-2 years	**6**	**15.0**
(3) 3-4 years	**8**	**20.0**
(4) 5-6 years	**10**	**24.0**
(5) 7and above years	**15**	**36.0**
Total	**41**	**100.0**

Sources: Primary Data 2012

Table 2 (B)

Demographic Characteristics of Respondents (Students)

Category	Frequency	Percentage (%)
Gender		
Male	**158**	**54.0**
Female	**133**	**46.0**
Total	**291**	**100.0**
Age		
16-19	**198**	**68.0**
20-25	**93**	**32.0**
Total	**291**	**100.0**
Educational level		
Form five	**180**	**62.0**
Form six	**111**	**38.0**
Total	**291**	**100.0**

Sources: Primary Data 2012

Table 2(A), shows that (61.0%) were male and (39.0%) of the respondents were female. This clearly shows that majority of the respondents were male teachers.

In terms of age, the majority of the teachers represented in this study were between the age 31-40 (54.0%), followed by respondents aged between 21-30 (27.0%) and (19.0%) of respondents were between 41 years and above.

Table 2 (A) also shows that majority of the respondents (59.0%) were bachelor's degree holders, the second groups of the

respondents (24.0%) were Masters Degrees holders and (17.0%) were holding Diplomas.

In terms of teaching experience, majority of the respondents (36.0%) were 7 years and above in teaching experience. Followed by (24.0%) of teachers who had 5-6 years experience in teaching and (2.0%) were below one year. This indicate that majority of the teachers in these schools had enough experience in teaching.

Table 2(B) shows that majority of the students respondents (54.0%) were male students, whereas female students represent (46.0%). According to the study the numbers of male students were more than female students. This is because in Zanzibar Urban district people are not putting enough emphasis on educating girl child; however Government is trying to sensitize society about the importance of educating girl child.

Table 2(B) also shows that majority of the students (68.0%) were between16-19 and only (32.0%) were between the ages of 20-25. This is because a good number of respondents (students) were in form five. For the level of students' education, table 2(B) majority of students (62.0%) were in Form five and only (38.0%) were in Form six.

Table 3

Level of Resources Availability and Utilization (Teaching and Learning)

Indicators	Mean	Interpretation	Rank
Resources Availability			
In our school we have enough white chalks	2.89	High	1
In our school we have enough Class rooms	2.48	Low	2
In our school we have enough Reference books for all discipline	2.30	Low	3
We have a well stocked Library	2.15	Low	4
We have Laboratories and enough laboratory equipments	2.03	Low	5
We have enough Television, video cassette and audio radio	1.96	Low	6
We have enough Computers for Teachers and students to use	1.85	Low	7
We have access to Internet services to use for lesson preparation and teaching	1.81	Low	8
We have enough audio-visual aids and Over-head projectors	1.35	Low	9
Average mean	**2.09**	**Low**	
Resources Utilization			
Class rooms and chairs are used for academic purpose in the school	3.01	High	1
Chalks is used in classrooms while teaching	2.99	High	2
Technological Resources are enough to accommodate the students	2.13	Low	3
Reference books are enough for all disciplines and utilized well.	2.08	Low	4
Text books to students and Teachers ratio is adequate and is utilized	2.03	Low	5
Practical is conducted in the Laboratories	2.00	Low	6
Computer and Technology resources are used by Teachers and students	1.99	Low	7
Audio-visual aids are used in class while teaching	1.93	Low	8
Erasers are durable enough to be used so many times	1.88	Low	9
Teachers and Students have enough time to go and read in library.	1.78	Low	10
Library is used for academic purpose such as reading	1.57	Low	11
Average Mean	**2.13**	**Low**	
Grand Mean	**2.11**	**Low**	

Source: Primary Data2012

Table 3 revealed that the level of resources availability and utilization in Urban secondary schools was low (grand mean=2.11). This means that resources in secondary schools located in urban district are inadequate, even the utilization level of resources is inadequate. This could be because of Government's budget for secondary schools are limited. However, the availability of white chalk was ranked first with a mean of 2.89 interpreted as high. This means that white chalks are available in most schools. This is because; the Government distributes more white chalk in schools rather than other school facilities. Having enough classrooms was ranked second with a mean of 2.48 interpreted as low. This meant that most schools did not have enough classrooms. This could be due to the increasing number of students in the schools because of free secondary education.

