

**THE CONTRIBUTION OF PRIMARY EDUCATION DEVELOPMENT
PROGRAMME IN FACILITATING QUALITY EDUCATION IN
MOROGORO MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF
THE OPEN UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation entitled “*The Contribution of Primary Education Development Programme (PEDP) in Facilitating Quality Education in Morogoro Municipality*” in fulfilment of the requirements for the Master Degree of Education in Administration, Planning and Policy Studies.

Dr. Bibiana. S. Komunte

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Date

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DECLARATION

I, **Francisca Kalindo**, do hereby declare that this dissertation is my own original work and that it has not been submitted for a degree to any other University.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my husband; Abedi Dogoli and my children; Irene and Saada for their support and advice.

ACKNOWLEDGEMENT

The responsibility for this work lies with me alone. However, it could not be brought to the end without the support and cooperation of many people. I gratefully thank them all. I would like, however, to extend my particular appreciation to the following for their unconditional assistance they accorded me in the course of my research and eventually, writing up this dissertation.

First and most importantly, I am sincerely grateful to my supervisor Dr.B.S. Komunte for her guidance from the beginning of this work to the end. Her efforts are highly appreciated and it was a pleasure to work under her.

I also extend my sincere appreciation to Dr S. M. S. Massomo whose explanation was of help to me throughout this course. Again, I would like to extend my gratitude to my employer (Municipal Director) for giving me an opportunity for career advancement and support in carrying out my study in the municipality. Finally, I extend my sincere appreciation to my classmates, Mr R. Hadi and Mr S. Mmasi for their support and encouragement.

ABSTRACT

Tanzania has focused on providing quality basic education as a tool for fighting poverty, ignorance and disease. Thus, the objective of the study was to assess the contribution of PEDP in facilitating quality education in Morogoro municipality. Specifically the study was sought to assess the extent to which PEDP has enhanced the teaching and learning materials; to find out the effect of PEDP on teachers' empowerment; PEDP's place on standard seven leaving examination; and PEDP's contribution on the school environment. The Cross-sectional research design was used. The area of study was Morogoro municipality. The target population comprised of two selected primary school pupils, teachers, head teachers, and Primary school education officer. A sample of 110 respondents was used. Data were collected through interview, questionnaires and observation methods. Qualitative and Quantitative data analysis approach were used. The study demonstrated that 97(88%) respondents agreed that, access to teaching and learning materials such as texts and reference books has enabled pupils to perform well in standard seven leaving examinations. As well, the teaching and learning processes has highly improved because of PEDP, that is, 80(73%) respondents admitted that teachers have been able to undertake in-service training on pedagogical matters in teaching. It was recommended that the Ministry of Education and Vocational Training should sustain the efforts to improve the teaching and learning environment in primary school.

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LIST OF ABBREVIATIONS

APPS	Administration Planning and Policy Studies.
EFA	Education for All
ESDP	Education Sector Development Support
ESR	Education for Self-Reliance
ETP	Education and Training Policy
LGRP	Local Government Reform Programme
MDGS	Millennium Development Programme
PEDP	Primary Education Development Programme
PLSE	Primary Leaving School Examination
PRSP	Poverty Reduction Strategy Paper
SAP	Structural Adjustment Programme
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter provides the introductory part regarding the assessment of the contribution of Primary Education Development Programme (PEDP) in facilitating quality education in Morogoro municipality. It presents the background to the problem, statement of the problem, research objectives and questions of the study, the significance, the scope, conceptual framework, definition of terms, Morogoro municipality profile and organisation of the study.

1.2 Background to the problem

1.2.1 The Policy reforms

Primary Education in Tanzania has been subjected to various policy reforms which necessitated the changes in education system from the time of independence to date. The policy reforms as Chediell (2009) reveals followed by various programmes aimed at achieving the goals of the policy to enhance the provision of Quality Primary Education. In this aspect the provision of the primary education in Tanzania can be viewed as being phase based there has been the policy which guides the provision of the same as well as programmes to ensure the maximum achievement (Galabawa, 2001). The phase was dependent on political, economic and social domain of the period (Chediell, 2009).

The first phase was between 1967 to early 1980s. This phase as Njunwa (2010) puts was associated with socialism and self-reliance as introduced in the middle of 1960s.

The philosophy guided the planning and practice of education in the period in response to the move taken by the government that emphasized the formation of a socialist oriented state. In this period which Galabawa (2001) describes as the “self – reliance expansionary collective national through phase” a number of changes were implemented in the education system and school system. They include the following:- i) More emphasis was given to the provision of Primary education by introducing Universal Primary Education (UPE); ii) Self – reliance as work was made an integral part of education; iii) Voluntary agency schools were nationalized; iv) Local education authorities were formed to run and manage primary schools; v) School boards and committees were established for secondary schools, teachers’ college and primary schools respectively (Chediell, 2009).

The success in children environment was contributed by the abolishment of school fees to the children. The parents were motivated to find their children to schools as all costs were taken by the government. It is the period of great success in the implementation of Universal Primary Education in Tanzania (Wedgwood, 2005).

The second phase which Galabawa (2001) describes as the period of growth of the economic collective national thought which lasted between late 1980s to early 1990s. The period was characterized by new liberal ideas such as free choice; market oriented schooling and cost efficiency leading to the loosing of government control of the Universal Primary Education (UPE) agenda (Galabawa, 2001). The phase went hand with hand with structural Adjustment program (SAP) in the middle of 1980s which passed conditionals as a strategy to improve economic situation of

developing countries. The conditionals included reducing government expenditures, introduction of cost sharing system, liberalization of economy and allowing free market (Njunwa, 2010). Due to SAP, the government of Tanzania introduced the cost sharing in provision of social services including education. The parents were supposed to pay school fees and other contributions in the public schools (Wedgwood, 2005). It is the period which Tanzania faced severe economic difficulties including foreign debt. This made the primary school Gross Enrolment Rate (GER) to drop from 98 percent in 1981 to 76.4 percent in 1988 (URT, 2000).

The third phase lasted between late 1990s to earlier 2000s. This phase was described as the era of “Income and Non – income poverty collective national thought” and was characterized with different reforms in the government which had either direct or indirect impact to the provision of Universal Primary Education (UPE) in Tanzania (Galabawa, 2001). Those programmes are like Poverty Reduction strategy Paper (PRSP), Institutional Financial Reforms, Educational sector Development Programs (ESDP) as well as local Government Reform Program (LGRP). The policy intended to decentralize education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training (Njunwa, 2010).

1.2.2 Primary Education Development Program

The government realized that the payment of school fees and other contributions resulted to poor enrolment rate and high pupil’s drop out in schools. This made the government to review and restructure the education system which later resulted to

Primary Education Development Program (PEDP) initiation (Chediell, 2009). In order to implement the policy, the government introduced the Educational Sector Development Program (ESDP) in 1997. The aim was to involve all stakeholders in the provision of education. Within the program as Mbelle (2008) reveals a number of sub – programs were introduced. They include the whole school development sub – program endorsed in 1998. The overall intention was to improve management and administration of primary schools as one of the major components of improving quality of primary education, through proper head teacher training and development of career as well as involving community member in the provision of quality primary education (Chediell, 2009). However, when ESDP was appraised in 1999, it was found that it emphasized much on the development of organizational management procedures than on quality improvement (URT, 1999). This necessitated the need to give the program the perspectives of teaching and learning processes.

The appraisal made of ESDP fostered the establishment of the Primary Education Development Plan (PEDP) by the government through donor support in the year 2000. The Primary Education Development Plan (PEDP) was launched in 2002 and ended in 2006 while the second phase started in 2007 and ended in 2011 to respond to the Tanzania Development Vision 2025 which emphasizes on the role of education in bringing about social and economic transformation (URT, 2012). The first phase (2002 to 2006) aiming at addressing challenges facing the education system which was characterized by very low enrolment rates (Chediell, 2009). In primary education, the Gross Enrolment Rate as Mbelle (2008) notes was 78 percent and the enrolment rate was 57 percent in 1998. The objectives of the PEDP (2002-

2006) included: enrolment expansion (enrolment and access to primary education for all 7-12 old children); quality improvement (optimal utilisation of human, financial and teaching and learning materials); capacity building (pre-service teacher training; governance and management; financial management and institutional and operational efficiency improvement). Through implementation of PEDP a number of achievements were realised under each of the strategic priority areas. Generally, the overall performance of all PEDP components was satisfactory (URT, 2006).

However, despite the achievements, a number of challenges are identified. These include among others, shortage of basic school infrastructure such as classrooms, teachers' houses, toilets, and desks as a result of expanded enrolment, increased recruitment of teachers and low motivation by some communities to participate in augmenting government contributions; shortage of qualified teachers to effectively manage the quality teaching and learning process (Mbelle, 2008). As such, the Government, in consultation with stakeholders, prepared a follow-up second phase of the Primary Education Development Programme (PEDP II, 2007 – 2011).

