

**CONTRIBUTION OF PEDP ON LEARNING ENVIRONMENT THAT
PROMOTES THE FUTURE OF PUPILS. A CASE OF PUBLIC PRIMARY
SCHOOLS IN KINONDONI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled “Contribution of PEDP on learning environment that promotes the future of pupils. A Case of Public Primary Schools in Kinondoni District in partial fulfillment of Masters of Education (APPS).

.....

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(Supervisor)

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DECLARATION

I, Mathias Geofrey, do hereby declare that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my family.

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ABSTRACT

This study investigates the contribution of PEDP on learning environment in promoting the future of pupils in Kinondoni district. Following the needs of the study; two objectives were targeted, one is to examine the contribution of PEDP on learning environment and second is to examine the effect of PEDP on learning resources. This study intended to come out with measures to be taken by the government and other stakeholders to solve the problem of poor learning environment of students. Qualitative and quantitative approaches have been used in collecting data and analysis of the study. The instruments which are used in data collection are documentary review, interview and questionnaire. The study found that; PEDP intended to solve the problems of learning environment to the students in public primary schools, the reality shows there are number of problems which face the students as follows: students to lack the skills of writing, reading and learning due to overcrowded and the shortage of learning resources, poor handwriting of students due to lack of desks as the students sit on the floor, poor performance on the different activities planned by school due to delay on the capitation grant,. There are number of contributions in schools which disturb parents and parents. On the basis of the study findings different viable techniques have recommended so as solving the problem, to raise the budget of the education sector, to provide capitation so as to enable schools into performing their activities, and last is cooperation between parents, teachers and school committee.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem.....	5
1.3 General Objectives	6
1.4 Specific Objectives	6
1.5 Research Tasks and Questions.....	6
1.6 Significance of the Study	6
1.7 Limitations of the Study.....	7
1.8 Delimitation of the Study.....	7

CHAPER TWO	8
2.0 LITERATURE REVIEW	8
2.1 Conceptual Definition	8
2.1.1 PEDP	8
2.1.2 Learning Environment	8
2.1.3 Public Primary School	8
2.1.4 Learning Environment in Tanzania.....	9
2.2 Pupils: Classroom Ratio Between 1999-2001	9
2.3 PEDP Program	14
2.4 Funds to Sponsor School Activities	16
2.5 Theories Related to Learning Environment	20
2.6 PEDP in Kinondoni District.....	20
2.7 Empirical Studies	22
2.8 PEDP on the Future of Pupils in Kinondoni District.....	26
2.9 Research Gap	29
2.10 Conceptual framework.....	30
CHAPTER THREE	32
3.0 RESEARCH METHODOLOGY	32
3.1 Introduction.....	32
3.2 Research Approach	32
3.3 Research Design.....	32
3.4 Area of Study	33
3.5 Population, Sample and Sampling Techniques.....	33
3.5.1 Target Population.....	33

3.5.2	Sample and Sampling Techniques	34
3.5.3	Sample Schools	35
3.5.4	Pupils Sample.....	35
3.5.5	Teachers Sample	35
3.5.6	Parents Sample.....	36
3.5.7	Head Teacher Sample	36
3.5.8	Ward Education Officer Sample	36
3.6	Research Instruments	36
3.6.1	Documentary Review.....	37
3.6.2	Interview	37
3.6.3	Questionnaire	37
3.7	Validation of the Study Instruments	38
3.8	Ethical Consideration.....	38
3.9	Data Analysis Procedure.....	38
	CHAPTER FOUR.....	40
	4.0 DATA PRESENTATION, DISCUSSIONS AND ANALYSIS	40
4.1	Introduction.....	40
4.2	Contribution of PEDP on the Quality of Learning Environment.....	40
4.2.1	Doors in Classrooms	40
4.2.2	Ceiling Boards in the Classrooms.....	41
4.2.3	Proper Windows in the Classrooms	42
4.2.4	Paint on Classrooms.....	42
4.2.5	Space in the Classrooms	43
4.2.6	Pupils Classroom Ratio.....	48

4.2.7	Difference on the Number of Pupils Between Schools	52
4.2.8	Latrines Services	54
4.3	PEDP on Learning Resources	58
4.3.1	Ratio between Pupils and Books.....	58
4.3.2	Ratio between Pupils and Desks	61
4.3.3	Teachers on the Use of Teaching Aids	64
4.4	How future Pupils Affected	66
4.4.1	Practice into Learning Process	67
4.4.1.1	Vocational Skills and ICT.....	68
4.4.1.2	Basic skills to pupils.	69
4.4.1.3	Handwriting of Pupils	70
4.4.2	Tests and School Examinations	71
4.4.3	Attendance Rate of Pupils.....	72
4.4.4	Retention Rate of Pupils	73
4.4.2.1	Relation Between Teachers, Parents and Pupils	73
	CHAPTER FIVE	79
	5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	79
5.1	Introductions	79
5.2	Summaries of the Findings	79
5.3	Conclusions.....	80
5.4	Recommendations.....	82
5.5	Recommendations for Further Study	84
	REFFERENCES	85
	APPENDICES	89

LIST OF TABLES

Table 2.1:	Pupils- Classroom Ratio from 1999-2004	10
Table 2.2:	Pupil's Dropout from 2000- 2002.....	11
Table 2.3:	Admission of Students of Seven to Twelve Years 2002-2006	16
Table 2.4:	Average Capitation Grand per Pupil from 2002 – 2006.....	18
Table 2.5:	Budget Allocated to Different Sectors from 2009-2011	19
Table 2.6:	Pupils- Teachers Ratio on the year 1991-2000 by Region	21
Table 2.7:	Pupil's Dropout From 2000- 2004.....	28
Table 3.1	Composition of the Sample.....	34
Table 4.1	Doors and Ceiling Board in Classrooms.....	41
Table 4.2:	Proper Window and Painted Classrooms.....	43
Table 4.3:	Space in Classroom.....	44
Table 4.4:	Head Teacher's Answers on the Provision of Capitation by the Government.....	45
Table 4.5:	Number of Pupils in Schools	48
Table 4.6:	Ward Education Officers on the Difference on the Number of Teachers	49
Table 4.7:	Difference on the Number of Pupils Between Schools by Parents.....	53
Table 4.8:	Latrines Quality	55
Table 4.9:	Latrines Sewage System, Fence and Doors	56
Table 4.10:	Ratio of Pupils and Books	60
Table 4.11:	The use of Teaching Aids	65
Table 4.12:	The use of Teaching Materials.....	67
Table 4.13	Vocational skills and ICT.	68

Table 4.14 Pupils Basic Skills from 2010-2013	69
Table 4.15: Pupils Requirements in Public Primary Schools	71
Table 4.16: Attendance Rate of Pupils.....	73
Table 4.17 Retention rate of Pupils.....	74
Table 4.18: Teachers Morale and Punishment to Pupils.....	76

LIST OF FIGURES

Figure 1.1: Conceptual Frameworks on the Contribution of PEDP on
Learning Environment That Promotes the Future of Pupils 31

Figure 4.1: A Teacher in the Office..... 51

Figure 4.2: Pupils in the Classroom 63

LIST OF ABBREVIATIONS

PEDP	Primary Education Development Program
URT	United Republic of Tanzania
UPE	Universal Primary Education
ETP	Education and Training Policy
MOEVT	Ministry of Education and Vocational Training
SAPs	Structural and Adjustment Program
EMIS	Education System Information System
EFA	Education for All

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Learning environment in Tanzania can be traced back from the period of the pre-independence of Tanzania where by the provision of education was based on race such as Africans, Asians and Europeans. On that period the colonial government spent huge amount of money to Europeans schools example on the year 1946 the government expenditure per head in education was at £1.9 for Africans and at £38.0 for Europeans (Tanganyika Education Department 1949).

Difference in funding implies that the learning environment for Africans was poor therefore quality of education was affected. During the colonial government, most teachers who taught Africans schools were either volunteers or low paid Msekwa and Maliyamkomo (1979). During colonial period due to high amount directed to Europeans schools shows that, the environment of Europeans schools prepared students into better future as the schools equipped with better classrooms, leaning resources and competent teachers, they were prepared to be administrators and top position of colonial government.

Africans environment schools were not compared in classrooms and learning resources from Europeans due to low budget, education which they got intended to prepare them to help colonial government into low paid works such as nurses and personal secretary. Education during colonial period did not prepare Africans to use the environment for their benefit and the development on the areas they leave. To

date the problem of learning environment is still dominant particularly in schools of Kinondoni district. The current study therefore intended to examine the contribution of Primary Education Development Program on learning environment that promotes the future of students.