Availability of reference books was ranked third with a mean of 2.30 interpreted as low. This meant that, urban secondary schools did not have enough reference books in all disciplines. This is probably because; the Government's budget for secondary schools in urban district is limited and schools themselves cannot afford to buy reference books for students.

Availability of libraries was ranked fourth with a mean of 2.15 interpreted as low. This meant that, in urban secondary schools there were inadequate libraries with minimal reference books. This could be because of lack of enough Government funding to support these secondary schools or due to poor schools supervision and inspection.

Availability of laboratories and laboratory equipment was ranked fifth with a mean of 2.03 interpreted as low. This meant that, laboratory and laboratory equipments were inadequate in urban secondary schools. This is probably because; the government's budget for secondary schools is not enough. However Government is trying to

put emphasis on science subjects. However government secondary schools still suffer with limited laboratory and laboratory equipments in their schools.

Availability of Television, video cassette and audio radio was ranked sixth with a mean of 1.96 interpreted as low. This meant that, there were not enough televisions, video cassettes and audio radios in urban government secondary schools. This is probably because the funding and financial support from the government to Ministry of education is not enough to access these resources in government schools.

Availability of computers for teachers and students was ranked seventh with a mean of 1.85 interpreted as low. This meant that, computer resources in urban government secondary schools are not available. This could be because of government's budget to these government secondary schools being limited.

Access of internet services was ranked eighth with a mean of 1.81 interpreted as low. This meant that, urban district government secondary schools did not have access to internet services. This is probably because the government's budget is limited; therefore Ministry of education did not offer government secondary schools in Zanzibar urban district to get assess of internet service.

Availability of audio-visual and overhead projectors was ranked ninth with a mean (1.35) interpreted as very low. This meant that most schools barely had audio-visuals and overhead projectors. Because these resources were very expensive and even teachers did not know how to use them. In Zanzibar these resources are more used at University level.

It was observed that the utilization of classrooms and chairs for academic purpose was ranked first with a mean of 3.01 interpreted as

high. This meant that most teachers utilized classrooms and chairs for academic purpose, because at these schools chairs and tables were many and the number of students was less hence making it easy for each student to get a chair and a table.

Utilizing chalk in classrooms was ranked second with a mean of 2.99 interpreted as high. This meant that in urban district government secondary schools many teachers used chalk while teaching, probably this is because chalk is available in almost all schools at any time and teachers utilize them well when they teach.

Technological resources being enough to accommodate students was ranked third with a mean of 2.13 interpreted as low. This meant that technological resources were not enough for all students in urban district secondary schools. This is probably because technological resources are expensive and yet government runs on a fixed education budget.

Utilization of reference books was ranked fourth with a mean of 2.08 interpreted as low. This meant that reference books were not well utilized in many government secondary schools in urban district, this can be attributed to failure of schools to stock their libraries and alternatively the books available do not facilitate the taught subjects.

Text books to students and Teachers ratio being adequate and utilized was ranked fifth with a mean of 2.03 interpreted as low. This meant that textbooks were inadequate and therefore not adequately utilized in most schools. This could probably be because in government schools, the numbers of students were high as compared to the number of text books.

Conducting practical's in laboratories was ranked sixth with a mean of 2.00 interpreted as low. This meant that laboratories were not adequately utilized. This is probably because these are underfunded government schools that mainly cater for Arts students with very few science students. In relation to funding, government could fail to fund schools in practical science subjects due to low finances.

Utilizing computer and technology resources was ranked seventh with a mean of 1.99 interpreted as low. This meant that most teachers did not use computer and technology resources in their teaching. This could be attributed to prices of the technology and computers that can only be afforded by tertiary institutions and universities as compared to government funded secondary education centers.

