

The impact of using unqualified teachers in the provision of secondary education in

Same district

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The study investigated the impact of using unqualified teachers in the provision of ordinary level secondary education in Same District. It comprehensively assess why and how unqualified teachers are used to provide secondary education. Three objectives guided this study, firstly, was to examine the qualification of teachers who are used to provide secondary education in Same District community secondary schools. Secondly it was to determine the implication of existing teachers' qualification to academic development of students. Lastly was to explore non academic problems associated with the use of unqualified teachers. The research approach of this study is qualitative with descriptive research design. It was conducted in Kilimanjaro region, Same district where nine schools were selected. Respondents comprise 127 in the categories of DSEO, HOS, academic teachers, students and parents, who were obtained, through purposeful sampling, stratified random sampling and simple random sampling. Data were collected through interview, questionnaire and documentary review. Qualitative data were subjected to thematic analysis and then coded, quantified and categorised according to research objectives and questions. Later on data were tabulated, frequencies and responses calculated as percentages. Some of the respondent's view and perceptions were presented as quotations. The study findings revealed that there is a great use of unqualified teachers in provision of secondary education in Same District secondary schools. This was exacerbated by the acute shortage of qualified teachers especially in science subjects. It was also revealed that a contribution of unqualified teachers to academic performance of students is very minimal and that unqualified teachers were involved themselves in some professional misconduct. It was concluded that using unqualified teachers compromises the quality of education. It was recommended that Government should train more teachers to ensure that community secondary schools are staffed with enough qualified teachers. It should ensure retention of qualified teachers to public secondary schools by addressing reasons that discourage them from staying there. Policies should be made to ensure that teachers arrive at the school where they are desirable.