Quality learning environment it include the presence of enough classrooms, competent teachers and teaching and learning materials. Ishumi and Nyirenda (2002) suggest that, in order to have better interaction between teachers and students are highly facilitated by having most trained and experienced teachers, teaching and learning materials. The statement highlights the importance of quality learning environment in facilitating the educational desired goals. Better learning environment enable pupils to attain the required goals in their learning process hence to have knowledge and skills which help them after completing their studies. Only environment of learning which are conducive with enough learning resources leads better results to pupils

Learning showing that, the fund which provided by the government during the implementation of Primary Education Development Program (PEDP) to support on the classrooms and buying learning of resources were inadequate so as to enable the classrooms to have the required ratio intended by the government, to remove the problem of books to students and teachers hence to give the poor ratio between students and books. After independence the government took different measures to solve the problem of leaning environment so as to enable the pupils to join into schools, also the schools equipped with the teaching and learning materials which

enable the pupils to learn theory and practical. Even the government took different measures to solve the problems in education sector of primary schools there are still problems on learning environment in primary schools hence the need to do research. The following were steps taken by government to solve the problem of learning environment after independence. After independent the government of Tanzania took different measures to improve the quality of learning environment.

In 1967 the Education for Self Reliance was announced which made critic of the inadequacies and inappropriateness of colonial education UNESCO (2000). In order to improve the quality of learning environment: the government insisted on theory and practical in education, where by teaching materials were bought. The program of Education For Self-reliance was not well implemented because of lack of the teaching and learning materials and lack of teachers. On the year 1974 Tanzania under Musoma resolution adopted Universal Primary Education (UPE) which aimed at reviewing education for self-reliance (ESR). The goals of UPE had increased the enrolment rate from 33% in 1979 to 94% in 1981 Sumra, (1995).

On improving the quality learning environment the government increased the number of teachers, school buildings and houses for teachers Chonjo, (1974). In improving the number of teachers, students who completed standard vii were allowed to take teaching courses and immediately after completing were directly allocated into schools. At the end of 1970's and in 1980's Tanzania faced the problem of economic hardship whereby funds directed for education was reduced, the situation effected the quality of education especially in learning and in teaching

materials, scarcity of teachers and poor learning environment. Structural Adjustment Program (SAPs) was implemented in order to qualify for loans and help from World Bank and International Money Fund (IMF). Among the condition of Structural Adjustments Program was the cutting of social expenditure including education, Finch, 1985), (Weaver and James, 1995). Due to the lack of funds the education system struggled because the cost sin driving education was high, the schools failed to drive their activities such as the construction and rehabilitation of the classrooms and the buying of teaching and learning materials.

In 1990 the government formed a task force headed by Professor Herman Mosha to review the education situation due to change of Marco Economy, the task force submitted report in 1993 and recommendations resulted to the formation of Education and Training Policy (ETP) of 1995 URT (1995). One of the directives of ETP was to increase of access and quality of education including the quality of learning environment. To implement the directives of ETP, in 2002 the government adopted Primary Education Development Program (PEDP) to solve the problem of poor quality education including the quality of learning environment.

In order to improve learning environment and education in general the government did the following such that building and reconstructions of classes, to increase the number of teachers, teacher training was shortened to one year, and to provide funds. Also the program aimed at solving the problem of children especially from poor families who were out of schools to get quality education in quality learning environment (URT 2006).

1.2 Statement of the Problem

In order to improve the quality of learning environment to pupils of public primary schools, the government launched PEDP. PEDP intervention had been assisted by both internal and external institutions including International Monetary Fund (IMF), donor countries, and communities involved in the implementation of PEDP. PEDP has shown positive effects of classes, the increase of the number of teachers, increase of the enrolment rate, the construction of offices, teacher's houses, latrine and rehabilitation of the former buildings.

Efforts have been made to improve the quality of education through PEDP but till now there are number of problems affecting the current and future students of public primary schools in Kinondoni district. PEDP had done a lot in quantitative improvement but not in the quality of education Sumra (1995). The district have many problems for example overcrowded in classrooms URT (2004) the problem affected many school in the district. Many students sit on the floor, also the school have poor conditions on their buildings that's when it rains students are effected; books available are not enough whereby one book shared by many students and most of the subjects had only book for a teacher and no book for students. According to Uwazi (2011): one pit of the toilet required to be used by 20 girls while on the side of boys; one pit required to be used by 25 pupils.

The study intends to examine the contribution of PEDP on learning environment that promotes the future of pupils. Learning environments in this study are classrooms and learning resources. Kinondoni district is one of the most populated districts in

the country which directly affects education system especially in the learning environment.

1.3 General Objectives

The purpose of this study is to examine the Contribution of PEDP on Learning Environment that affect the future of pupils in Kinondoni district.

1.4 Specific Objectives

Specifically, the study attempt;

- i. To examine the contribution of PEDP on learning environment.
- ii. To examine the effect of PEDP on learning resources.

1.5 Research Tasks and Questions.

In order to accomplish the objectives of the study, research task has been mentioned in each research task, and key questions have been posed to guide the study.

Task one; To examine the contribution of PEDP on the quality of learning environment

Key question; What are the contributions of PEDP in solving the problem of learning environment?

Task two; To examine the effects of PEDP on learning resources

Key question; Did PEDP improve the availability of learning resources?

1.6 Significance of the Study

The study intended to provide a detailed description on the contribution of PEDP on the learning environment for that promotes the future of pupils. Specifically the findings are expected: First, contribute profoundly to the existing body of knowledge

and literature related to contribution of PEDP on the learning environment that promotes the future of pupils in Primary Schools. Second, stimulate further research to the Academic Institution and Individual who interested on carrying out related research. Third, it will enable the Ministry of Education and Vocational Training to understand the current situation on how PEDP impacted on the quality of learning environment. Fourth, will help Policy Makers and by laws governing the quality of learning environment on Public Primary Schools.

1.7 Limitations of the Study

The study deals with the contribution of PEDP on learning environment that promotes the future of pupils faced by the following limitations; there are four types of learning resources which are school classroom, out of the classroom, home schooling and 21st century classroom. The study restricted on school classroom and learning resources. Others limitation is bureaucracy in getting information's, especially the records concerning capitation from head teachers. Third, some of the teachers did not responded on the filling of questionnaire for the reason that, institute where researcher learn gave him/her money hence they need to be paid so as fill the questionnaire.

1.8 Delimitation of the Study

Dar es Salaam region has three districts of Ilala, Temeke and Kinondoni with the Population of 4,364,541 in the year 2012, URT Sensor (2012) and 594 schools. But the study was conducted into one district that covers only 20 schools, because of small size, finding and conclusion is limited to small area.

CHAPER TWO

2.0 LITERATURE REVIEW

2.1 Conceptual Definition

2.1.1 PEDP

PEDP is Primary Education Development Program which launched by the government of Tanzania on 2002 aiming at increasing the enrollment rate, improve quality of learning and teaching, promoting capacity building within education system and strengthening institutional arrangement (URT 2003).

2.1.2 Learning Environment

Learning environment includes the provision of simple tools, methods and concepts to make classroom and schools more efficient and effective Deming et al (2002), Sandberg (1994), defines leaning environment as the whole components and activities in which learning happens. The components of learning environment according to Sandberg are teachers, learning resources, school, monitors and information sources.

2.1.3 Public Primary School

In most African countries including Tanzania, public primary schools can be defined as an educational institution which run and funded by the government, through various incomes of the government including taxes. Public schools in Tanzania can not only educate pupils but act as a working model of the civil society, therefore it helps the pupils to understand their environment and to use for their own development and the government and the government at large.

2.1.4 Learning Environment in Tanzania

The quality of learning environment is a driver to quality education. In order to ensure Tanzania reach the expectations on the quality of learning environment, different agencies such as UNICEF and UNESCO assisted on different areas such as Education Management Information System (EMIS), Africa Education Initiatives (AEI) funded text books and learning program USAID Report (2013). TENMET (2011) mentioned that, the construction of classrooms done by the government and community tend solve the problem of the crowdedness of students.

Different researches have been done so as to know the learning environment in our country. The school environment in Tanzania and many African countries are not conducive; hence it is difficult for students to get quality education. The information's below shows different aspects such classrooms, learning resources including books, desks, teaching aids and the poor environment of the latrines affect the learning of students.

2.2 Pupils: Classroom Ratio Between 1999-2001

During the launched of the primary education program (PEDP) the government took different measures to make sure all students of the age of seven and above have been enrolled in schools, measures taken include the removal of school fees hence the students are freely enrolled thus it was expected to have large number of students who were going to be registered, the ratio planned by government was 1:40 or 1:45 MOEC, (2003) where one class required to have the total number of only 40 or 45 students as to enable teachers to teach effectively and efficiently. Table 2.1 shows the teachers and pupils ratio between the year 1999-2001 before the launched of

PEDP and the year 2002-2004 after PEDP;

Table 2.1: Pupils- Classroom Ratio from 1999-2004

Year	Number of students	Ratio
1999	4182677	40:1
2000	4370500	41:1
2001	4875764	46:1
2002	5960368	53:1
2003	6531769	57:1
2004	7041829	59:1++

Source: MOEVT (2004)

Table 2.1 shows the enrollment rate of pupils still increased year after year and since the launched of PEDP the ratio between student and teachers rose so much than the targeted expectations of the government. In order to teach effectively and efficiently each teacher is required to teach only 40 or 45 students, but that situation is impossible especially after the launched of PEDP due to the removal of those obstacles which restrict parents to register their children such as school fees.