Utilization of audio-visual aids in class was ranked eighth with a mean of 1.93 interpreted as low. This meant that most teachers did not use audio-visual aids while teaching. This could probably be that in these schools there were no audio-visual aids in class used because these resources are not available and cannot be utilize.

Erasers being durable enough to be used many times were ranked ninth with a mean of 1.88 interpreted as low. This meant that erasers were not durable to be used many times. This is probably because Government always imports resources to schools by regarding quantity rather than quality of the resources they input (government opts for cheaper items that fit within its budget other than durability).

Teachers and Students having enough time to go and read in library was ranked tenth with a mean of 1.78 interpreted as low. This meant that in urban secondary schools many teachers and students did

not have enough time to utilize the library. This could probably be due to the busy schedule of teachers to do other activities to earn more incomes besides their teaching job and also students helping their parents at home with home activities. This could be the reason keeping them busy failing them to have time go and read in the library.

Utilizing the library for academic purpose was ranked eleventh interpreted as very low. This meant that majority of teachers and students in urban district secondary schools did not use the library for academic purposes. This could probably be because many secondary schools in this area have no library room and few schools which have library rooms are not well facilitated with reference books making it hard for teachers and students to utilize the resource for academic purpose.

Table 4(A)

Level of Teachers' Competence

Indicators Classroom Instruction	Mean	Interpretation	Rank
Demonstrate current knowledge of curriculum in subjects' field	2.53	High	1
Collect and share evidence of students' learning	2.38	Low	2
Have a wide knowledge of the subjects content	2.27	Low	3
Are they confidence while they are Teaching	2.23	Low	4
Use differences methods of assessment	2.21	Low	5
Give relevant examples while they teach	2.12	Low	6
Organize and distribute the instructional materials to provide for effective students use	2.10	Low	7
Have a variety of skills and experiences	2.09	Low	8
Use effective questioning and discussion techniques which provides students with opportunity to participate actively	2.04	Low	9
Organize, arrange and utilize resources and equipment in a manner which promote learning.	2.02	Low	10
Give assessment results to students on time	2.00	Low	11
Use Standard English language when they are teaching and writing	1.98	Low	12
Attend in the classroom at appropriate time during their period	1.92	Low	13
Give immediate answers to students' questions	1.81	Low	14
Average Mean	**2.12**	**Low**	

Source: Primary data 2012

Table 4 (B)

Level of Teachers' Competence

Classroom Management	Mean	Interpretation	Rank
Responds positively to constructive from students criticism	2.31	Low	1
Teachers maintain class order during the lesson	2.23	Low	2
Demonstrates awareness and responds appropriately to students' behaviors	2.15	Low	3
Encourage students opinions during the lesson	2.14	Low	4
Disciplinary procedures are implemented in a fair and consistent manner	2.12	Low	5
Encourage slow learners	1.98	Low	6
Success is expected of all students regardless of social or cultural Differences.	1.92	Low	7
Have time to discuss with students about academic issues	1.72	Very Low	8
Average Mean	**2.07**	**Low**	
Grand Mean	**2.09**	**Low**	

Source: Primary Data 2012

Table 4A and 4B reveal that level of teachers' competence in Government secondary schools, Zanzibar urban district is low (grand mean=2.09). The meaning of this is that teachers in these urban Government secondary schools have very low competence. This is probably because in these schools there were no adequate teaching and learning resources available. However, teachers demonstrating knowledge of curriculum subjects was ranked first with a mean of 2.53 interpreted as high. This meant that most teachers in urban secondary schools had knowledge of curriculum subjects. This could be probably

due to the fact that teachers understood the content of the subjects they taught and delivered them well to students.

Collecting and sharing evidence of students' learning was ranked second with a mean of 2.38 interpreted as low. This meant that in urban secondary schools many teachers did not collect and share evidence from their students' learning. This is probably because, teachers thought that only the content matter that they delivered to students was enough and believe that students cannot deliver any relevant evidence on the subject content.