Primary Education Development Programme (PEDP II) was designed to address the critical challenges of the sub-sector with a focus of strengthening linkages within the basic education and education sector in general. PEDP II aimed at building on the existing opportunities and macro-and overarching Government reforms of Public Service Reform Programme (PSRP), Public Financial Management Reform Programme (PFMRP) and Local Government Reform Programme (LGRP) just to mention a few (URT, 2012).

PEDP II was a medium term (5 years) programme that focused on seven strategic components at pre-primary and primary sub-sector namely (a) Enrolment expansion with focus on ensuring access and equity; (b) Quality improvement; (c) Strengthening capacities; (d) Addressing cross cutting issues; (e) Strengthening institutional arrangements; (f) Undertaking educational research, (g) Conducting educational Monitoring and Evaluation. This study therefore, aims at assessing the contribution of Primary Education Development Program (PEDP) on the quality of education in Tanzania. The study focuses on the primary education in Morogoro Municipal as a case study.

1.2.3 Primary Education Development Programme in Morogoro Municipality

PEDP report of July-September, 2013 stipulates that there have been enrolment expansion, quality improvement, capacity building, institutional arrangements and cross cutting issues. In that report, the issue of quality education has been taken care of by improving teachers' effectiveness, ensuring adequate learning and teaching materials and improvement of the school-learning environment.

The report shows that the council has 67 pre-primary schools out of which 44 are Government and 23 are Non-Government. Enrolment in those pre-primary schools for 2013 is 1,770 pupils of which 876 are boys and 894 are girls. Moreover, there are 62 Government primary schools and 23 Non-Government schools. The total number of Government school pupils is 44,015 in which 24,460 are boys and 24,922 are girls. In 2014 the total number of pupils in all schools goes as 44,676 of which 21,889 are boys and 22,839 girls.

The status of school infrastructure reveals that the council requires 2,036 desks, 1,177 tables, 1,073 chairs and 665 cupboards. However, the report shows that the council requires 372 classrooms, 1,672 teachers' houses, 1,196 latrines, 209 offices and 60 stores. The council received 68,860 textbooks that were distributed among schools found in the municipality. The programme has improved the collection of data in the council, increased academic performance, close follow-up, monitoring and supervision of the district PEDP activities. Therefore, the council in collaboration with wards, schools and various stakeholders has taken deliberate measures to strengthen her efforts in the provision of better services particularly in education (PEDP Report, 2013).

1.3 Statement of the Problem

The Primary Education Development Plan (PEDP) was specifically geared towards provision of education for all as articulated in EFA – Dakar frame works and the Millennium Development Goals (MDGs) Njunwa.(2010) The PEDP framework has four components. These are:- i) Enrolment Expansion; ii) Improving quality of teaching and learning processes; iii) Capacity building within the education system and private sector and; iv) Strengthening institutional arrangement that support the planning and delivery of education (Mbelle, 2008).

The four Components mentioned above were considered as tools in improving primary education in Tanzania. Indeed there are strong indications which represent concern on the four components. For example Galabawa,(2001) stated that the way teachers interact with pupils, assign work to pupils, prepare lessons and follow work

plans provides the basis for which quality education can be obtain. Gauthier and Dembele, (2004) argues that there is a need for school leaders to move beyond mere technical competence in school leadership. Mosha,(2007)reveals that PEDP have improved all aspects of the quality of education and ensure excellence.. All of those researchers they insist that there is a marked increase in enrolment, improvement of teaching and learning environment since the beginning of PEDP in 2002 to 2011.This was due to a combination of deliberate expansion of infrastructure such as building classrooms, abolition of school fees , other forms of parental contributions and increased teacher recruitment. However most researchers like Galabawa J.C.J; Mosha,H,J; Omary,I,M and others have done the study on PEDP more quantitative than qualitative in nature. The quality aspect in education provision involves the adequacy of teaching and learning resources, the presence of enough motivated teachers, relevance of curriculum and efficiency. The gap which is filled by this study is to assess the contribution of PEDP in facilitating quality Primary Education Provision in Morogoro municipality.

1.4 Research Objective

The general objective of the study was to assess the contribution of PEDP in facilitating quality education in Morogoro municipality.

1.4.1 Specific Objectives

The study had the following specific objectives,

- a) To assess the extent to which PEDP has enhanced the availability of primary school teaching and learning materials.

- b) To find out the effects of PEDP on primary school teachers' empowerment.
- c) To identify the contribution of PEDP on standard seven leaving examination performance.
- d) To evaluate the contribution of PEDP on improving teaching and learning environment.

1.4.2 Research Questions

- a) To what extent has PEDP enhanced the availability of primary school teaching and learning materials?
- b) What are the effects of PEDP on primary school teachers' empowerment?
- c) What is the contribution of PEDP on standard seven leaving examination performance?
- d) What is the contribution of PEDP on improving teaching and learning environment?

1.5 Significance of the Study

The government of Tanzania has been working hard to make sure quality education is provided by establishing different programmes. The achievements of these programmes and their failures need to be determined so that the direction for the future plans can be estimated. This study therefore, is significant in the following ways:-

- i. The study provided new understanding on the achievements and failures of PEDP, particularly in Morogoro municipality. This in turn, helped policy makers, educational planners and society as well to understand the situation

about quality education in a particular locality from which future plans can be based upon. In this regard, countries which have more resources to allocate to education, both as an investment and as consumption good, achieve a higher participation in education as shown by evidence from more industrialised countries (Harber, 2002).

- ii. The issues raised became a source of knowledge and at the same time acted as catalyst towards further studies.
- iii. From recommendations given on how conducive environment support the teaching and learning process, quality education can be found. This would ensure that a good number of pupils is well educated for future life

1.6 Scope of the study

The study was confined to public primary schools in Morogoro municipality where it examined the extent to which PEDP has enhanced the availability of teaching and learning materials, determined the effects of PEDP on primary school teachers' empowerment, found out the contribution of PEDP on standard one and seven leaving examination performance and evaluated the contribution of PEDP on improving teaching and learning environment in Morogoro municipality. It was limited within the scope of the objectives of the PEDP from the time of inception to date.

1.7 Conceptual Framework

This study builds on the conceptual framework adapted from Hoy and Miskel (2008). They state that the Education quality improvement is possible only if the quality

teachers, physical facilities and teaching and learning facilities are available. These can be supported by conducive environment, food and efficient pedagogical skills and proper school functioning built on the vision admission of a particular school to bring in the desired output and outcomes which increase enrolment of pupils.

1.7.1 Context

This seeks to make an evaluation on the education quality through PEDP efforts to improve teaching and learning environment, resources, teaching and learning materials and in service training for qualified teachers as to reach its goals.

1.7.2 Input

This provides information on how to use resources to achieve objectives. It needs to identify and assess present and possible relevant approaches in teaching and learning process for appropriate procedure.

1.7.3 Process

Processing variables become necessary once an instructional project is underway. It monitors project operations so that defects in the procedural design are identified or predicted and guidance for alteration in the plan is provided. This evaluation allows for a full account of the procedure to be recorded.

1.7.4 Output

The output is ascertained when the objectives are determined on the whole process of reaching the goals of providing quality education through training quality teachers,

improving learning materials, physical facilities and also using pedagogical skills where the expectation could be the changes on performance.

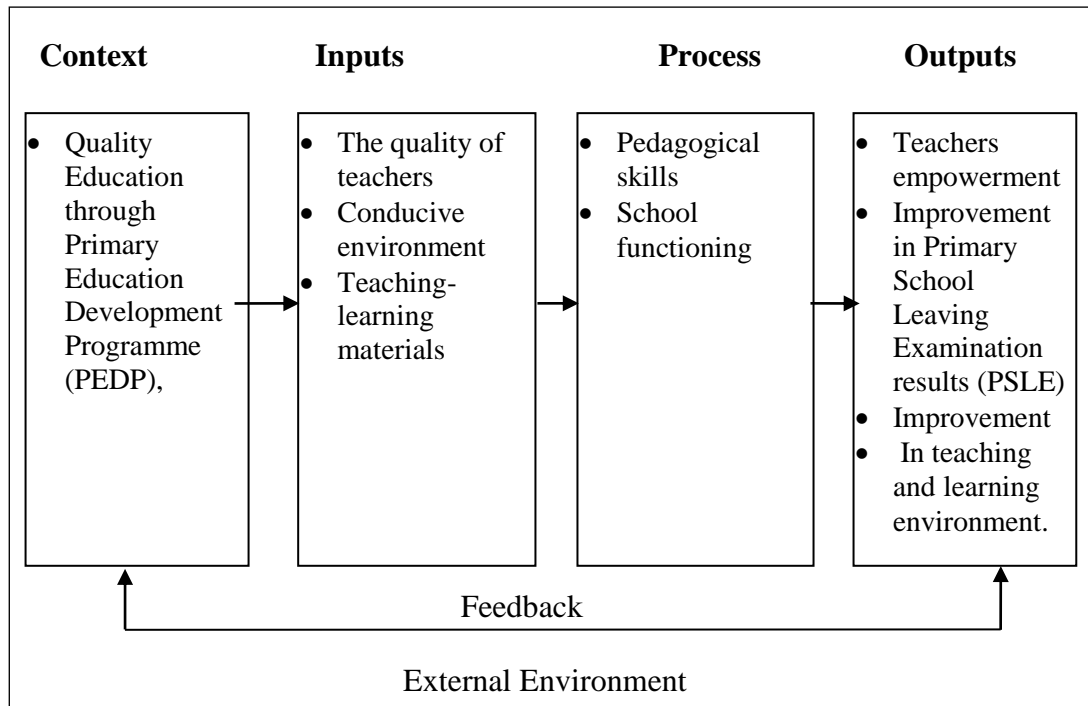


Figure 1.1: A Conceptual Framework for Quality Education Improvement

Source: Adapted from Hoy and Miskel (2008)

1.8 Definition of Terms

The terms that were used in the study are defined below to provide a common basis of conveying meaning. These include; Programme, Education, Primary Education, Education quality and Development.

