

**A shortage of teachers and its effects on curriculum implementation in community secondary schools in Tanzania: the case of Temeke District**

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The purpose of the study was to investigate the extent to which the shortage of teachers affected implementation of schools curricula in community secondary schools which were established from 2005 to 2008. The study had three objectives, to identify the number of teachers and their qualifications in the visited schools, to investigate subjects which were taught, partially taught or completely not taught and to find out how the school administration was managing the implementation of the school curriculum with inadequate number of teachers. Data for this study was collected from seven community secondary school in Temeke District in Tanzania Mainland. The study involved 10 respondents; these were 7 heads of schools, 26 teachers and 70 students. The study employed both qualitative and quantitative approaches to answer research questionnaires, documentary review and observation. Qualitative data were processed through content analysis and quantitative data analysed and presented in tables showing numbers and percentages. The study revealed that in all schools visited, curricula were not implemented accordingly due to the shortage of teachers. This situation made some of the subjects in some of the schools visited to be taught by form six leavers who were waiting for their results and had no teacher training. It was recommended that the government through the Ministry of education and Vocational Training review the expansion of education at secondary level so as to provide quality education to all students in community secondary schools.