Having a wide range of knowledge was ranked third with a mean of 2.27 interpreted as low. This meant that many teachers in urban secondary schools did not have a wide knowledge of subjects matter. This is probably because many teachers are not well qualified basing on their teaching and training courses, or alternatively there are no material data to help teachers research for their students as an alternative means.

Having confidence while teaching was ranked fourth with a mean of 2.23 interpreted as low. This meant that in urban secondary schools many teachers did not have confidence while they are teaching. This can be attributed to the fact that many teachers teach while they are not well trained and sometimes teachers teach thing which are different from what they specialized in.

Using different methods of assessment was ranked fifth with a mean of 2.21 interpreted as low. Many students' respondents disagree that many teachers use different methods of assessment. This meant that in urban secondary schools many teachers did not assess students by using different methods. This can probably be attributed to the fact

that many teachers crammed one method of student assessment which they apply over and over again for example giving final examination.

Giving relevant examples when teaching was ranked sixth with a mean of 2.12 interpreted as low. This meant that many students' respondents disagreed that teachers provided different examples when they teach. This can be attributed to the fact that most of the teachers in urban district secondary schools are incompetent and do not have a wider knowledge on the subjects they teach.

Organizing and distributing the instructional materials to provide for effective students use was ranked seventh with a mean of 2.1 interpreted as low. This meant that most teachers did not organize and distribute instructional materials for students use. This could probably be because in these areas the instructional materials which are supposed to be used are not enough or available and this could be the reasons why teachers fail to organize and distribute instructional materials to students to be used.

Having a variety of skills and experience was ranked eighth with a mean of 2.09 interpreted as low. This meant that most teachers did not have a variety of skills and experience. This could probably be due to the current trend of turnover where many teachers want to leave the teaching job for other professions and careers due to the little salaries.

Using effective questioning and discussion techniques which provides students with opportunity to participate actively was ranked ninth with a mean of 2.04 interpreted as low. This meant that most

teachers did not effectively use questions and discussions to provide students with an opportunity to participate actively in learning.

Organizing, arranging and utilizing resources and equipment in a manner which promote learning was ranked tenth with a mean of 2.02 interpreted as low. This meant that most teachers did not organize, arrange and utilize resources in a manner that promoted learning. This could probably be due to the fact that many teachers are under qualified and only do the teaching job just for the sake of earning.

Giving assessment results to students on time was ranked eleventh with a mean of 2.00 interpreted as low. This meant that most teachers did not give assessment results to students on time. This can be probably due to the fact that many of the teachers are busy and fail to mark assessments in time.

Using Standard English language teaching and writing was ranked twelfth with a mean of 1.98 interpreted as low. This meant that most teachers did not use Standard English when teaching and writing. This is probably due to the fact Zanzibar uses allot of Kiswahili language in schools maintaining the national language. However, the instructional media is in English.

Attending classes at appropriate time during their period was ranked thirteenth with a mean of 1.92 interpreted as low. This meant that most teachers did not attend classes at the appropriate time. This can be again tribute to their busy schedules with other activities making them late to attend to students.

Giving immediate answers to students' questions was ranked fourteenth with a mean of 1.81 interpreted as low. This means that

most teachers did not give immediate answers to students' questions. This is probably due to the fact that most teachers do not do research for their respective subjects hence remaining limited in terms of wide knowledge on the subject content.

Table5 (B), responding positively to students' criticism was ranked first with a mean of 2.31 interpreted as low. This meant that most teachers did not respond positively to student's criticism. This could be probably attributed to the fact that many teachers think that students can not criticize their work and their teachings are final.

Teachers maintaining class order during the lesson was ranked second with a mean of 2.23 interpreted as low. This meant that most teachers did not maintain order in class while teaching. This can be attributed tom the fact that teachers always came late to school for lessons and did not have time to place back their classes in order. Alternatively, some teachers mind less about students' discipline and only do their job regardless of the order.