1.8.1 Programme

Kayunze (2012) defines programme as set of projects diverse in nature and scope and widely diffused both in time and space, and are typically continuing interventions without fixed finishing dates. In this study, the term refers to PEDP II programme

which provide materials and physical facilities to primary education in order to improve quality education in the study area.

1.8.2 Education

According to URT (2000) education is the process or art of imparting knowledge, skill and judgment, either formally or informally. In this study, Education is the process which helps students to have the knowledge of solving problems and challenges which they face in their life in the study area.

1.8.3 Primary education

The Education and Training Policy (1995) defined primary education as the socio-cultural foundations which ethically and morally characterized the Tanzanian citizen and the nation. It prepares every citizen to embark on unending journey of lifelong learning, education and training. In this study, primary education implies educations that enable children to learn, realise their full potential, and participate meaningfully in the society in the study area.

1.8.4 Quality Education

According to UNESCO (2000), quality education is a tool which enables the learner to acquire knowledge, values, attitudes and skills needed to face challenges of the contemporary society and globalisation. In this study, quality education refers to education which is expected to have positive impact to the learners and creates well-educated people with a high quality of life that in the study area, and solve problems come out with solutions for the current development challenges. It focuses on

education outcomes, learner's experiences, learning environment, the content of education, learning processes, the intrinsic and extrinsic goals of education.

1.8.5 Development

According to UNDP (2000), development is to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. In this study, development refers to social process of empowering primary schools by providing them school facilities they need in order to have quality education and bring change in the society and alleviate poverty in the study area.

1.9 Morogoro Municipality Profile

Morogoro Municipality is a centre of Morogoro region where the head quarter of the region is located. It comprises of 29 wards and 302 streets. The population of the Municipality mounts to 302,622 (Census, 2012). The economic activities in the municipality include; commerce and industries, agriculture, small scale production and services provision. Morogoro municipality has a total of 85 primary schools, out of these 62 are public primary schools and 23 are private primary schools (Morogoro municipal council education report, 2013). The pupils in these schools are almost all from within the Municipality.

1.10 Organisation of the Study

The study consists of five chapters. The first chapter provides the introduction. The second chapter presents the literature review, the third chapter discusses the materials and methods used, the fourth chapter analyses the presentation and discussion of the

research findings and the fifth chapter presents the summary, conclusion and recommendations. It ends with the references and appendices attached with this report.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents views of other literature related to the research problem at hand. It provides both theoretical and empirical literatures from which the research gap to be filled are established. In the chapter, the concept of education quality factors for quality education as well as the effects and outcomes of the education quality are discussed.

2.2 Primary School Education Programmes in Tanzania

At the nation's independence, the country's leaders proclaimed ignorance as an enemy of progress, together with poverty and disease. Strategies were laid, plans were drawn and investments were made to expand education in the country (Galabawa, 2007). Tanzania witnessed an unprecedented development of primary and secondary schools, as well as the establishment of its first university. Primary education was made universal, schools were built in every village and adult education was supported to impart literacy to the many unfortunate citizens who had never seen the inside of a classroom (Mosha, 2012).

The result was high enrolment in primary schools and remarkable literacy rates in the country, as well as an increased number of professionals and technicians. Tanzania was one of the countries with the highest literacy rates in Africa, reaching 98 percent by the mid-1980s (URT, 2010).

However, this achievement could not be sustained as a result of economic hardship caused by increased oil prices, high levels of debt servicing, hunger, drought and overall poor economic performance (Mosha,2012). In response to the implementation of structural adjustment programmes, the Government introduced cost-sharing measures, froze recruitment of teachers and reduced overall spending on education. These measures led to a shortage of teaching and learning materials, non-maintenance of school infrastructure, discontinued classroom construction, as well as a shortage of teachers. These effects resulted in low enrolment, high dropout rates, low performance at national examinations, dilapidated buildings, an uncomfortable learning environment and a decline in completion rates (Galabawa, 2007).

Moreover, there have been a move to improve education through various steps and our education has passed through several stages from the famous Universal Primary Education (UPE) followed by Secondary Education through several other strategies and policies to the most recent, Primary Education Development Plan (PEDP) 2002-2006 and the Secondary Education Development Plan (SEDP) 2004-2009 (Njunwa, 2012). The current decade has seen a growing of interest in the fields of school effectiveness and school improvement by politicians, policy makers and practitioners. For some, the drive has been to raise standards and increase accountability through inspection and assessment measures, believing that the incentive of accountability and market competition will lead to improvement (Mbelle, 2008). However, reform and restructuring have led many people to assess the impact or the relevance of the move on the education itself, students' performance and social or economic growth of the society (Galabawa, 2007).

Many people have asked, 'How do we know that what we are doing makes a positive difference to our students?' and, 'What can we do to provide students with the best possible education?' Several suggestions have been provided and various steps have been taken by the government and stakeholders to address the matter. Moreover, there have been challenges to solve these alarming needs by the government (Omari, 2007). The reasons for these challenges or failures of the government commitment to manage and develop teaching force in order to achieve the policy goals of raising teaching quality and improving schools or school organizational effectiveness include; lack of enough funds to funding researches which would determine immediate policy goals and problem solving, poor planning and authoritative planning, policy initiatives taken without resources implications, curriculum-led model of learning, and the general poor economic and financial environment leading to poor participation and commitment of the general public such as private firms, parents and other stakeholders (Moshia, 2004). UNESCO (2009) further observe that the scarcity of learning materials in the classrooms is the most serious impediment to educational effectiveness in most Africa countries.

2.2.1 Achievements of Primary Education Development Plan

Achievements of PEDP I include; i) Schools from 20.3% in 2000 to 67.3% in 2006; ii) Improved supply of textbooks from Book Pupil Ratio Increased Primary School enrolment from 4,382,415 in 2000 to 7,959,884 in 2006; iii) Improved Primary School Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) from 77.6% and 58.8% in 2000 to 112.7% and 96.1% in 2006 respectively; iv) Increased number of primary schools from 11,873 in 2001 to 14,700 in 2006; v) The primary school

curriculum was revised to include competency based aspects and relevant to learners' needs and global challenges; vi) Improved Pass Rate at Primary School from 22% in 2000 to 70.5% in 2006; vii) Improved Transition Rate from Primary to Secondary of 1:20 in 2000 to an average of 1:3 in 2006 as a result of the introduction of capitation grant in Primary School; viii) All primary schools (13,630 in 2004) supplied with Science kits; ix) All primary schools supplied with 5 globes to facilitate the teaching of Geography and related subjects; x) At least 42 remote district inspectorate offices provided with reliable transport; 30 offices rehabilitated and all district offices supplied with computer sets; xi) A total of 36,641 classrooms constructed in the past five years; xii) A total number of 12,588 teachers' houses of good quality constructed; xiii) Upgrading under-qualified 50,813 grade B/C primary school teachers to attain Grade IIIA which is the minimum qualification requirement; xiv) Supplied the school inspectorate division with 42 4WD vehicles to enable them move to schools for inspection and supervision purposes.

The districts that benefited are those in difficult working environment; and xv) School committees and educational leaders at all levels were trained during PEDP I to enhance their capacities to manage primary education delivery (URT, 2007).

2.2.2 Challenges associated with Implementation of Primary Education Development Plan.

However, the challenges of PEDP I include; i) Shortage of basic school infrastructure such as classrooms, teachers' houses, toilets, and desks as a result of expanded enrolment, increased recruitment of teachers and low motivation by some

communities to participate in augmenting Government contributions; ii) Shortage of qualified teachers to effectively manage the quality teaching and learning in classroom and schools; iii) Inadequate capacity to manage education delivery as well as management of PEDP funds and procurement processes at school level: common audit related weaknesses include; iv) Poor book keeping involving lack of maintaining cash book and other relevant books of accounts for record purpose; v) Huge variations in the in-flow of PEDP grants at the school level per year from central level disbursements; vi) Capitation Grants not utilized according to agreed rates by schools; vii) Books purchased by councils were not distributed according to number of pupils; viii) Quality of buildings constructed not in line with specified standards; ix) Construction work not supported by signed contracts or any other agreements; x) Cost of buildings constructed cannot be established as the community contributions were not quantified and; xi) Continued interference by LGAs with decision of school committees on matters of procurement of goods and services (Galabawa, 2007).