Situation shows it was important for the government to think wide so as to solve education problem in our country that's caused by the few resources in education sector such as teachers, teaching and learning materials, classrooms buildings and latrines. In general the schools environment was not friendly to students which cause about three million students to be out of the school. Before the launched of PEDP dropout rate of students were very high due to obstacles which have already mentioned, the situation caused only few number of students to reach standard seven hence there was increase number of people who are illiteracy in country. Launched of PEDP was unavoidable as to remove the problems in education sector and making

education environment to attract students to learn till they have complete standard seven. After launched of PEDP there was number of changes where the dropout rate decreased due to removal of obstacles in registering students into standard one school where the parent's task are only to buy school equipment's and school uniforms. Table 2.6 indicates the problem of dropout before PEDP and immediately after PEDP where the measures taken help to decrease the number of dropout from 5.6 percent on year 2000-2001 to 3.2 percent on;

Table 2.2: Pupil's Dropout from 2000- 2002

Year	Dropout	Percent
2000-2001	221232	5.6%
2001-2002	176349	4.0%
2002-2003	266605	4.9%
2003-2004	210991	3.2%

Source: MOEVT (2004)

Due to measures taken by government shows number of students who are dropping from their studies due to economic problems of their parents who failed to provide the needs of their children were decreased, the parents remained with the responsibilities of buying of exercises books pens and uniforms. Government was responsible in buying the teaching and learning materials and the provision of money in the construction of classrooms.

Vision of development of 2025 provides explanation on the removing of poverty where by education sector has given the first priority which is the only one to bring social and economic changes to the life of people, all those obtained when people are well educated and better education is received to the environment which are quality

and attractive. Tanzania development vision itself shows that there is no development without education: this shows that education and development move together and when other neglected the other one fails to successes. During the first phase of PEDP which started on 2002 the priority was given on the preparation of the quality learning environment including classrooms buildings, toilets, to increase the number of teachers, to send capitation grant into schools so as to buy teaching and learning materials and abolition of school fees in order to give chances to all including those from poor families to get education.

Quality environment of education enable students to get quality education which later on enable them to reduce poverty and improving human capabilities. Also education enable people health and nutrition, reduce infant, child and maternal mortality, better education should start on primary schools which enable on the building of better foundation for the coming levels of education such as secondary schools and higher institution. Education which was provided in public primary schools for that time was not good due to the problems which mentioned above such as poor quality of classroom buildings, the presence of few numbers of teachers compared to high number of students, the absence of teaching and learning materials and poor latrine services.

Following the real situation of the country economy, the government of Tanzania by herself cannot manage to implement the requirements in education sector such as employing of teachers, the building of classrooms, the payment of teachers' salaries and buying of teaching and learning materials. The government of Tanzania in cooperated with different countries and money institutions including; International

Money Fund (IMF), World Bank and other stake holders in education make sure the program will reach the glorious expectation. Indicators of the quality of learning environment are the presence of text books, the presence of health services, adequate capitation, learning and teaching materials, and latrines services. When all these indicators are present they can lead to better performance of students, the decreasing of absenteeism, good handwriting for students and good classroom management. Quality learning environment is the only way to quality education.

Education was considered not only rising political and social services but also increased the number of skilled workers and level of trained man power Ayodo et al (1991). Someone to get quality education is highly influenced by the quality of learning environment. The learning environment include both outside and inside learning environment, but in this research inside environment of schools which are classrooms and learning resources are discussed. Like many other country, Tanzania faced the problem of learning environment including the classrooms where the students are crowded into a single room, the problem learning materials for both students and teachers respectively. Galabawa (2004) points out that, during 1980's many Africans countries faced the problem of economic crisis hence failed to support education at the maximum level, different problems have been identified in education sector including' the failure to employ teachers which give the ratio of 1:74, also the problems in providing fund so as to construct schools.

There are different meetings conducted worldwide to discuss the quality of education including learning environment confirm similar issues. The meeting held in Dakar in 2000 arranged the period of archiving Education for All (EFA) whereby all signatory

countries were required to implement the agreement on EFA before 2015. Education for all insisted on the quality education and archived which go hand in hand with the improving in the quality of learning environment. In order to solve the problem of books and other learning/ teaching materials the government planned to provide 10 US\$ to each student but the implementation was poor because it took up to six months for schools to receive that capitation and the amount sent into schools are very low, the situation hindered schools to run different activities (Davidson, 2004) hence the schools for the whole period they have to depend only the contribution of either parents and other stakeholders in education.

2.3 PEDP Program

Problems in education have been solved by launching the program known as Primary Education Development Plan (PEDP) the government divided the plan into phases; the phase 1 in 2002-2006 and Phase II in 2007-2011, Phase III which started 2012 till now. Four groups were appointed so to enable the program to perform well, these groups were Government, Local government, Parents and Communities.

Each group had task to perform as follows: the government task was to provide capitation grant, educating teachers, payment of teachers salary; local government's task were operational expenses of schools; parents task were to buy learning materials to their children such as exercise books, textbooks, and rulers; while the communities had tasks of construction and renovation of school buildings Ponela et al. (2011). As the result of those strategies the following happened: increase in enrolment rate, improvement on the quality process, capacity building within education and other private sector also strengthening the institution arrangement

MOEC (2004). In improving the quality of teaching and learning environment, the government of Tanzania took some measures so as to increase the number of teachers as the table 2.8 as shown HakiElimu (2004).The government also provided supports to students so as to get quality education whereby for each enrolled student gets 10 U\$ which sent to school committee for budgeting geared to solve school problems.

Budget of education expenditure increased from Tanzania shillings 993310 million in 2007 to Tanzania shillings 1431710 million on 2010/2011 URT (2006). According to EFA plan, the situation in education is not good due to different problems which are not yet solved up to this time; for example there is still a problem of desks whereby some students sit on floor and many students share one desk, books are not enough whereby one book is shared by many students or the whole class, the ratio between students and teachers is not good whereby some schools have many teachers especially those found in city center while for those far from towns and cities have few teachers compared to the number of pupils available. Many school buildings that were built during PEDP implementation are in low qualities whereby during rainy season classroom become useless due to problem of roof and leaks.

EDP increased the number of enrolment of students from the age of seven to twelve. The targeted age of PEDP program was student of seven years but for those students of more than seven years were allowed to be registered for the aim of reducing and removing a number of people who are illiteracy in the country and these students of more than seven years were not put together with those of seven years old, they have

their special program known as Complimentary Basic Education Training (COBET), with the special classrooms and the special teachers who had got special training.

Increased in the number of students did not relate to the number of classrooms available during that time. Number of students in Tanzania for the year 2001 was 800,000 but soon after launched of PEDP the number of students reached 1,600,000 in 2005, (URT, 2008). Due to the increase of students the government of Tanzania took different measures to solve the problem that included double shift whereby there were some students who took their studies during morning session and other group during afternoon. The targeted admission of students was to expand the enrolment for 1.5millions students from the year 2002. The following table shows the new admission target for the children of seven to twelve years old from the year 2002-2006.

Table 2.3: Admission of Students of Seven to Twelve Years 2002-2006

Year	Number of students
2002	1,500,000
2003	1,600,000
2004	1,640,969
2005	1,041,880
2006	1,065,843

Source: URT (2008)

2.4 Funds to Sponsor School Activities

Allocation of funds to sponsor the projects such as the building of classrooms and the training of teachers can not differentiate between areas depending on the geographical areas, because there same areas which are easily in construction of

school buildings materials and technical services but there same areas which are located very far from town center which faced the problems of transporting of raw materials. Also the government delaying in sending capitation grants and sometimes there are some council receiving enough amount of money while others not, table 2.3 shows the amount of money as one student received from different districts in Tanzania for six of January to June 2002- 2006.

Table 2.4 shows that; some pupils in other districts received high amount of money for example Sumbawanga rural students received Tanzania shillings. 9000 and Lindi urban pupils received Tanzania shillings. 8700 while Lindi rural and Moshi urban received less than 2000 Shillings per students. Capitation grant provided by the government can enable the schools to perform their activities like the buying of teaching and learning materials and the construction of the classrooms. URT (1995) points out that: it is impossible to provide quality education without ensuring the availability and equitable distribution of the resources. The resources which identified by the writers are books, desks and teaching aids.

During the starting of first phase of PEDP the government planned to provide 10 U\$ which is equivalent to 10000 Tanzania shillings for the year 2002 but the graph above shows there is no any students who received 10,000 Tanzania shillings, the capitation grant continue to decrease year of the year and different research conducted two years after the launched of PEDP shows the students received only 1000 to 2000 per year. Research done shows that each year during budget the government arranged high amount of money to be directed into schools so as to sponsor different projects such as the construction of classrooms, buying of teaching

and learning materials and administration costs. Twaweza (2012) shows that: either the schools received few amount of money or sometimes they never received up to the period of six months.