Demonstrating awareness and responding appropriately to students' behaviors was ranked third with a mean of 2.15 interpreted as low. This meant that most teachers did not demonstrate awareness and did not respond appropriately to student's behavior. This can be attributed to the fact that teachers mind less about their students' behavior or alternatively most of the teachers try to neglect their duties for simplicity.

Encouraging student's opinions during lessons was ranked fourth with a mean of 2.14 interpreted as low. This means that most teachers dominated lessons and did not encourage students' opinions.

This could be attributed to fact that many teachers feared to be challenged by their students due to their limited competence.

Implementing disciplinary procedures in a fair and consistent manner was ranked fifth with a mean of 2.12 interpreted as low. This meant that most teachers did not implement disciplinary procedures in a fair and consistent manner.

Encouraging slow learners was ranked sixth with a mean of 1.98 interpreted as low. This meant that most teachers did not encourage slow learners. This could probably be because teachers did not have time to "waste" on students that did not understand while they were teaching.

Expecting success from all students regardless of their social and cultural differences was ranked seventh with a mean of 1.92 interpreted as low. This meant that most teachers did not expect success from all their students. This can be attributed the fact that many teachers prefer "clever" students to "stupid" students sine the later waste their time while making them understand the concepts.

Having time to discuss with students academic issues was ranked eighth with a mean of 1.72 interpreted as low. This meant that most teachers did not have time to discuss academic issues with students. This is probably because many students' respondents disagreed with their teachers while getting time to discuss with students about their lesson.

Table (5)

Correlation Between Resource Availability, Utilization and Teachers' Competence

Variables correlated	r. value	p. Value	Interpretation	Decision on Ho
Resources availability and Utilization Vs Teachers' Competence	0.285	0.000	**Significant relationship**	Rejected

Objective 4 sought to establish the relationship between resource availability, utilization and teachers' competence. It was found that, there was a significant relationship between the availability and utilization of teaching and learning resources and teachers' competence. Table 5 indicates that the overall correlation of the independent and dependent variables had a sig- value of (0.000). Therefore the researcher concludes that the null hypothesis of no significant relationship is rejected.

Table 6

Regression Analysis Between Resources Availability and Utilization and Teachers' Competence

Variables Regressed	F. value	R. Value	Sig Value	R^2	Interpretations	Decision on Ho
Resources availability and Utilization Vs Teachers' competence	15.342	0.285	0.000	0.081	Good	Rejected

Table 6, show that resources availability and utilization has a positive effect on teachers' competence, as shown in the sig-value of (0.000).This meant that if for example resources(teaching and learning) are really available and are properly utilized it can lead to high level of teachers' competence. Therefore the result of this study suggest that availability and utilization of teaching and learning resources have an effect on teachers' competence in selected government's secondary schools in Urban West Zanzibar.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter presents the findings, conclusion and recommendation of the study. They are presented as follows:

FINDINGS

Demographic Characteristics

The study found out that, male teachers' were the highest number of respondents (61.0%). In terms of age, respondents aged between 31-40 was the highest (54.0%) . On the level of education, the study found out that (59.0%) of respondents' majority had attained bachelors and had a working experience of 7 years and above (36.0%).

The study also found out that,(54.0%) majority of students respondents were male and (46.0%) were female. Majority of students respondents (68.0%) were aged between 16-19 and majority (62.0%) were form five.

The second objective was to determine the level of availability and utilization of teaching and learning resources. The study found out that the level was low with grand mean of 2.11 interpreted as low.

The third objective was to determine the level of teacher competency. The study found out that teachers' competence was low with grand mean of 2.09 interpreted as low.

The fourth objective was to determine if there was a significant relationship between availability and utilization of teaching and learning resources and teachers' competence. This study found that there was a

significant relationship between resource availability and utilization and teachers' competence (P-value, 0.000).

The fifth objective was to determine regression analysis on effect of resources availability and utilization on teachers' competence. Therefore, the result show that resources availability (teaching and learning has a positive effect on teachers' competence, as shown in the sig-value of (0.000).