These challenges posed a threat towards Tanzania's realization of quality primary education and sub-sector targets enshrined in the National Strategy for Growth and Reduction of Poverty (NSGRP) also known in Kiswahili as 'Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania' (MKUKUTA), Tanzania Development Vision (2025), EFA (2015) targets and the MDGs. As such, the Government, in consultation with stakeholders, prepared a follow-up second phase of the Primary Education Development Programme (PEDP II, 2007 – 2011) (Njunwa, 2007). Moreover, Primary Education Development Programme, (PEDP II), was designed to

address the critical challenges of the sub-sector with a focus of strengthening linkages within the basic education and education sector in general. PEDP II aims at building on the existing opportunities and macro-and overarching Government reforms of Public Service Reform Programme (PSRP), Public Financial Management Reform Programme (PFMRP) and Local Government Reform Programme (LGRP) just to mention a few.

PEDP II was a medium term (5 years) programme that focused on seven strategic components at pre-primary and primary sub-sector namely (a) Enrolment expansion with focus on ensuring access and equity; (b) Quality improvement; (c) Strengthening capacities; (d) Addressing cross cutting issues; (e) Strengthening institutional arrangements; (f) Undertaking educational research, (g) Conducting educational Monitoring and Evaluation (Galabawa, 2007).

PEDP II targets included; i) expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; ii) ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free compulsory primary education of good quality; iii) ensure that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programmes; iv) achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults; v) eliminate gender disparities in primary and secondary education and achieve gender equality in education by 2015, with a focus on ensuring girls' full and

equal access to and achievement in basic education of good quality; and vi) improve all aspects of the quality of education and ensure excellence (Mosha, 2007).

2.3 Enrolment, Construction Of Classrooms And Teachers' Houses

2.3.1 Enrolment

The Government continued to implement compulsory enrolment and attendance of all school-age children paying special attention to the aspect of equity to ensure that orphans and Other Vulnerable Children (OVC) such as street children, victims of child labour, the girl child, children with disabilities, children from poor families and from pastoralist and hunter-gatherer communities and those living in difficult and hard to reach areas enroll, attend and complete primary education (Galabawa, 2007). The enrolment of standard I pupils targets are as shown in Table 2.1.

Table 2 1: Enrolment Targets

No	Year	Enrolment
1	2007	1,166,737
2	2008	1,197,459
3	2009	1,232,569
4	2010	1,319,478
5	2011	1,383,752

Source: URT, 2012

2.3.2 Construction of Primary School Classroom

Construction of classrooms for primary schools were given priority in order to make the school environment conducive for effective learning and teaching by reducing overcrowded classrooms and attaining a class size of 1:40. Table 2.2 shows as follows;

Table 2.2: Classroom Construction

No	Year	Construction target
1	2007	2,000
2	2008	10,753
3	2009	10,753
4	2010	10,753
5	2011	10,753

Source: URT, 2012

2.3.3 Construction of Teachers' Houses

PEDP recognized provision of teachers' houses as an incentive for teachers in particular to those employed and deployed in the difficult and hard to reach and remote areas. This plan indicated that 50% of the new recruits would be provided with housing. Table 2.3 shows as follows.

Table 2.3: Teachers' Houses Targets

No	Year	Houses targeted
1	2007	2,000
2	2008	21,936
3	2009	21,936
4	2010	21,936
5	2011	21,936

Source: URT, 2012

2.4 Primary School Quality Improvement

Improved quality of teaching and learning and provision of quality services will have a positive impact on learning outcomes. According to Bergmann (1996), the pedagogical skills of teachers are one of the important factors of quality of teaching and learning. Many factors and actors determine quality of the process of teaching and learning such as training and upgrading of teachers, adequate numbers and

quality of human resources required to manage, research, teach, monitor and evaluate education process. It further focuses on ensuring the improvisation and availability of quality gender responsive teaching and learning materials for quality learning outcomes (Mosha, 2007).

Throughout 2007-2011 PEDP II programmes for up-grading teachers' qualifications continued. Emphasis was on the professional development of teachers, tutors, school inspectors, WECs/supervisors, school committees and other educational actors (Galabawa, 2007). Areas of interest in addressing quality improvement component included: i) Increased supply of textbooks and other teaching and learning materials, such as science and mathematical kits, has led to an improvement of the book to student ratio, from 1:20 in 2000 to 1:3 in 2007. This is a result of the introduction of capitation grants in primary schools for the purpose of enhancing the quality of teaching and learning; and ii) the Government has also recruited a total of 45,796 teachers and posted them to schools with large shortages of teachers. Teaching and learning environments have improved through the construction of 36,641 classrooms and 12,588 good quality houses for teachers.

2.5 The Concept of Quality Education

The concept of quality education is controversial. It may mean different things to different people, scholars and organization (Louis 2005). This follows the definition of the term quality education as the terms can vary in different dimension. Education quality, therefore, is subject to social cultural valuation (Bergmann, 1996). There are four aspects for which the quality education can be measured; i) Input e.g. Teachers,

resource materials and time; ii) Education processes: Teaching and learning interactions in classroom environment and curriculum; iii) Education output: Students performance in the Final Exam; iv) Education policy (Philosophy) (Mushi, 2000).

Quality Education as Omari (1995) reveals as a key for attainment of all education benefits in an effort to build a well-educated society for proper development. Thus, it cannot be assessed using an isolated component. This means, quality education must be assessed in its totality from the input and change, processes, output as well as the environment of education philosophy in attaining the same.

According to Monk (1981) quality education is viewed in terms of the extent to which the resources (input) invested in education are effectively and efficiently utilized in the production of the desired outcomes. Human resources, teaching facilities, pupils and financial resources put into education sector need to be efficiently utilized if the anticipated outcomes are to be realized. Quality education entails the overall improved learning achievement which results from the interaction of several sets of factors that are directly or indirectly associated to the school, the learner and the environment (Davidson, 2004).

Moreover the educational processes as perceived in classroom interaction between teacher and students, students and environment as well as students themselves determine the extent to which the quality education is achieved (Galabawa, 2004). The internal efficiency of an education processes concerns the maximization of the

relationship between inputs and outputs followed by constant quest on the part of education managers to see whether the same outputs in terms of environments, successful completers measured learning achievement can be achieved with fewer financial or real resource input and whether greater output can be achieved by deployment of the existing level of inputs (Galabawa, 2004).

Education quality can be assessed from the output and outcomes of education. It refers to as Bergmann (1996) reveals, the amount of and degree of perfection of learning as per various levels of intellectual achievement from recall to application and creative innovation. The minimum level of education quality is a full functional literacy and fair mastery of basic mathematical operation including the capacity to apply them to at least daily life (Louis, 2005).

On top of the input, processes and output point of views on education quality depends on the quality of the policy in operation (Masha, 2012). This is clearly spelt out on achievement expected out of education system in the immediate and long term future (Mushi, 2000). Education policy finds out relevant knowledge and skills needed by learners as well as stipulating the criteria in which education to be provided is planned for the benefit of the society. Education quality can be assured if well trained and motivated teachers are available in schools; quality teaching and learning material are present as well as conducive teaching and learning environment. The school physical facilities such as buildings, the health service, nutritional status and good school administration provide the room for which education quality can be efficiently provided (Louis 2005).

2.6 Education Processes in Quality Education Improvements

Following the work of Louis (2005), to realize and maintain high quality in primary education, it is important to ensure that pedagogical processes are appropriate and effective. The classroom interaction optimizes learning opportunities to learning hence to obtain the quality education so the process must be enhanced. Quality education can be obtained in the situation where classroom conditions allow pupil centred interaction, orderly learning environment and the availability of learning resources are assured (Bergmann, 1996). Furthermore, efficient teaching depends on the use of modern teaching methodologies and materials to enhance learning process. It involves acquisition of knowledge through full engagement of pupils by teachers. The way teachers interact with pupils, assign work to pupils, prepare lessons and follow work plans provides the basis for which quality education can be obtained (Galabawa 2001).

However quality education will not be obtained if the school education environments are not conducive enough to allow the smooth learning process. The school education environment, as Osaki (2000) reveals includes order and discipline, altitude of both teachers and pupils towards learning process as well as rewards of good work. It also, depends on proper school management community involvement, supervision and monitoring of school teaching and learning system. The quality of school management and leadership tend to influence daily performance in schools routine in an effort to faster quality education. In respect to this study, PEDP has been much concerned about school functioning in which the programme emphasize on coordination, monitoring and evaluation in primary schools. This is made possible

via head teachers training as well as ward education co-ordinators and school committees.

2.7 Teachers as a Factor of Quality Education

Quality education can be achieved if there are good and well-motivated teachers who work diligently toward set goals. A good teacher, as Mosha (2004) puts, is a professional who possesses a wide range of knowledge and academic skills for enhancing it. Good teachers is not an individual who blindly follows the educational policies and practices dictated orders from above and dominate learning experience but he/she is the one with the ability and skills to guide and facilitate successful student; imitated learning and problem solving (Sergiovanni and Starratt, 2002). Authentic learning takes place when there is an active engagement of the learner in producing or reproducing knowledge and understanding.