Table 2.4: Average Capitation Grand per Pupil from 2002 – 2006

District	Capitation Grant (Tsh)
Sumbwanga urban	2,500
Sumbawanga rural	9,000
Rombo	7,300
Moshi urban	1,500
Lindi urban	8,800
Lindi rural	800

Source: URT (2007)

Readings shows the budget directed to development cost are very high when compared to recurrent, recurrent costs are the money used for day to day activities such as buying of teaching and learning materials, seminars and meeting also the teachers' salaries. This leads to few amount of money directed on the construction of classrooms which lead to the presence of high number of students in classes than targeted of forty or forty five in classrooms. 25% of overall recurrent expenditure of the government directed to education sector whereby out 62% from overall of 25% directed to primary education and the remaining of 38% directed to other education sector URT (2008).

Few amount directed to development costs brought the problems in education sector including only the buying of teaching and learning materials, the building and rehabilitation of the classrooms, few teachers to attend colleges, seminars or on teachers resource centers' in order so as expand their knowledge due to changes of

curriculum, the situation cause teachers to teach the students which is not expected by the curriculum but they teach what they know.

Education acting as a bridge to reach the expected vision of Tanzania on 2025, following the budget which allocated in education sector by the government cannot enable to reach those outcomes where among of the expectation is to remove poverty, poverty can only be removed when people are educated. The budget for the year 2009- 2010 and 2010-2011 shows that education sector budget increased for only 17.2% while infrastructure increased by 37.3%. Source URT (2004).

Table 2.5: Budget Allocated to Different Sectors from 2009-2011

Sector	Increased Percent From 2009 – 2011
Education	17.2%
Infrastructure	37.3%
Health	25.2%
Agriculture	35.5%
Water	14.5%
Energy	14.6%

Source: Twaweza (2012).

Budget in Table 2.5 shows education sector which requires to drive other sector its budget is low when compared with other sector, when the budget is low it is difficult to prepare the environment which is quality for students to learn hence, the students received poor education because of the absence of classrooms caused by low budget directed to education sector and sometimes caused by corruption from those people who are responsible for those activities, also low budget led to the delaying on the rehabilitation of the old classrooms, the buying of teaching and learning materials, also to prepare seminars and clubs in order to widen the knowledge of teachers.

2.5 Theories Related to Learning Environment

Theories of Learning are conceptual frameworks describing how information is absorbed, processed and retained during learning cognitive, emotional and environmental influence as well as prior experience all play a part in how understanding or world view is acquired or changed and knowledge and skills retained Phillips et al (2009). Plato said that, if one did not previously know something can learn it, learning as passive process where information and knowledge are ironed into the soul over time.

According to B.F Skinner and John B. Watson who based on behavior on learning process said that all behaviors are acquired through conditioning, also social psychological theory centered on specific phenomena including group behavior, social influence, love and much more. Those theories insisted on the learning environment on which can enable to shape the future of pupils. In learning process the environment should allow pupils to practice so as to have the permanent memory also to stay in groups whereby they can learn something. In general the theories want the learning environment to have all needs for learning process including teaching and learning materials, competent teachers with love to their pupils hence attract them to attend at school every day.

2.6 PEDP in Kinondoni District

Before PEDP between the year 1991-2000, ratio between classroom and students in the country was 38:1 but this was differ between region and region depending to the presence of social services such as transport, electricity, water and settlements for teachers, Kinondoni district attracted more people to live due to presence of more

facilities; hence the problem of ratio between students and teachers are very high among the region in Tanzania. The district is high populated when compared to all districts in the Country, as acting the gate for those people who come from the mainland. Due to high number of people it was affected the schools to have high number of students. Total ratio between classroom and students in the country before the launched of PEDP was 1:38 but in Dar es Salaam region was 1:44. The situation directly affects the learning environment of students.

After the program of PEDP started the government through circular NO 4 and 5 of 2003, URT (2003) said that: the classroom required only to have 40 up to 45 students. Different research which done by different researchers shows that: the expectations of the government were difficult to be implemented in Kinondoni district. Uwazi, (2007) in research done in 15 schools shows classrooms have more than 70 students. Also it shows that; even through the classrooms are crowded but also those classrooms there are problem of tiredness.

Table 2.6: Pupils- Teachers Ratio on the year 1991-2000 by Region

Region	Ratio
Arusha	43:1
Dar es Salaam	44:1
Dodoma	39:1
Kigoma	36:1
Kilimanjaro	31:1
Tabora	38:1
Tanga	35:1
Total	38:1

Source: URT (2004)

Table 2.6 indicates that the ratio of students and classroom before PEDP was below the estimated by the government which shows the number of students in the classrooms enables teachers to teach effectively and efficiently, this was the period where the parents were responsible to pay each and everything concern education of their children such as school fees, school uniforms, school equipment's such as books, pencils and school bags. Following research which is done in 1995 identifies about 3 million of students of the age of seven and above was out of the school due to different problems such as economic hardship of parents. In order to solve the problem the government launched PEDP in 2002.

Even the Primary development plan (PEDP) to play the significant role in the enrollment of students and the recruitment of teachers but poor efforts done in the construction of classrooms and the buying of teaching and learning materials Oxenham (2003) and Sumra (2005). Only quality classrooms accompanied by learning and teaching materials enable the students to get better knowledge. But during PEDP more efforts were put on the enrolment rate of students but not much attention in the construction of classrooms and the buying of teaching and learning materials to students.

2.7 Empirical Studies

URT (2001) points out that, there is a problem in schools where the students crowded in a single room caused by the poor support from the community in contributing education projects such as construction of classrooms and buying learning materials. Mulkeen (2006) said that, it is difficult for the government to

provide better education following the poor quality of learning environment due to problems like high number of students into a single room and problems of teaching and learning materials such as books, teaching aids and chalks.

Many parents are likely to place their children at home as they fear they cannot get better education due to poor quality of learning environment such as classrooms and absence of learning materials such as books, Carnoy (2006). The environments of schools are not conducive which cause the problems of dropout and poor academic performance of students. Nagel (2003) defined quality education as a match between teacher, student and the knowledge base in the teaching and learning process. So when there is a problem among one of the items cause the poor performance of the other, as schools faced problem of poor ratio between students and teachers, also the problem learning and teaching materials lead to poor performance of students.

Better classrooms and presence of teaching materials are major determinants of better to quality education (Komba 1995 and Kuleana 1999). The government should make sure that, the funds and resources have to be supplied equally depending to the number of students and schools as to enable the students to have quality environment of learning. There is relationship between poor environment of learning and poor performance of students. Many efforts have been done in enrollment of students but few efforts have been done in the construction of classrooms and sending fund into schools so as to buy teaching and learning materials.

Bogonko (1992) argue that, learning materials are very potential in improving quality education; the statement shows that the schools performed better when

learning materials are available. Learning materials in schools are books, teaching aids, teachers guide book and others. Without learning materials learning process of students are in danger and it is difficult to have better performance to students.

PEDP has done a lot in the buying of text books and the construction of the classrooms NSGRP (2005), the problems in schools are still exists and it is difficult to be solved if there are serious measures in solving the problem. Mutanyata (2006) said that: achievement of EFA goals still a distant dream in Africa, the statement explains the problems which face public primary schools like the crowdedness of the pupils in classrooms, absence of books to students and teachers and the problems of teaching aids especially science subject. (URT, 2006) points that: shortage of resources affect quality of education hence leads to poor performance of students. The problem of teaching materials has been known even by the government. Measures on how to solve the problem like to provide capitation grant into schools and encouraging communities to solve the problem shows negative effect.

Malekela and Lugala (1993) argued that: for us the poor the end of education is near. The writers shows that: as the government failed to provide capitation grant for the buying of teaching and learning materials, also money in the construction of classrooms put education sector into danger state. Other readings shows the communities failed to contribute into different activities as they agreed during the school meeting. The situation may lead the school environment to be with the poor quality. Even the government performed better in preparing the environment of school which attracted students to stay to they have completed standard seven, there is still problem in different areas of education sector. The research done by Twaweza

(2012) in schools of Kinondoni municipal identifies different problems such as overcrowding of students in classrooms; whereby the classes in some schools have more than 80 students, the problem of books where one book is shared to more than ten students which cause learning situations too difficult for students and even for teachers to teach effectively, there is also latrines problem in which their conditions are not good.

PEDP performed wonderfully in registering all students of the age of seven and above but brought a number of challenges especially the number of teachers who are present and those trained by the government under the special program known as “crush program”: where the students taking teachers training course attend in colleges for one year and the second year were sent into schools as student teachers for one year before they employed cannot solve the problem of teacher’s shortage so as to reach the government target of 1: 40 or 1: 45.

PEDP aimed at making education more accessible and improved its quality in Kinondoni district. Chonjo (2004) argues that: PEDP implementation faced different problems such as the majority of the classrooms were completed but there were no windows, shutters and doors. The readings show that: even if the government provided money into schools but those money were either utilized improperly or the school committees lacked competence on the planning sector. School committees were formed for the aim of insuring all funds received were utilized properly.

