

The contribution of school development plans on the availability of teaching and learning resources in Bagamoyo district ward secondary schools

Azdah Sahini

Master of Arts in Education

University of Dar es Salaam, school of education, 2016

This study examines contribution of school development plans on availability of teaching and learning resources in Bagamoyo District ward secondary schools. The study addressed the following three specific objectives: to determine available teaching and learning resources in ward secondary schools; to analyse the school development plans and their effectiveness in enhancing availability of teaching and learning resources; and to assess the extent to which district plans for providing adequate teaching and learning resources were effectively reflected in the school development plans. Four ward secondary schools in Bagamoyo district were studied. The study used qualitative research approach informed by descriptive case study design. It involved a total of 61 respondents obtained through simple random, convenient and purposive sampling procedures. Data were generated through interviews, focus Group Discussions, documentary analysis and observations. The study unveiled that the studied schools had shortage of teaching and learning resources such as arts textbooks, laboratories and libraries and others were not in good quality. Second it was noted that school development plans of the four studied secondary schools were not effective in enhancing availability of teaching and learning resources because teaching and learning resources were not considered as important inputs, thirdly District plans of providing adequate teaching and learning resources have been reflected in the school development plans. The study recommends the following: first, primary emphasis on academic performance should not be treated in isolation from availability of teaching and learning resource; second, planning in ward should be participatory by taking into account inputs should not be attached with conditional ties so as to allow smooth implementation of context specific school development plans.