According to Mosha (2004), the salient elements that attributes to a good teacher are:-i) Sound subject mastery; ii) sound knowledge of psychology that will enable teachers gain an understanding of children learning and their different capacities in learning being accommodated; iii) skills for critical study of practice against fundamental theory of what are advocated to be best universal practice; iv) intellectual skills for lifelong learning that will enable them to become better informed and continue learning, challenge, analyses and synthesize rather than describe so that they are able to initiate change both in classroom and school and; v) ability to promote an element of diversity to think themselves; avoid seeking the one right answer; solve relatively simple everyday problems and lead the happiest life

possible. The above qualities need to be considered when teachers are recruited as well as when they are being trained.

However, teachers will be efficient enough to deliver to the required standard if they are well motivated. Windham (1998) suggests that teachers' salaries and benefits are supposed to meet their daily basic needs which include food, shelter and clothes and medication if their performance is to be effective. Otherwise, teacher's morale will be lowered hence inefficient. Kimmerer (1990) has outlined two broad areas in which incentives might be provided to enhance the instructional effectiveness of teacher: remuneration and working conditions. The most notable non material benefits are housing recognition, support and approval of significant others. Other important areas of motivation include career development, staff development opportunities as well as high level of esteem and widespread community support (Kennedy, 1998). These are the basic components which when addressed can help to make teachers work to their optimum level of professional efficiency.

2.8 Indicators of Quality

Recent research (Greenwald, Hedges and Laine, 1996) indicates that school quality affects student learning through the training and talent of the teaching force, what goes on in the classrooms, and the overall culture and atmosphere of the school. Within these three areas there are a number of indicators or school quality factors that can affect student learning both directly and indirectly. For example, school context characteristics like school leadership can have an impact on teachers and what they are able to accomplish in the classroom, and this in turn may influence

student learning. In addition, various teacher-level attributes can affect the quality of the classroom and in turn student learning. Traits at each of these levels can also directly affect student learning.

Substantial research (Rivkin *et al*, 1998) suggests that school quality is enhanced when teachers have high academic skills, teach in the field in which they are trained, have more than a few years of experience, and participate in high-quality induction and professional development programs. Students learn more from teachers with strong academic skills and classroom teaching experience than they do from teachers with weak academic skills and less experience (Ballou, 1996; Ehrenberg and Brewer 1995).

Teachers are less effective in terms of student outcomes when they teach courses they were not trained to teach. Teachers are thought to be more effective when they have participated in quality professional development activities, although there is no statistical evidence as yet to evaluate this relationship.

To understand the effectiveness of classrooms, research suggests that it is necessary to understand the content of the curriculum; the pedagogy, materials, and equipment used. Students appear to benefit when course content is focused and has a high level of intellectual rigor and cognitive challenge. Younger students, especially the disadvantaged, appear to learn better in smaller classes. More research is needed to further our understanding of the role of these factors in determining school quality (Mosha, 2004). How schools approach educational leadership and school goals,

develop a professional community, and establish a climate that minimizes discipline problems and encourages academic excellence clearly affects school quality and student learning (Deal & Peterson, 1998; Fullan, 1998).

For three reasons, however, the effect of school-level characteristics is more difficult to ascertain than the effect of teachers and classrooms (Galabawa, 2007). First, even though they are integral to a school, these characteristics are difficult to define and measure. Second, their effect on student learning is likely to be exerted indirectly through teachers and classrooms, compounding the measurement problem. And last, with some exceptions, reliable school-representative information about these indicators of quality is minimal.

However, these difficulties should not overshadow the importance of collecting such data to learn more about how these characteristics operate and affect student learning through teachers and classrooms. It is important to note that the ESDP concept of quality is holistic and considers all the indicators explained above. Nevertheless, at any given time in the implementation, certain aspects will be emphasized at the expense of others owing to resource constraints (Mosha, 2012).

2.9 The Contextual Factors Affecting Quality Education in Tanzania

These are the true reflection focuses which are key for gaining an understanding of the state and quality of education in Tanzania and which when addressed can enhance the quality education provision in primary school. They include political, economic, legal, demographic, cultural as well as international conditions (Mosha, 2012) the opportunity for a better education in the better resourced schools. In this

aspect as Kalokola (2011) reveals, education has been also liberalized hence put into the market system in which quality is negotiated via monetary system. Thus the discussion of quality education need to ask who is attending what school and why? What curriculum is being implemented by whom, using what type of environment the government effort of expanding environment in primary education as well as enhancing the supply of textbooks might be instrumental if the economic in balance are corrected.

2.9.1 Political Factors

Since independence the government of Tanzania has made efforts to faster access primary education which can truly be articulated in PEDP I and II (Njunwa, 2010). However, lack of proper coordinator within the sector has expected outcomes. The introduction of the competence based curriculum, for example the primary level do not match by parallel changes in teacher training. This has made the quality of education to suffer (Mosha 2012). The change in curriculum in 2005, five years after the implementation of PEDP I suggested the change in text books thus diminishing the effort made in improving student text book ratio. All these changes have been made within political demand which have great effect in quality education. Quality education which can be obtained through successful implementation of education programme required true political support (Mosha, 2012).

2.9.2 Economic Factors

According to Masha (2012), Tanzania is no longer a socialist country. It is currently implementing liberalizing policies that allow the middle and high income earners to

avail themselves of the opportunities for a better education in the better resourced school.

2.9.3 Legal Factors

According to Mosha (2012), there are laws which are inadequate and need amendment. For example the education act of 1978 is yet to be revised despite several policy shift and other major reforms that have been implemented in education sector from the 1989s to date in this regard, the quality education cannot be negotiated if the legal aspects do not go hand in hand with the major education reform taking place.

2.9.4 Demographic Factors

The class size and the presence of teaching and learning resources relevant for the quality education. The teacher pupil ratio varies from our school to the other as well as from one region to the other. The efficiency and effectiveness of the teacher will be assured where there is reasonable how teacher pupil ratio. The smaller the class size the effective is the teaching and learning environment and vice versa.

2.9.5 Cultural Factors

The community levels of loving education have great impact on the quality of education provided. In areas where cultural taboos are causing early exist to pupil to get married, the failure to understand the value of education and the engagement of pupils in economic activities, quality education is in great jeopardy (Mosha, 2012).

2.9.6 International Factors

For many years Tanzania has been receiving financial assistance from partners in education development however this assistance has been accompanied to the people. Also these funds have not been effectively used to realize quality education (Mosha 2012). It is therefore suggested that the government can raise internal funds from the citizens to foster quality education as it was in the self-reliance area. Parents and guardians can be made to take money to buy books, desk and other teaching and learning materials as well as motivating teachers to take up their role responsibility to provide quality education.

2.10 Outputs of Quality Education

School results are output based on the interaction between school inputs, the pedagogical orientation and school functioning. The results are indicators of quality education provided by a particular school. The context of this study is to focus on the primary school leaving examination (PSLE) result as an outcome of the implementation of PEDP (Mosha 2012).

PSLE results are the yard sticks for education quality model although a comprehensive model of quality education embraces the improvement in all-around performance at the end of each grade and the end of primary education. They include the ability to serve as role models in the society as a result of acquired useful values, altitudes and culture for hard work in an ever changing society as well as the ability to acquire skills for life-long learning (Mosha 2004). Basing on PSLE results as obtained from the directorate of primary education and vocational training from 2005

to 2010, there is a general agreement that there has been consistent decline in performance in exams despite many years of implementing PEDP.

Table 2.4: Number of Student Sitting and Passing the PSLE

Sitting Exams	Passing Exams		
Male And Female	M	F	Total
983,545	289,190	278,377	567,567

Source: MOEVT, 2011

The above trend suggests that PEDP has not achieved much on that aspect as expected.

2.11 Empirical Studies in Quality Education

The concept of quality education has attracted researchers in both outside and inside Tanzania; here is the outlook of some empirical studies on the same.

2.11.1 Empirical Studies from Outside Tanzania

Carron and Chau (1996) when reviewing studies on the quality of primary schools in developing countries basing on India, China, Guinea and Mexico found out that proposal for quality improvement were being worked out. Teachers constraints such as transfers, social, parental support, poor living and working conditions tends to erode teachers motivation and commitment to their daily duties hence affected the quality of education provided. However, Barnet (1995) suggests that quality education depends on the pupils characteristics. In the review of 36 studies in USA on the long term effects of early childhood programmes on children from low income

families on cognitive and school outcomes which included those in pre-school education, head start, child care and home visiting programmes, it is was found that early childhood programmes can produce short term benefits for children's intelligence quotients (IQ) and sizeable long term effects on a child's future school achievements class retention placement in special education and social adjustment. The study also found that children who have enrolled in early childhood programmer developed positive self-concepts, basic understanding and skills which had impact to intellectual task when they enter school. Moreover, Urwick and Junaidu (1991) who studied on the effects of schools' physical facilities on the quality education in Nigeria found that there is a link between the qualities. The study established that the presence of quality physical facilities allow the teaching process to be effective and increases commitment to teachers and pupils hence increase education quality.