Galabawa and Alphonse in Galabawa and Narman (2004) argued that: students and classrooms ratio in Tanzania was actually widening and moving far away from the

policy perimeter of 1: 40 which resulted into the crowdedness of the students into the classrooms, so it comes difficult to reach the effectiveness of students to understand what their teachers teach. PEDP planned each student to have his/her own book for each subject but in many schools in Kinondoni one book is shared by many students as it comes difficult for teacher when he/ she need to provide exercise and homework's, hence the students depend only few exercise as given by teachers during their period when they teach. Despite the measures taken by government the real situation in schools environments shows not conducive as the readings identified different problems such as books in which one book is shared by many pupils during teaching and learning process. The targets of PEDP not reached due to the problems which still exist in public primary schools in Kinondoni district.

2.8 PEDP on the Future of Pupils in Kinondoni District

PEDP wants to change the education system in Tanzania from the poor situation to better situation. To implement this: different actions have been taken such as to launch free primary education whereby all pupils of the age of seven and above were allowed to be enrolled without any restriction. There are various actions which are taken by the government so as to drive education of the pupils which later on promote their future.

Omary (1999) and URT (2000) points out that: there is positive correlation between farmers and productivity. In this research the farmers are classrooms used by the students and productivity is students' performance. The statement shows when there is better and quality learning environment it leads to better performance of students and when the learning environment are poor it leads to poor performance. Galabawa

and Narman (2006) comments that: can cause and affect each other, here the statement shows, without having the quality environment of learning with book, teaching aids , competent teachers, enough desks and classrooms for students to sit comfortably, it is impossible to get better performance of students.

PEDP send money into schools to facilitate different activities including the buying of books and other school equipment's which enable teachers to provide more exercise to their pupils hence to have wider knowledge, also through PEDP there are number of classrooms which are built hence to solve the problem of overcrowdings to pupils. For these actions the pupils get education in the environment which is better hence they concentrate more in their education lather than thinking on bad environment of their schools. The records show that: after launching of PEDP pass rate of students increased when compared before the start of the program.

After the launched of PEDP the pupil's dropout decrease from 5.6% on the year 2000/2001 to 3.2% on the 2003/2004 URT (2004).The obstacles in education such as school fees and poor environment of the learning acted as the causes of pupils dropout to be high as number of students failed to complete their studies due to economic problems of their parents and the environment of schools which are not conducive which are friendly to pupils. Through number of pupil's dropout to decrease which caused many pupils to complete their studies, the required outcomes for pupils were obtained hence pupils completed their studies while having knowledge which help them in their life. Table 5 shows the records in pupil's dropout from 2000 to 2004.

Table 2.7: Pupil's Dropout From 2000- 2004

Year	Dropout	Percent
2000-2001	221232	5.6%
2001-2002	176349	4.0%
2002-2003	266605	4.9%
2003-2004	210991	3.2%

Source: MOEVT (2004)

Through PEDP the school fees to students were removed hence the parents had the tasks of buying school uniform and other school equipment's and the schools are not required to cost any money during the enrollment of pupils. When there is need the parents to contribute amount of money the schools were required to have the meeting with parents so as to discuss on the problems which face school hence to agree on how much to contribute. This enable the pupils to learn without disturbance as their parents agree with the school on how they solve the problems. Different readings identified the problems in education sector in our country including the district of Kinondoni. The districts is most populated of all in the country which faced different problems in education sector including the crowdedness of the students which may put teachers in hard time during teaching process. The problem of the learning materials were also identified where there are no enough books, desks, teaching and learning materials and the poor quality of the latrines services.

Schools in Kinondoni district have shortage of classrooms due to insufficient enrollment of students which cannot relate on the construction of classrooms. The problem of the high number of students occurred also during the implementation of Musoma resolution whereby primary education was compulsory to all pupil of the

age of 7-13 years by 1977. Msekwa and Maliyamkono (1979) reported that; the implementation of Musoma resolution was not without problems, the main of this is the shortage of classrooms. Mbilinyi (1984) said that; due to high enrollment rate the problem of classrooms were inevitable. Schools in Kinondoni received high number of students which brought number of problems including the overcrowded of students in classrooms.

According to Msekwa and Maliyamkono (1979), there is no resolution without having the problems, as PEDP tried a lot to solve the problems of learning environment to the pupils of primary schools in Kinondoni district and Tanzania at large there are number of problems which not solved yet. The intention of PEDP is to prepare the environment so as to help pupils to get education which can help them on life after completing their studies. During the first phase of PEDP government sent huge amount into schools so as to construct new classrooms and buying of teaching and learning materials. Better future of pupils is highly related to the environment of learning such as better classrooms equipped with different materials including teaching aids, latrines, books, desks to pupils and other learning resources. Due to number of problems in schools PEDP tried to solve the problems hence to promote better future of pupils. Phase I of PEDP did a lot in changing the learning environment so as to enable the students to stay in schools till they have completed their studies.

2.9 Research Gap

There are many literature reviews which discussed about the program of PEDP and what did since it started 2002, however those reviewed sources fell short of

inadequately information's to address the issue concern this study, "Contribution of PEDP on learning environment that promotes the future of pupils". Therefore there is need to do research on what PEDP did on the learning environment which can prepare pupils better future.

2.10 Conceptual framework

Is an illustration that can be in graphical or in a narrative form of main composition of the study. It will enable the study to be simplified. The model which used to develop conceptual framework of this study adapted from Abagi and Odipo (1997). The framework; Figure 1 shows the relationship among dependent, mediating and independent variables. Dependent variables are poor ratio between books and pupils poor handwriting, attendance rate, retention rate and failure to meet learning objectives and self-employment. Independent variables in this study will be enough capitulation, support from parents and the presence of competent teachers, Mediating variable in this study will include school administration, parents, local government and their communities.

The conceptualization shows that when there is presence of enough books, desks and ongoing professional development of teachers were lead to better learning environment. The learning environment will be effected by the delaying of funds from the government. The conceptual framework is purely related to PEDP because it aimed to ensure there is good ratio between students and books, the Construction and reconstruction of schools and provisional of funds to schools so as to empower.

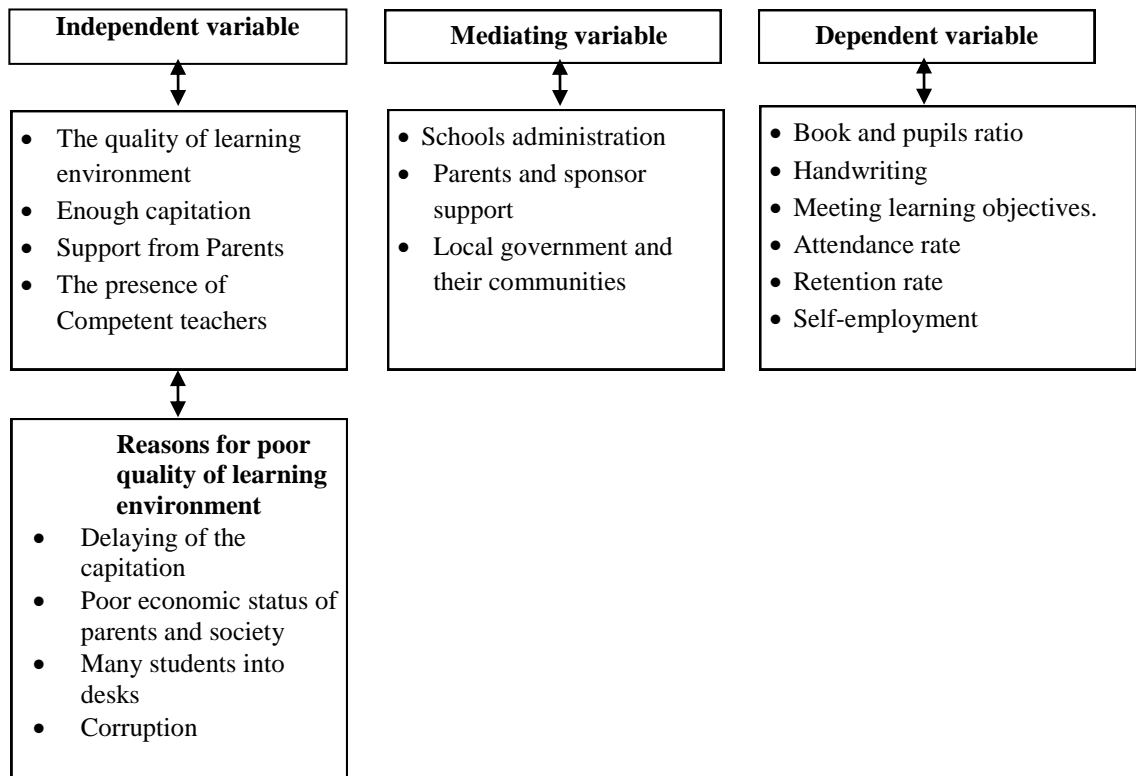


Figure 1.1: Conceptual Frameworks on the Contribution of PEDP on Learning Environment That Promotes the Future of Pupils

Source: Adapted and modified from Abagi and Odipo (1997)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the detailed procedures to be followed by research so as to reach the objectives Oso and Onen (2008), it provides the issues concern the theory of learning, research approaches, research design, geographical area of the study, sampling techniques and the instruments which are going to be used in research. Also the issues about ethical considerations, data analysis and summary of the chapter have been presented.

