

Educators' perception of the factors which affected English language teaching support project (ELTSP) planning and sustainability of its innovations

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This post-mortem study assessed educators' perception of the factors which adversely affected English Language Teaching Support Project planning and sustainability of its innovations. The study was based on two premises that, first, the project was misconceived as it was top-down parachuted. Secondly, innovations that are introduced in the education system, do not live to yield the intended outcomes due to lack of proper planning and inadequate provision of resources in the successful implementation of the innovations. Eight research questions were formulated to guide the researcher. Moreover, relevant literature review on theories of planning was made to give a framework of this study. The sample was obtained from secondary schools in Iringa and Mbeya, and from institutions of Tanzania Institute of Education, National Examination Council of Tanzania, University of Dar es Salaam, Dar es Salaam Teachers Training College, the Ministry of Education and Culture in Dar es Salaam and from individuals. This study dealt with 120 respondents out of which 106 came from secondary schools and 14 from liaison education institutions. Data were collected through Likert scales, questionnaires, checklists, documentary review and interview guides and observation. The instruments were validated before use. The collected statistical data were analyzed through percentile scales and non conducted for the establishment of clear project objectives. It was also noted that the project was top-down planned, such that, it ignored to liaise with local institutions and other stakeholders. Moreover, the project adversely affected Tanzania's secondary school education, through uncensored distributed books, therefore, it failed and its skills became unsustainable. It is recommended, therefore, that planning of such projects should involve stakeholders. Moreover, foreign donor assisted educational projects should involve stakeholders. Moreover, foreign donor assisted educational projects should, be vividly assessed before establishment. Also, situational analysis should be conducted for better implementation and sustainability of innovations.