2.11.2 Empirical Studies from Tanzania

Mahenge (1985) conducted a study on the situation of basic instructional material and facilities in rural primary school in Mbeya and Iringa regions. The study focused on the capacities with which primary school had to operate in line with universal primary education policy in that aspect. The study found that the quality of primary education was in a critical condition schools were operating under shortage of everything this affected and still affect education quality. In the study made by Chonjo (1994) to assess physical facilities and teaching learning materials in Tanzania primary schools, found that quality of building, teaching and learning environment did not portray a picture that education quality will be provided in the majority of Tanzania primary school. Otieno (2000) describes the conditions of

primary school teachers in Tanzania who are agents of education quality as consisting of untrained, lowly paid and un motivated teachers who are forced to engage in other cash generating activities to support their living. This has resulted into teacher absenteeism and poor time management as well as poor performance hence jeopardizing education quality.

2.12 Research Gap

The literatures reviewed have put forward important issues that necessitate education quality. These included teaching and learning material, teachers working environment, pupils' characters and the absence of physical facilities all of these are of significant outlook if the education quality is to be achieved. However, in the PEDP objectives, these attributes have been clearly stated as main issues to be taken care of but; the achievements of PEDP seem to be more quantitative than qualitative based something that necessitates the study to be done on that regard. This study, therefore, assesses the contribution of PEDP in facilitating quality education in Morogoro municipality having a focus on teaching and learning environment, and teaching and learning materials especially on ratio between pupils and materials, pupils and physical facilities, and teacher and pupils in the classroom.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the materials and methods used in the study. It provides the description of the study area, research design, and target population of the study, the sample size and the sampling techniques used. The chapter also gives the methods of data collection as well as the data analysis methods. Finally, the chapter outlines ethnical consideration and reliability and validity of data.

3.2 Research Design

The study utilized cross-sectional research design. The design allows data collection to be done at a single point in time and is the most appropriate for sample descriptive interpretations as well as determination of relationships between and among variables (Bailey, 1998).

3.3 Area of Study

The study was carried out in Morogoro municipality that covered five wards. The District was purposively selected because it was among districts in the country which were involved in implementation of PEDP I (2002-2006) and PEDP II (2007-2011). (URT, 2012).

In this municipality, the achievements of PEDP passed by researchers are more quantitative than qualitative based. The quality aspect in education provision involves the adequacy of teaching and learning resources, the presence of enough

motivated teachers, relevance of curriculum and efficiency something that seem to be inadequate in this given area. The selection of the area was also based on easiness to collect data and being cost efficient as the researcher has been living in the area for more than ten years. Also, the study area has good number of primary schools that were easy to reach.

3.4 Target Population

The population comprised of two selected primary school pupils, teachers, head teachers, and education officer in Morogoro municipality.

3.5 Sample Size

A sample, as Ndunguru (2007) notes, is part of the whole population which is drawn to show that the rest in a like. The information obtained from the sample is used to represent the population.

Table 3.1: Sample Size of Respondents

S/N	Category	Population	Sample size	Method employed
1	Pupils from two primary schools	3250	90	Random sampling
2	Heads of primary schools	62	2	Purposive
3	Teachers from two primary schools	101	17	Random sampling
4	Municipal education officers	1	1	Purposive
	Total	3414	110	

Source: Researcher data (2014)

The sample size taken depends on the nature of the study, research objectives, research design, data collection methods and the nature of population. For the

purpose of this study the sample size of 110 respondents were selected consisted of 90 students (STD V, VI and VII) from the two primary schools in Morogoro Municipality. The heads of two (2) schools were purposely sampled. Other samples included; 17 teachers from the two schools and 1 Municipal Education officer

3.6 Sampling Techniques

The study employed both simple random and purposive sampling. Kothari (2004) defines random sampling as the method in which an element in the population has equal chances of being selected in the representative sample of the population. Purposive sampling is the method in which elements are selected deliberately basing on specific qualities they possess (Ndunguru, 2007).

3.6.1 Simple Random Sampling

This method was utilized as each respondent had the same and independent chance of being selected. To obtain respondents simple random sampling procedure was used as follows. A complete list from the pupils and teachers from the selected primary schools was obtained. Every pupils and teacher was given a unique number and the lottery technique of simple random sampling was used. Every name as well as its serial number was written on a piece of paper.

All the pieces of paper were mixed and the numbers of pieces of paper corresponding to the numbers of predetermined samples were picked randomly. Lastly, the pupils and teachers whose names appeared on the picked pieces of paper were requested to appear for the purpose of interview or answering the questionnaire.

3.6.2 Purposive Sampling

This method was used as it is a non-random sampling procedure in which personal experience of the respondent was considered to be key derived from the position one held or the roles she/he played in relation to a particular activity (Ball, 1981). Thus respondents were selected purposively in order to attain the study objectives. These included; heads of primary school, municipal education officer, ward education coordinators and education inspectors.

3.7 Methods of Data Collection

Primary and secondary data collection methods were used to get information from respondents and other sources. Primary data collection methods included; interviews and questionnaires while secondary data collection included; books, journals etc. Moreover, observation method was utilized in order to visualize what was reported.

3.7.1 Interview

Adam and Kamuzora (2008) defines interview as a set of questions structured to collect information through oral or verbal communication between the researcher and respondent. The method is advantageous as it provides a room to the interviewer to clarify questions which seem to be not clear and at the same time the researcher may ask a respondent to expand on answers that are particularly important (Ndunguru, 2007). The main disadvantage of the method is that, it is a researcher based and time consuming. Also, the method can produce different responses which may be difficult in making comparisons between responses and may be difficult to interpret the data collected especially if the interview is unstructured.

In respect to this study, the interview method was used to collect data from municipal education officer (DEO).

3.7.2 Questionnaires

This is the method of data collection which comprises of a series of questions, each one providing a number of alternative answers from which the respondents can choose (White, 2002). Questionnaire removes ambiguities and exerts less pressure on the respondents to the extent that one does not become tired or bored easily (Masudi, 1986). This method provides easy way to make final analysis of responses. This study, therefore, used questionnaire to obtain data from the heads of school, teachers and pupils/students.

3.7.3 Observation

Ndunguru (2007) defines the observation method as the one in which data collection is done by the help of sense organs e.g.: by seeing, hearing, smelling, tasting and touching. On this method, the researcher is required to be present to the field. The method was used to verify the information which could easily be based from other instruments. The information such as teaching and learning facilities, physical infrastructures and working environment of teachers were observed.

3.7.4 Secondary Data Collection Methods

Different documents were used in order to access accurate and reliable data. Documents comprised of personal profiles, guidelines and directives (on teaching and infrastructure accomplishments), policies and regulations (regarding teachers

service schemes), books and journals (used as literatures), national examination results files as well as management reports on PEDP implementation were revised.

3.8 Data Analysis Methods

The collected data were coded and analyzed according to specific objectives and research questions. The Statistical Package for Social Science (SPSS) computer software was used to analyse the quantitative and qualitative data whereby frequency distribution and percentages were obtained to describe major variables.

Qualitative and Quantitative data from interviews were analyzed using content analysis focusing observer's impression. Content analysis involved recording the verbal discussions with respondents which was followed by breaking the recorded information into meaningful smallest units of information, subjects and tendencies and presented them as text. However, coding which is an interpretive technique that seeks to both organize the data and provide a means to introduce the interpretations of it into certain quantitative methods was done.

3.9 Ethical Consideration

In order to ensure ethical conduct in the study all respondents were informed about the study in order to have willingness to cooperate. The information to be provided to respondents was treated as confidential and for academic purposes only. This enabled respondents to cooperate with minimum risk. Other ethical considerations included; briefing the respondents as to the purpose of the research, their relevance in the research process and expectations from them. Again plagiarism, fabrication of

data was avoided, privacy was maintained and anonymity of respondents was ensured.

3.10 Reliability and Validity of Data

3.10.1 Reliability

Pilot study was carried out at Kiwanja cha ndege and Sabasaba primary school to test the questionnaires in the area for their reliability; afterwards corrections were done in order to obtain reliable data for the research. The collected data were verified by experts (in education matters) experienced in research for their reliability. This allowed the researcher to study the properties of measurement scales and the items that made them. Since the reliability of data goes with the accuracy or precision of a measuring instrument, in this research study, reliability was concerned with the questionnaires' consistency of responses to the questions asked in repeated measurements (Maurer, 2004).

3.10.2 Validity

Validity is defined as the instrument's ability to measure exactly what concept it is supposed to measure. The researcher in order to validate the data and instruments (questionnaires) used in the research, asked the experts to recommend on their representativeness and suitability. Besides, he allowed suggestions to be made to the structure of these questionnaires. These helped the researcher to establish content validity as argued by Bryman (2004).

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the findings arising from the assessment of the contribution of PEDP in facilitating quality education in Morogoro municipality. It is presented and discussed under four parts; the first part focuses the examination of the extent to which PEDP has enhanced the availability of teaching and learning materials; the second part determines the effects of PEDP on primary school teachers' empowerment; the third part finds out the contribution of PEDP on standard seven leaving examination performance and; the fourth part evaluates the contribution of PEDP on improving teaching and learning environment in Morogoro municipality.

