

A study on impact of education II project on teaching and learning science in Tanzania: the case of the biology in selected ordinary secondary schools

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The study masticated on the impact of education II project from biology teachers who participated in project INSET programs. Guskey and Sparks' model was adapted in the study. The study involved 13 secondary schools from Mwanza and Mara region. The sample included ten biology teachers, 130 students, three school heads a two school zonal inspectors. Data were collected through semi- structured questionnaires, interviews, observation checklist and focus group discussion guides. Qualitative research approach was used for the study. Findings from the study revealed that biology teachers who attended education II project INSET activities minimally deployed knowledge and skills they had learned. They were only able to transfer a few skills they gained from INSET to their respective classroom context at a minimally level. The teacher- centred approach of teaching using question-answer and lecturing was dominant, while student's active participation in learning activities was encouraging. Also results revealed that biology teachers rarely produced teaching/ learning materials by improvisation using locally available materials and conducting practical lessons. The pattern was attributed by deep rooted problems such as incompetent teachers, which face teaching/learning biology in schools. These problems needed solutions if at all biology teaching were to be improved. Shortage of teaching /learning resources financial constraints, responsibilities of educational administrators, curriculum interpretation and implementation, time management and utilization as well as teaching for examinations were among many other factors hindering effective teaching of biology in secondary schools. It was recommended that the government should introduce a national in-service training centre for science teachers in order to have availing sustainable INSET programs. To project innovators there should device mechanism to ensure a constant follow-up so as to make sure that teachers implement what they had learned from INSET programs.