3.2 Research Approach

There are two approaches which are used in research; these approaches are qualitative and quantitative Opie, (2007), in this research; all two approaches have been applied because the use of the two components enables to complement each other. Qualitative approach used in order the information's about individual opinions views and feelings about the quality of learning environment in Kinondoni district while quantitative have been used to get information on documents concern capitation grant enrollment rate, the number of books available, number of desks and teachers available.

3.3 Research Design

Research design is an arrangement of conditions for the collection and analysis of data which aimed at combining relevance of research proposal with economy in the procedure Kothari 91990). The design used is qualitative where case study was applied to enable researcher to collect data in depth about the schools environment

after PEDP improved or not. Also quantitative method will be applied to get the ratio between pupils and books, funds received if was enough for schools activities, ratio between students and teachers and understanding how many students who continue with their subjects till to complete their studies.

3.4 Area of Study

Kinondoni is among of the district in Dar es Salaam region, other district is Ilala and Temeke, Kinondoni district covers an area of 652 square kilometers and population of 1,775,049 in the year 2012 while Ilala district had 1,220,611 and Temeke has 1,368,811. Both districts in Dar es Salaam have harsh problems of the learning environment but Kinondoni was selected due to different reasons such as; the area is most populated in Dar es Salaam whereby the large number of population was caused by natural increase and migration URT (2006). There are number of pupils who completed standard seven engaged in bad groups such as prostitution, the use of marijuana and theft. The situations show that the environment of schools did prepare them to use their environment so as to develop themselves and the community surround. If the environment of schools prepared them better they engaged in activities like agriculture, carpentry, ICT and other activities.

3.5 Population, Sample and Sampling Techniques

3.5.1 Target Population

Is the entire cohort of subject where the researcher is interested in his or her research Opie (2007). Because it is difficult for researcher to use the whole society in his research, he decided to choose few respondents from the society to represent the majority. Populations reached include the participants from 20 selected schools; it

include two hundred students, fifty teachers, twenty five parents, twenty head teachers and four Ward Education Officers. The number of participants is indicated on Table 3.1.

Table 3.1: Composition of the Sample

Participants	N
Pupils	200
Teachers	50
Parents	25
Head Teachers	20
Ward education officers	4

Source: (Field Study, 2014)

3.5.2 Sample and Sampling Techniques

Is a procedure which used to select people, place or things so as to study in the target, Kombo and Trompo (2006). It is difficult for researchers to view and take information from the whole population due to the different problems such as financial and time. The sample represents the relevant information that can be generalized to such population. In selecting the samples both probability and non-probability sampling have applied in selecting samples. Sample is required to have the same characteristics of the intended population so as to enable research to reach the expected outcome Aryl et al (1996).

The selected schools from Kinondoni district have the problem of desks where many students share into one desk especially those found far from town, other reason for Kinondoni schools to be selected into this research is the problem of learning materials such as books, teaching materials, also there is a problem of classrooms whereby there are more than 70 students in classroom which is out of the arranged of

only 40 or 45 and the school buildings are of low quality, the problem of desks to students, also are surrounded by houses, bars, guests and markets which may disturb students and teachers on their process of learning and teaching. Random technique has been used to select the school sample, pupils, parents but purposively technique used for head teachers and ward education officers.

3.5.3 Sample Schools

Kinondoni has a total of 148 of public primary schools up to the year 2014. The research expected to collect data from 20 selected schools. Schools are clustered into wards, the sample have schools from different ward. Sample is a procedure which used to select people, places or things to study in the large area Kombo and Thompo (2007) in this process selected to represent the majority. The technique used to label the names of all schools in piece of papers where by those piece of papers put into basket and mix up and finally the researcher pick the piece of papers up to needed sample size.

3.5.4 Pupils Sample

The list of pupils was obtained from head teachers of the each selected school. Names of students were put into basket or box then mixed and pupils selected their fellow to pick the piece of the papers from the box. Selected were asked to voluntary complete questionnaires or quit.

3.5.5 Teachers Sample

These were randomly selected in head teacher officer where the names of teachers wrote into piece of papers and put in the basket or box and one teacher selected to pick the names.

3.5.6 Parents Sample

These were purposefully selected and they are needed to provide information on how much they help their children on different issues such as textbooks, schools contribution on construction of buildings, latrines and others, these are purposively because researcher want parents with their children on public primary schools in Kinondoni district and those from private schools which enable research to come up with the good answer if PEDP improved the quality of learning environment.

3.5.7 Head Teacher Sample

The head teachers were involved in research and these were purposively selected. The head teacher provided valuable information about capitation and others related to this study such as pass rate of students.

3.5.8 Ward Education Officer Sample

These are officers of education into wards; they control several schools in their wards. They are purposively selected because of because of their position. Ward educational officers provided information on the retention rate of students as they have information's concern retention rate of students for all schools into ward, also the information's about quality of learning environment on the area of the buildings and number of students if relate with the desks available.

3.6 Research Instruments

Different techniques were applied to collect data, because there is no single technique which is valid and variable, hence when several techniques applied enable in crosschecking. The instruments used are documentaries review, interview and

questionnaires.

3.6.1 Documentary Review

The technique enabled to collect information from different documents for example documents about capitation, the document of the capitation received from the district also the document on how much the school solve the problem of desks, reports about the buying of books and other teaching and learning materials and how the parents participated on solving the schools problem.

3.6.2 Interview

These are verbal communication of face to face between there searcher and the respondents. The interview includes both open and closed ended questions. The groups involved in interview were teachers, pupils, head teachers, parents and ward education officers. The interview aimed in getting first information's and enable researcher to get wide information for what he/she wants.

3.6.3 Questionnaire

This technique was used because it collects data from literate population. According to Opie (2007) the questionnaire method is economical, the questions are standardized, and anonymity can be assured and the questions written for specific purposes. There are two types of questions which are open and open and ended questions. In this study open ended questions are used so as to allow free responses with no preconceived replies from the researcher. Also hand close- ended questions are used so as to give the respondents a choice of alternatives.

3.7 Validation of the Study Instruments

Validation is done so as to ensure if instruments to be used in collecting data enable to collect the information needed, the instruments which were used in this research are documentary review, questionnaires and interview. Validity of the study instruments gives the consistent results across a range of setting for the study Wellington, (2000). Validation is done by collecting list fisting and opinions from my supervisor. The questionnaires which are drafted piloted in three primary schools in Ilala district whereby the quality of research instruments depend on if instruments can measure what supposed to measure Kerlinger1986, Best and Khan(2006). Pilot testing helped researcher to understand the ambiguities and the questions which are not clear hence to remove them.

3.8 Ethical Consideration

In this study, all ethical considerations have been observed. These include; first, there is no any force which used so as a mechanism for respondents to do what required by researcher. Second; to ensure that; there is no names or personal identities have been associated which provided by the respondents, third; the researcher observe the right of privacy and confidentiality of the information's which received.

3.9 Data Analysis Procedure

Is a process of editing, classification and tabulation of the collected data Kothari, (1990). In this process, the researcher can organize to what has been seen and experienced. Research categories, synthesize, search for the patterns and interpret the data that have been collected in his or her research. Collected data were organized in

related group according to the research questions. Likert-type scale questions were analyzed using SPSS software for descriptive statistics.

CHAPTER FOUR

4.0 DATA PRESENTATION, DISCUSSIONS AND ANALYSIS

4.1 Introduction

The main aim of this chapter is to analyze the findings which related to the objectives of the study. According to this study it is only focused the contribution of PEDP on learning environment especially in classrooms and learning resources in Kinondoni district and how it affect the future of pupils.

4.2 Contribution of PEDP on the Quality of Learning Environment

The construction of school buildings are mostly shared 50% by the government and 50% by the community whereby the community shared manpower, construction instruments and money, the government sent money to schools so as to support the areas where the community cannot afford.

4.2.1 Doors in Classrooms

Classrooms quality have been summarized by the table4.1 starting with the presence of doors in the classrooms where 22 teachers out of 50 and 86 students 200 answered as follows; 50% teachers said the classrooms had doors, On the side pupils their answers are as follows where 51% they appreciated with researcher that their classrooms have doors and flows, students and teachers who were provide there explanations on why they accepted the situation for saying that: There are donors such as United Emirate of Arab who constructed classrooms and bore hole at Lugalo primary school and JICA who provided fund on the construction of classrooms in Kawe A primary school. As researcher enter to the certain classrooms seen the classrooms are conducive especially the flow where is destructed much and presence

of holes with sand and dusts.