4.2 Extent to which PEDP has Enhanced the Availability of Teaching and Learning Materials

The first objective of this study was to examine the extent to which PEDP has enhanced the availability of teaching and learning materials. The questionnaires were distributed and the respondents were interviewed so as to obtain information on the extent of availability. To obtain the information on these facts, the respondents were requested to examine them by providing opinions according to their perception. Therefore, the extent to which PEDP has enhanced the availability was categorised into three levels namely; very good, good and poor. Table 4.1 summarises the information.

Table 4.1: Extent of Availability of Teaching and Learning Materials

Extent	N=110			
	Yes		No	
	Number	%	Number	%
Very good	80	73	30	27
Good	95	86	15	14
Poor	40	36	70	64

Source: Research data, 2014

The results in Table 4.1 indicate that a few of the respondents 30(27%) agreed that the extent to which PEDP has enhanced the availability of primary school teaching and learning materials such as textbooks, desks, classrooms, chairs and tables in Morogoro municipality is poor because what PEDP provided was positively recognized by parents and community at large in the area and the feedback provision has been enhanced for those who wish to obtain the information regarding the matter. This is considered by respondents who agreed that the implementation of PEDP has been good 95(86%) to the extent of allowing children with the required age to start standard one to get enrolled thereof although with some challenges that may be accommodated by parents and community at large. The agreement reported was in line with Chediell (2009) who insists that when the policy reforms were implemented in 2002, a good number of changes has been vivid as enrolment has been raised from 50% in 2000 to the extent of 85% in 2013 in various local governments.

However, Kalokola (2011) in that regard stated with caution that with PEDP implementation, the liberalization of education put everything into market system in which quality will be negotiated via monetary system something that may deprive the poor the ability to access quality education.

Moreover, 80(73%) of respondents agreed that the extent to which PEDP has enhanced the availability of primary school teaching and learning materials could be rated as very good from the fact that, many schools were able to access teaching and learning materials such as textbooks, desks, classrooms, chairs and tables that enabled them to perform better in various incidences such as zonal as well as district examination competitions led by the region. Through proper implementation of PEDP in Morogoro municipality the participation of community has been enhanced and when there is a need for community financing, people are ready to participate fully without hesitation. One of the heads of school had a comment on that when comparing PEDP implementation;

“It was difficult before the implementation of PEDP to call a school meeting with parents and seek for contributions to rehabilitate classrooms. However, after the implementation of PEDP I and II programmes with the community participation, the lessons learned have facilitated the thorough working together without frictions with parents”.

Again, an affirmation given by one of respondents was that, there has been an increasing amount of books, a good supply of stationeries to facilitate teaching and learning at his school something that enabled pupils to effectively cope up with what teachers give that resulted into good performance in national examinations. Finally, it was reported by respondents that on average teaching materials especially textbooks for pupils have been raised from 1:4 to 1:3 ratio, something that has been increasing each year.

4.3 Effects of PEDP on Primary School Teachers' Empowerment

The second objective of the study was to determine the effects of PEDP on primary

school teachers' empowerment in Morogoro municipality. In lieu of this the questionnaires were distributed and respondents were interviewed which enabled the analysis to be done. Table 4.2 provides the information.

Table 4.2: Effect of PEDP on Teachers' Empowerment

Effect	N=110			
	Agree		Disagree	
	Number	%	Number	%
Teachers have been able to undertake in-service training	80	73	30	27
Teachers were trained in records keeping	90	82	20	18
Teachers were trained on financial management	100	91	10	9
Teachers were trained on environmental protection and management	95	86	15	14
Teachers were trained in monitoring and evaluation of projects undertaken in their localities	100	91	10	9
Teachers were empowered with management skills in general	95	86	15	14

Source: Research data, 2014

The results in Table 4.2 indicate that 90(82%) respondents agreed that in implementing PEDP programme teachers were trained in records keeping something that enabled them to make a thorough reconciliation of money received from the government as well as from parents' contributions. This training helped them much from the fact that it has been a long complaint when money is not fully given with supporting documents. This is in line with Mbelle (2008) who state that it is to be taken into consideration that basically, a teacher is always a learner; thus, training of qualified teachers does not end with graduation from Teacher College but continues throughout the teaching lifetime.

Moreover, 95(86%) respondents agreed that teachers were trained on environmental protection and management while other teachers (heads of school) were empowered with management skills in general. Because, teachers' professional development is a continuous process even in the post-graduation period the need for that training was vital something that was fulfilled during PEDP implementation. This is in conformity with Rivkin *et al* (1998) who suggest that school quality is enhanced when teachers have high academic skills, teach in the field in which they are trained, have more than a few years of experience, and participate in high-quality induction and professional development programs. By doing so, students on the other hand will be in a position to learn more from teachers with strong academic skills and classroom teaching experience than they do from teachers with weak academic skills and less experience.

Likewise, 97(88%) respondents agreed that teachers have been able to undertake in-service training on pedagogical matters in teaching something that enabled them to thoroughly perform their duties without failure. This is in line with Omari (2007) who comment that in order for teachers to continue working efficiently and productively towards meaningful quality education they need opportunities for professional development to keep them professionally up to date and be able to face new professional teaching challenges and global society challenges. It is through developing quality teachers and empowering them is instrumental to the development of not only education but also society. On the other hand, 100(91%) respondents agreed that in implementing PEDP, teachers (head teachers) were trained on financial management and trained in monitoring and evaluation of projects

undertaken in their localities. This enabled them to play new roles as part of improving quality education as teacher professional development provides opportunities for teachers to explore new roles, develop and improve instructional techniques, refine their practice, and broaden themselves both as teachers and as individuals.

4.4 Contribution of PEDP on Standard Seven Leaving Examination Performance

The third objective was to find out the contribution of PEDP on standard seven leaving examination performance at Kiwanja cha ndege and Kihonda Magorofani primary schools in Morogoro municipality. Questionnaires and interview schedule were used to answer the third question. Table 4.3 shows the results.

Table 4.3: Contribution of PEDP on std VII Performance

School	Year	Passed			Failed		
		Girls	Boys	Total	Girls	Boys	Total
Kihonda Magorofani	2009	38	40	78	2	5	7
	2010	65	70	135	19	8	27
	2011	90	80	170	35	10	45
	2012	110	101	211	10	13	23
	2013	95	80	175	15	9	24
Kiwanja cha ndege							
	2009	68	62	130	12	35	47
	2010	35	54	89	33	17	50
	2011	45	45	90	17	25	42
	2012	42	38	80	3	7	10
	2013	50	37	87	0	3	3

Source: Research data, 2014

The results in Table 4.3 indicated that there have been a good number of students who passed their standard seven leaving examinations from 2009 to 2013 for the two primary schools. However, there has been a good progress when comparing the two schools, as Kihonda Magorofani primary school seems to be higher in performance in comparison to Kiwanja cha ndege primary school.

Moreover, while in 2009 Kihonda Magorofani was having a total of 78 pupils who passed and 7 pupils failed; Kiwanja cha ndege was having a total of 130 pupils who passed and 47 pupils failed. Likewise, while in 2010 Kihonda Magorofani was having a total of 135 pupils who passed and 27 pupils failed; Kiwanja cha ndege was having a total of 89 pupils who passed and 50 pupils failed. In addition, while in 2011 Kihonda Magorofani was having a total of 170 pupils who passed and 45 pupils failed; Kiwanja cha ndege was having a total of 90 pupils who passed and 42 pupils failed. Again, while in 2012 Kihonda Magorofani was having a total of 211 pupils

who passed and 23 pupils failed; Kiwanja cha ndege was having a total of 80 pupils who passed and 10 pupils failed. However, while in 2013 Kihonda Magorofani was having a total of 175 pupils who passed and 24 pupils failed; Kiwanja cha ndege was having a total of 87 pupils who passed and 3 pupils failed.

The results in Table 4.3 show that PEDP implementation came out with enabling pupils passing their examinations as envisaged. This has been so because of the implementation of targets put on the programme something that enhanced pupils' performance. Moreover, this was made possible via head teachers training as well as ward education co-ordinators and school committees who cooperate for the facilitation of teaching and learning.

4.5 Contribution of PEDP on Improving Teaching and Learning Environment

The last objective of the study was to evaluate the contribution of PEDP on improving teaching and learning environment in Morogoro municipality. The researcher focused on physical and human resources that need to be available for the facilitation of teaching learning. Thus, opinions were given as Table 4.4 shows.

Table 4.4: Contribution of PEDP

Contribution	N=110			
	Agree		Disagree	
	Number	%	Number	%
PEDP has enabled the availability of classrooms	95	86	15	14
PEDP has enabled the availability of learning materials (text books etc)	97	88	13	12
PEDP has enabled the availability of adequate teachers	90	82	20	18
PEDP has enabled the availability of water facilities in schools	80	73	30	27

Source: Research Data, 2014

The results in Table 4.4 indicate that 90(82%) respondents agreed that PEDP has enabled the availability of adequate teachers who from the reports of the two primary schools, pupil teacher ratio has raised to 1: 45 in 2008 something that was not evident before the implementation of PEDP. Moreover, 95 (86%) respondents agreed that PEDP has enabled the availability of adequate classrooms and enabled the availability of water facilities in schools something that was contributed among stakeholders such as parents and government. The pupil to desk ratio was raised to 1:3 due to efforts made by making sure that the adequate supply of desks was adhered to. It is to be acknowledged that efficient teaching depends on the use of modern teaching methodologies and materials to enhance learning process. It involves acquisition of knowledge through full engagement of pupils by teachers as supported by Louis (2005).