CONCLUSION

The null hypothesis that there is no significance relationship between availability and utilization of teaching and learning resources and teachers' competence was rejected .Therefore there is a significant relationship between availability and utilization of teaching and learning resources and teachers' competence.

The researcher found out that, in urban secondary schools there is a problem of poor distribution, accessibility and inadequate availability and utilization of teaching and learning resources in government secondary school. Therefore, this result in to incompetence of teachers in these schools, which also leads to poor academic performance of the students in urban district.

The systems model theory by Morgan (1986) which states that, in any organization the outputs depend on the inputs, where resources such as materials must apply consistently with processing and result in to good outputs in the Organization. Therefore this theory also relate in the education sector, school just like Organization must work together with resources like teaching and learning resources in order to come up with good products (students) together with improving

teachers' competence. Hence this will develop a new outlook and evaluate, what is importantly portrayed within this theory.

RECOMMENDATION

From the above findings, the following recommendations were made:

The Government should increase budget on education sector in order to improve availability and proper allocation of teaching and learning resources on government funded secondary schools in Urban West Zanzibar.

The government should endeavor to provide enough textbooks, computers, audio-visual and audio materials and laboratory equipments in schools.

To make sure that, funds allocated to schools can be accounted and used for purchasing enough teaching and learning resources for government's secondary schools.

On teachers' failure to utilize resources, the researcher recommends that all teachers' should attend refresher courses to empower them on teaching and learning resource utilization.

Teachers and students having less time to use the library, the researcher recommended that, all government secondary schools in urban district, should allocate on weekly class time table a specific time for students and teachers to use library.

On failure to use computer and technological resources, the researcher recommended that, short course like ICT should be introduced frequently to government secondary schools teachers.

The issues of teachers having no time to discuss with students about academic issues, the researcher recommended that, teachers'

must provide with seminar on guidance and counseling, this will give students motivation that will help them to get time to discuss with students on academic issues.

On the other side, the level of teacher's competence was found out low. Therefore researcher recommended that, teachers must keep in use the library very effectively for making reference and schools should introduce interchange program which can help teachers' from different schools seat together and discuss their academicals challenges they are facing.

Government is advised to modernize government school environment by availing enough school facilities and materials so as to improve teachers and students competence.

Suggestions for Further Research

There is need to do research on allocation and distribution of school facilities and school effectiveness.

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APPENDIX 1 A

TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ALI HABIB MASOUD REG. NO.MED/33639/111/DF TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Master in Educational Management and Administration

He is currently conducting a field research for his thesis entitled, **Availability and utilization of teaching and learning resources and teachers' competence in Selected Government Secondary Schools in Urban West Zanzibar**

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

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR

APPENDIX 1 B

TRANSMITTAL LETTER

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 Thesis. My study is entitled on **Availability and utilization of teaching and learning resources and teachers' competence in Selected Government Secondary Schools Urban West Zanzibar** 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. Masoud Ali Habib

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 _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. MASOUD ALI HABIB that will focus on availability and utilization of teaching and learning resources and teachers' competence. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date_____

APPENDIX IV(A)

FACE SHEET: PROFILE RESPONDENTS (TEACHERS)

Gender (Please Tick):

(1) Male ____

(2) Female ____

Age:

(1) 21-30___ (2)31-40____ (3)____41 and above

Qualifications Under Education Discipline (Please Specify):

(1) Diploma _____

(2) Bachelors _____

(3) Masters _____

Number of Years Teaching Experience (Please Tick):

____(1)Below one year

____(2) 1- 2yrs

____(3) 3-4yrs

____(4) 5-6yrs

____(5) 7 years and above

APPENDIX IV(B)

FACE SHEET: PROFILE OF RESPONDENTS (STUDENTS)

Gender (Please Tick):

(1) Male ____

(2) Female ____

Age:

(1)16-19____ (2)20-22____

Under Education Level (Please Specify):

(1) Form five _____

(2) Form six _____

APPENDIX VA

QUESTIONNAIRE TO DETERMINE AVAILABILITY AND UTILIZATION OF TEACHING AND LEARNING RESOURCES

(For Teachers Only)