4.2.2 Ceiling Boards in the Classrooms

Also research want to know if the classrooms have ceiling boards so as to make sure even if the rain rains the students not disturbed by the noise from the roof during rainy season, the answers collected by researcher on table 4.1 are as follows 36.3% of teachers said the schools which they teach there are ceiling boards. The data collected from students shows that; 27.9% agreed on the situation that their classes have ceiling boards.

Researcher experience real condition where the students are highly disturbed by the situation, they move from one place to another so as to protect themselves from rain which comes direct from the window, also there are noises from the roof due to absence of ceiling boards. There are some schools which were look better compared to others, and the answers provided from the school administration shows that; there is good cooperation between school, parents, community and other stake holders in education where the parents agreed to contribute on the different projects arranged by the school committee during the school meeting.

Table 4.1 Doors and Ceiling Board in Classrooms

	Teachers	Pupils
Doors in classrooms	11 (50%)	44 (51%)
Ceiling boards	8 (36.3%)	24 (27.9%)

Source: Field Study (2014)

4.2.3 Proper Windows in the Classrooms

Problem of missing proper windows also affected the schools whereby the researcher wanted to know if there were proper windows so as to prevent intruders to enter the classroom. Glass windows can prevent rain and dust from dirtying the classroom. Table 4.2 has the answers from the respondents as follows: 27.2% of teachers said that; the schools which they teach have no proper windows. Not only teachers but also students they said that; there is no proper window in their classrooms, as the main users of the classrooms provide their explanations that: the absence of proper window affected them during rain and wind. The problem of proper windows is problem to majority of schools in Kinondoni district.

4.2.4 Paint on Classrooms

Table 4.2 summarized information's concern the paint on classrooms to make the environment conducive and attractive for students and teachers; 36.3% said that the classrooms have been painted and researcher saw those classrooms in schools he was conducting the research. On the side of students 34.8% only agreed to the situation that, their classrooms have been painted on which they differ for only 2.5% on the comments which they have provided. Even if those classrooms have been painted, many of them were built long time ago as they used equipment's of the high quality as compared to those which are used now days.

Can you imagine: these are classrooms which are built on early 1970s but they looking better in quality when compared to those which are built in current (teacher explanations). The information's provided by teacher who want researcher to check the school buildings as those which are built before the launched of PEDP and those

which are built by the program, the situation shows there are miss use of money which provides by the government.

Table 4.2: Proper Window and Painted Classrooms

	Teachers	Pupils
Proper windows	6 (27.2%)	18 (20.9%)
Painted classrooms	8(36.3%)	30 (34.8%)

Source: Field Study (2014)

4.2.5 Space in the Classrooms

Space is also the problem in which affect pupils and teachers on the process of learning and teaching respectively. Table 4.3 provides answers by the teachers and pupils as follows; only 27.2% of teachers out of 50 who required to provide answer if the classrooms have enough space for free movement of teacher they agree with the situation, these are those schools which took different measures such as to limit those pupils who leave far from school environment and also to have better cooperation with parents and other stakeholders in education in solving the school problems.

Pupils on their side provides there explanation as follows: 44.1% only accepted the situation that: there are enough space to allow the free movement of teachers and students in the classrooms. As PEDP require the classes to have only 40 Or 45 students but the reality in schools differ much as the classes have 60 to 90 students in a stream. The teachers do not enjoy the condition and said that: for them to help the students with the personal problems it comes very difficult as when they want to move from one side to another they required disturbing other students either to move

into other place or to stand up.

There are certain schools which the situation is good as they meet the conditionality's of PEDP where there are some streams having only 35 students and others have below 45. When researcher wants to understand why the schools meet the number of students in the classrooms needed by PEDP, they said that: during the registration of students in standard one they make sure they have only register depending to the capacity of the school even if the government require them to register all students of the age of seven and above.

Table 4.3: Space in Classroom

	Teachers	Pupils
Classrooms have enough space for free movement of teachers	6 (27.2%)	38 (44.1%)

Source Field Study (2014)

Situation in schools researched shows the classrooms condition are not good and most of them are in state of endanger the students and their teachers who are using those rooms in learning and teaching session, the environment of classrooms cannot fit the standards which provided by the Ministry. Many school buildings and classes seen like they built long time ago even if they built not more than ten years which shows there is poor management of fund provided by the government and corruption whereby those who are responsible they used those fund for their own benefits, also the environment of schools are not conducive for children to stay and get education , the schools especially found in towns have no grounds for students to play and show their talents also surrounded by houses, shops, garages and bars in all

corners.

There are some problems which are caused by the government due to delay on providing money to schools or to send money is not enough to support on the school activities. Table below summarized the explanations provided by head teachers show that: 75% (9 head teachers out of 20 who required feeling the questionnaire) said the capitation grant provides by the government cannot manage to run the school activities. As the capitation grant required to support on different activities cannot provided by the government and when those money entered to the school accounts are very few on driving the school activities.

Table 4.4: Head Teacher's Answers on the Provision of Capitation by the Government

	Yes	No
Does government provides enough Capitation to enable schools in the activities?	3(25%)	9 (75%)

Source: Field Study (2014)

Situation in solving the schools problems by the government is not good which leads to poor learning environment. The classes are poor in their environment and most of them caused by tiredness as built long time whereby there is no rehabilitation which took place since they built. The records of one school on the provision of capitation grant by the government shows that the school received Tanzania shillings 136134.49 for books, Tanzania shillings 68067.250 for construction, Tanzania shillings 340,333.00 for administration and Tanzania shillings 340,333.00 for examination,(Head teacher Office). It shows that even in each year the government promised to send money into schools when coming to implementation nothing done.

Other pupil said that: during rainy season they were disturbed by winds and rainy which directly enter in their classes because the windows have no shutters, also he explained about noise from the roof as the classes have no ceiling board hence during rainy the teaching and learning process become difficult. In other school three classrooms were closed because of the poor condition which they have, iron sheets and timbers are separated as because they built longtime and there is no rehabilitation which took place, the learning and teaching processes have done in only few available classes which led to the presence of 70 students in a classes out of 40 or 45 planned by government.

That is a voice of pupil who explained on the real condition of his school environment, when they clean their classrooms they are in danger of affecting their health and he was supported by his teacher that classrooms condition affect even teachers during teaching as it comes difficult to move around the class so as to help students personally as they afraid to fall down due to the presence of those holes, also he continue to explain that situation demoralize students in their learning process.

Number of pupils in classrooms are very high and they differ to those targeted by the government which is 40 up to 45 students in the classroom; table 4.5 indicates that; the ratio of students in the classrooms range between 1:93 to 1:100 which comes difficult for teachers to help those students who need assistance. Research shows due to high number of students there are only few exercises provided by the teachers, the questions provided range between 5 to 7 so as to enable in marking and back the

exercise books to students.

Schools researched shows that only few of them meet the conditions for example in one primary school which have got 21 classrooms and the number of students are 880, the ratio between classrooms and students is 1:42 but the problem is only few rooms were used due to different reasons such as most of them to be used as stores, others used as library and four classrooms are closed due to different problems such as cracks on roof. One school had 21 classrooms but only 14 classrooms are on use whereby rehabilitated classrooms are closed despite they have completed; one teacher explained that: when those pupils are distributed to the remaining rooms will lead to high number of periods and other responsibilities such that most of them to be appointed as class teachers.. Table 4.5 shows how teachers and pupils responded on the question if the classrooms have the number of pupils respected by the government; the question is responded by 22 out of 50 teachers and 86 out of 200 pupils.

Table 4.5 indicates that: only 31.8% of teachers agree to the question which wants to understand if the classes have number of students respected by the government, but the remaining 68.2% they do agree to the situation. The presence of high number of students differ from school to school depending to the area where a school can found and the measures taken by the school administration to solve the problem of high numbers of pupils in the classes. The head teacher of Lugalo primary schools mentioned the measures taken such as to have meeting with parents and the writing of proposals to different company so as to seek for assistance.

Pupils who are the main users of the classrooms provide their comments where only 27.9% they have accepted that: their classrooms accommodate only 40 or 45 pupils while the remaining 72.1% have not agreed. The classrooms of those schools where the pupils do not agree with the questionnaire it accommodate from 70 to 100 students and other schools there are more than 150 pupils in the classrooms.

Table 4.5: Number of Pupils in Schools

	Teachers	Pupils
Do the classrooms have only 40 or 45 pupils respected by Government	7 (31.8)	24 (27.9%)

Source: Field Study (2014)

4.2.6 Pupils Classroom Ratio

According to education circular NO 4 and 5 of 2003, said that: for effective teaching and learning the ratio in classrooms should be 1:40 MOEC, (2004), but the schools in Kinondoni district the number of students are very in classrooms which differ from the number which intended by the government. Many schools researched show the number of students range from 60 to 120 in a classroom.