On the other hand, 97(88%) respondents agreed that PEDP has enabled the availability of learning materials such as text and reference books that have enabled pupils to learn well. This was reported by the heads of the two schools that pupil to book ration was raised to 1:3 from 1:7 before. This is in line with Bergmann (1996) who state that quality education can be obtained in the situation where classroom conditions allow pupil centred interaction; orderly learning environment and the availability of learning resources are assured. Likewise, Davidson (2004) argues that teaching and learning materials include printed materials such as textbooks, maps, models and any other published and non-textual materials such as laboratory apparatus, equipment and chemicals.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusion and recommendations and a need for further research. It starts with the summary, conclusion, recommendations and a need for further research is provided.

5.2 Summary of Study

The study assessed the contribution of PEDP in facilitating quality education in Morogoro municipality whereby respondents agreed that the implementation of PEDP has been good to the extent of allowing children with the required age to start standard one to get enrolled thereof although with some challenges that may be accommodated by stakeholders. The effects of PEDP as reported by respondents show that teachers (head teachers) were trained on financial management and trained in monitoring and evaluation of projects undertaken in their localities that enabled them to play new roles as part of improving quality education as teacher professional development provides opportunities for teachers to explore new roles, develop and improve instructional techniques, refine their practice, and broaden themselves both as teachers and as individuals. On the other hand, regarding standard seven examinations, while in 2012 Kihonda Magorofani was having a total of 211 pupils who passed and 23 pupils failed; Kiwanja cha ndege was having a total of 80 pupils who passed and 10 pupils failed. Moreover, PEDP has enabled the availability of adequate teachers who from the reports of the two primary schools, pupil teacher

ratio has raised to 1: 45 something that was not evident before the implementation of PEDP.

5.3 Conclusion

PEDP has succeeded in increasing enrolment, raising performance for standard seven leavers, in building classrooms and in recruiting new teachers into the system. These are important achievements. However, many of the other critical components of PEDP appear not to have been achieved, and lack of success in this area can jeopardize the objectives of PEDP as a whole. Aspects of quality, adequate financing and governance at the school level are especially important. One observer put it succinctly: “What is the point of enrolling children and stuffing them in classrooms if there is no worthwhile learning taking place?” This requires the Government to both dramatically improve the level, substance and methods of information provided to communities, and strengthen the institutions of governance, such as the school committee and enable ordinary people to speak up and be heard for the enhancement and facilitation of quality education provision.

5.4 Recommendation

5.4.1 Recommendation for Action

In light of the above findings, the following are the recommendations;

- i. The ministry of education and vocational training and community as well should sustain the efforts to improve the teaching and learning environment through provision of the requisite infrastructure and teaching and learning materials.

- ii. Integrate action research methodologies into the teacher preparation and development programmes so as to reflect on and improve teachers' empowerment through enhancement of practice and improve student learning outcomes.
- iii. Improve professional development support services and opportunities for all teachers particularly those trained under crash programmes to enable the facilitation of teaching and learning in order to enable standard seven leavers complete their cycle while being fully skilled.

5.4.2 Need for Further Research

The study assessed the contribution of PEDP in facilitating quality education in Morogoro municipality. It is recommended that further research be done on the following issues.

- i. The strategies for eliminating challenges that have been envisaged in PEDP implementation
- ii. Commitment of parents in facilitating the education of their children in Morogoro municipality.
- iii. Revising changes of curriculum which have great effect on quality education by considering 'what curriculum is being implemented, by whom, using what type of environment.

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APPENDICES

Appendix 1: Questionnaire for Municipal Education Officer

1. How many pupils are there in Morogoro Municipality?
 Boys
 Girls
2. Are the Teachers enough in Primary schools compare to the number of pupils?
3. Are the pupils enrolled in Morogoro Municipal performing well?
 IF YES, why?
 IF NO, why?
4. Does the Community /Parents share the cost of education?
 IF YES, how
5. Are there enough classroom in primary school?
6. Are the teaching materials especially textbooks enough for the pupils?
 IF YES what is its ratio?
7. What about teaching and learning environment? Is it conducive for the pupils?

8. Is there any process of training in-service Teachers?

9. How about levels of education to your Teachers?
 i)Masters level ii) Degree level iii) Diploma level
10. How do you compare the performance of your pupils in PLSE last year and the previous years?

Appendix 2: Questionnaire for Head teachers

School: _____

Answer All Questions

1. What are your teaching Qualifications
 - (a) Grade III B/C (b) Grade III A (c) Diploma (d) Degree
2. For how long have you been in teaching profession? _____
3. For how long have you been Head teacher? _____
4. What do you know about PEDP interventions goals and objectives?

5. Have you attended any training on the implementation of PEDP interventions?
 - (a) YES (b) NO
 - (i) If YES what was the training about?

 - (ii) What was the duration of the training _____
 - (iii) Was the training useful to you as the Head teacher?

6. List the benefits your school obtained from PEDP:
 - i. _____
 - ii. _____
 - iii. _____

iv. _____

v. _____

vi. _____

7. What is the current situation on the school infrastructure on the following:-

(a) Pupil to teacher ratio _____

(b) Pupil to book ratio _____

(c) Pupil to classroom ratio _____

(d) Pupil to Desk ratio _____

8. Do you have a functional and operating school committee

(a) YES (b) NO

(i) If YES has your school committee attended any training on PEDP interventions

(a) YES (b) NO

(ii) If YES, what was the training about _____

(iii) What was the duration of the training _____

9. Has your school been inspected since 2004 to now? _____. How many times _____

10. What were the issues that persisted in the inspection report

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

11. What corrective measures your school took to address the above issues

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____

12. Provide the PSLE results of your school for the past five years:

YEAR	PASSED			FAILED		
	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
2009						
2010						
2011						
2012						
2013						

13. (a) How do you compare the above results in the other five years i.e from 2003 – 2008?

(b) What could be the reasons

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

14. Provide the following information:

- (i) The No of teachers in your school _____ Female _____ Male _____

(ii) Pupils enrolment in your school _____ girls _____
boys_____

(iii) No of classrooms _____

(iv) No of Teacher Houses _____

(v) Teachers Workload _____

15. Is there been any training to teachers to improve their teaching skills?

(a) YES (b) NO

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix 3: Questionnaire for Teachers

School: _____

1. What is your teaching Qualifications
(a) Grade III B/C (b) Grade III A (c) Diploma (d) Degree
2. For how long have you been in teaching profession _____
3. Do you know anything about PEDP (a) YES (b) NO
If YES, How have you benefited in the PEDP interventions? _____

4. What is your work load since the introduction of PEDP? _____
5. Has their been improvement in Academic performance of your pupils since introduction of PEDP? _____. What could be the factors _____, _____, _____
6. What do you think you need to have to improve the academic performance of your pupils?
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____
7. Have you attended any training since the introduction of PEDP interventions? _____ if YES, What was the training about _____. Was it useful to your teaching career _____?
8. What problems do you experience in your day to day teaching activities

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix 4: Dodoso kwa Wanafunzi

1. Je, Darasa lako linakuvutia?

(a) NDIO (b) HAPANA

Toa sababu

2. Je, Shule yako inakuvutia

(a) NDIO (b) HAPANA

Toa sababu

3. Je, Dawati moja mnalitumia wanafunzi wangapi?

(a) 1 (b) 2 (c) 3 (d) 4 (e) 5 (f) 6 (g) zaidi ya 6

4. Je, Mnatumia kitabu kimoja wanafunzi wangapi?

5. Walimu wako wanakupa mazoezi ya kufanyia nyumbani?

(a) NDIYO (b) HAPANA

Kama ndiyo, yanasahihishwa? _____

6. Je, mazoezi hayo yanakusaidia?

(a) NDIO (b) HAPANA

7. Unaifahamu Dira ya mpango wa Maendeleo ya shule ya msingi (MEM)?

Kama ndiyo unahusu nini _____

AHSANTENI

Appendix 5: Questionnaire for Pupils

1. What is the situation of your classroom ? Is it attractive to you?

(a) YES (b) NO

Give reasons

2. What about your school environment? Is it conducive ?

(a) YES (b) NO

Give reasons.

3. How many pupils are sitting in one desk?

(b) 1 (b) 2 (c) 3 (d) 4 (e) 5 (f) 6 (g) zaidi ya 6

4. One book is used by how many pupils? _____

5. Are there any homework which given by your teachers?

(b) YES (b) NO

If yes, are homework marked? _____

6. Are that homework useful to you?

(b) YES (b) NO

7. Do you know anything about PEDP? _____

If yes, give short explanation

THANK YOU