Direction 1: Please write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below:

Response Mode	Rating	Interpretation
Strong agree	(4)	Very high
Agree	(3)	High
Disagree	(2)	Low
Strong disagree	(1)	Very low

AVAILABILITY OF TEACHING AND LEARNING RESOURCES

____1. In our school we have enough text books

____2. In our school we have enough Class rooms

____3. In our school we have enough reference books for all discipline.

____4. In our school we have television, Video cassette and audio radio.

____5. In our school we have enough Computers for Teachers and Students to use.

____6. In our school we have assess of Internet services to use for Lesson preparation and Teaching.

____7. We have enough Audio-visual aids and Over head projectors.

____8. In our school we have a well stocked Library

____9. In our school we have White chalks.

____10. In our school we have laboratories and enough laboratory equipment.

TO DETERMINE RESOURCE UTILIZATION

_____1. Text books to students and Teachers ratio is adequate and is utilized

_____2. Class rooms and chairs are used for academic purpose in the school.

_____3. Computer and Technology resources are used by Teachers and students

_____4. Erasers are durable enough to be used so many times

_____5. Chalks is used in classrooms while teaching

_____6. Audio-visual aids are used in class while teaching.

_____7. Library is used for academic purpose such as reading.

_____8.Practicals is conducted in the Laboratories.

APENDIX VB

QUESTIONNAIRE TO DETERMINE TEACHERS' COMPETENCE (For Students Only)

Dear students,

Direction: On the space provided before each option, indicate your best choice by using the rating system below:

Response Mode	Rating	Interpretation
Strongly Agree	(4)	Very high
Agree	(3)	High
Disagree	(2)	Low
Strongly disagree	(1)	Very Low

CLASSROOM INSTRUCTION

The Teachers

_____1. Have a wide knowledge of the subject content.

_____2.Give relevant examples while they teach.

_____3. Are confidantes while they are teaching?

_____4. Give immediate answers to students' questions.

_____5. Attend in the classroom at appropriate time during their period.

_____6. Use Standard English language when they are teaching and writing.

____7. Have a variety of skills and experiences.

_____8. Use differences methods of assessment.

_____9. Collect and share evidence of students' learning.

_____10. Demonstrate current knowledge of curriculum in subjects' field.

_____11. Use effective questioning and discussion techniques which provides students with opportunity to participate actively.

_____12.Give assessment results to students on time.

_____13. Organize, arrange and utilize resources and equipment in a manner which promote learning.

_____14.Organize and distribute the instructional materials to provide for effective students' use.

CLASSROOM CONTROL AND MANAGEMENT

The Teachers

_____ 15. Maintain class order during the lesson.

_____16. Encourage student's opinions during the lesson.

_____17. Discipline procedures are implemented in a fair and consistent manner.

_____18. Respond positively to students' criticism.

_____19. Demonstrate awareness and respond appropriately to students' behavior.

_____20. Encourage slow learners.

_____21.Success is expected of all students regardless of social or cultural differences

_____22.Have time to discuss with students about academic issues

THANK YOU FOR ASSISTING THE RESEARCHER BY PROVIDING HIM WITH INFORMATION IN RESPONSES TO THE QUESTIONERS.

Source. Google. Adapted from Malaysian Institute of Management

RESEARCHER'S CURRICULUM VITAE

Personal Profile

NAME	:	ALI HABIB MASOUD
NATIONALITY	:	TANZANIAN
GENDER	:	MALE
MARITAL STATUS	:	MARRIED
PLACE OF BIRTH	:	ZANZIBAR
PHYSICAL ADDRESS	:	MAGOMENI ZANZIBAR
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Educational Background

A-Level	Lumumba Secondary School	2002-2003
Degree name	Bachelor of Arts with education	
Level attend	Degree/3years	2004-2007
Institute	The State University of Zanzibar	
Address	Zanzibar	

Work Experience

3 Years working in Teaching at LINDI Secondary School

LINDI , TANZANIA.