Table 4.6 as questionnaire to the teachers and head teachers shows the ratio between students and teachers when they answer the question which want to know if the pupils learn all periods as arranged in the time table, the question responded by 22 teachers, 12 head teachers and 86 students There answers are as follows: 72.7% (16 teachers) they said yes, while 36.3% (8 teachers) they have answered no. Table 4.6 shows that: the problem of teachers to differ from school to another, there are some

schools which have large number of teachers while other have only few teachers, In one school there are 864 students and the number of teachers are 60 where the ratio between teachers and students is 1:14, even if the government targeted the ratio of 1:40 or 1:45. Other school researched shows that the number between students and teachers not correlate as there are 1750 students and there are only 28 teachers in which the ratio between students and teachers is 1:62 and the problem is so serious to many schools found in Kinondoni district especially those schools found far from city Centre, where one school have 1022 students and only 11 which give the ratio of 1:93.

Following the problem of teachers to differ from one school to others, teachers provides there explanations when they answer the question to why the number of teachers differ from one school to other, the question responded by 10 teachers from different schools. There are number of problems which directly affect the number of teachers to differ from one school to another but the major one is poor allocation of teachers into schools as summarized in table 4.2.9 following the answers provided by the ward education officers.

Table 4.6: Ward Education Officers on the Difference on the Number of Teachers

	Poor allocation of teacher
Why the numbers of teachers differ from one school to another?	2 (50%)

Source: Field Study (2014)

Table 4.6 shows there are certain issues which lead to differ in the number of teachers from one school to another, following the answers provides it shows there is a problem in allocating teachers where 50% agreed on the question. The situation shows the teachers want to work schools which are located near the roads and those areas where services are available such as water and electricity. When collecting information's there are some issues which are raised by the Ward Education Officers whereby there are some teachers who attracted with the environment of certain schools in which they provided something to those who are responsible in allocating teachers and the last one which lead to differ in the number of teachers is the tendency of other head teachers to have bad relationship with their teachers which lead restrict other teachers to work in those environment and those who are working they seek a chance to other school.

Problem of teachers affects students so much as they get only few exercises. The teachers on their side when their needed to explain they comment that, the government planned only 40 or 45 students in a class but there is 60 up to 92 which put us in hard condition in teaching and marking the exercise books of students especially when you provide more questions, the problem disturb teachers and students in the process of teaching and learning respectively. Also they explained that due to that situation they ordered students to have the pencils and red pens so as to help them in marking the exercise books of students or sometimes to use those pencils to mark and then the teachers mark again as already simplified by students. The process used is not good because the exercise books shows there are a lot of mistakes done, there are certain areas where the students deserved to get x but the students put a tick.

Other school has 60 teachers with 780 students and when researcher want to know why the school has high number of teachers when you compare with others, the head teacher explained that the school received teacher's from government and others from the Ministry of Defense as the school found within the military camp and formerly the school was owned by the Ministry of Defense, so the presence of teachers enable students to learn all subjects and that is an advantage for teachers in which they have few periods to teach which ranges from 6 to 14% periods per week as out of 26 periods arranged by the Ministry for each teacher to teach per week.

It comes difficult even to mark the exercises of students which lead us to provide only five to seven questions every day I attended my periods because when I provide more questions will lead to more load and I have number of periods to teach per day”



Figure 4.1: A Teacher in the Office

Figure showing a teacher who is marking the number of exercise books of only one stream and according to her some of them were already taken to the class.

The quotation above showed that the students are highly affected because their teachers provide very few questions so as to enable them in marking and also the situation shows due to the high number of students it comes difficult for teachers even to move around the class so as to enable students personally, other teacher explained about the punctuality of students which comes difficult to control when there is higher number of students and the teachers always use sticks to punish those students who misbehave as we know the punishment given to students create conflicts between teacher and students, hence the students hate their teachers and directly affect them in their learning process.

4.2.7 Difference on the Number of Pupils Between Schools

Table 4.13 summarized information's on the difference to the number of students between school, the questionnaire responded by 14 parents out of 20 respected by researcher; they provides their answers as follows; presence of number of costs acted as restrictions for parents to enroll their children into other school where 28% (4 parents) said that issue hinder them and they explained on the number of costs such as enrollment fee, pre-standard one fee, building costs, desks contributions costs and extra subjects costs.

Question about the schools been built far from school environment answered by 25% (2 parents), where they said that; other schools are built very far from the areas where they live and if they enroll their children will affect them for getting

punishment from their teachers when they do not attend schools at the proper time, also they explained on problem of transport to students as the busses do not carry students following the low amount they paid.

Question about poor performance of certain schools if acted as the pushing factor for parents to enroll students into other schools, it is answered as follows 21.4% (3 parents) said that; he decided to register his children to school which she learn due to better performance of students on their final exams whereby each year about 90% to 95% of students passed. The question do not answered by many parents due to the information's provided that; since the government encourage community to build secondary schools, the students from all schools get the chance to join with secondary schools.

Table 4.7: Difference on the Number of Pupils Between Schools by Parents

	Poor results of Pupils in certain school	Presence of high cost	Far from settlements
Why some schools have high number of students while others have low numbers	7(50.0%)	4(28.0%)	3(21.4%)

Source: Field Study (2014)

Explanations provided by parents to those schools having few numbers of students and when parents required to explain on that, they said it is difficult to send their children in those schools because of the number of restrictions such as the paying of buildings fee, registration fee, pre-standard one fee and restriction concerning to the children who live far from the school environment, where following those conditions only few parents managed to register their students in those schools.

Schools provides information's for saying that: the government requires students to be registered near to their environment and about payments; the school agreed with parents in the school meeting to contribute those money for the school development that's the school differ from other schools in terms of school buildings in environment in general which attract parents. Furthermore, the problem of the students to be high in certain schools is very serious whereby it endangers even the health of students due to poor services provided such as classrooms which have no windows hence the free entering of wind and rain, also the absence of floor where the students are highly affected by dusts. The major one which is highly affected students is low quality and few latrines which are found within the schools researched.

4.2.8 Latrines Services

Table 4.8 wants to get the information's concern the presence of latrines in schools and the quality they have for the health of students. It shows that: only 22.7% of teachers agree to the questionnaire which want to know if the school has enough latrines for the health of students while the remaining 77.3% shows the students and themselves are in danger due to poor condition of those toilets. Students on their side who required by researcher to fill the questionnaire shows that: only 33.7% have accepted the condition of their toilets and the remaining which are 66.3% do not enjoy their toilets services. Research shows that: the latrines of many schools are not good as one hole of toilet being shared between 80 to 98 students.

Also research wants to know if the latrines have special requirements like water, soap and medicines so as to protect students from different diseases. Information

from table 6 only 18.1% of teachers said that their schools have the services which are mentioned. The toilets of the schools in which the teachers accepted the situation shows that: the students use medicines when they clean their toilets and there is availability of water in the toilets. 39.5% of students only said yes to the questionnaire and many of them are from the schools where the teachers accepted.

Problem of capitation grant from the government affect the poor service of the latrines as many school latrines lacked water and medicines due to problem of money. The latrines have pipes of water but those pipes do not have water because the service was cut off due to delaying in the payments of the bill. Also research shows, the parents contributed much on the poor services of the latrines as they do not responded on contributing in the different projects as they agreed during the school meeting.

Table 4.8: Latrines Quality

	Teachers	Pupils
A school has enough latrines		
For students and teachers	5(22.7%)	29(33.7%)
Latrines are quality for the		
Health of students and teachers	4(18.1%)	34(39.5%)

Source: Field Study (2014)

The toilet services are very potential to the health of students and teachers, the real situation shows that: only few latrines are connected to the sewage system, this is proved by the answers from the questionnaire from table 7 below where 33.3% of head teachers said that: their latrines have been connected to sewage system.

Research shows those schools which are built during PEDP program many of them have not connected to sewage system. Research also wants the head teachers provide the information's if there schools toilets have fence for the secret of the services and to stop those people from outside to use the services: 50% proved that's there are fence and doors to the toilets of their schools.

The government provided the ratio as to be used by the students in order to the services, the ratio given was 25:1 for boys, whereby one pit of the toilet to be used by 25 boys, on the side of girls the ratio is 20: 1 which means one pit to be used by only 20 girls. Schools which were researched show that: there is no even a single public school meet the criteria of the government. One school has 745 boys but there are only 12 pits which give the ratio of 62:1, also there are 832 girls with only 16 pits and the ratio is 52:1.

Researched schools show that, the toilets not only used by the students but also the people who are leaving near to the school environment and the passer buys. The situation make the environment of school latrines to be not conducive for the health of students due to bad smell and the presence of waste caused by the misuse of the services. Following the poor condition of the toilets the students do not enter the toilets when they need the services lather than urinating the areas around the latrines.

Table 4.9: Latrines Sewage System, Fence and Doors

	Head teachers
Latrines are connected to sewage system	4(33.3%)
Latrines have fence and doors stop outsiders	6(50%)

Source: Field Study (2014)

The following are more explanations concern the toilets conditions which provided by the students and the reality which seen by researcher. One standard seven student explained about the condition of the toilets for saying that, “Our toilet somehow good because we use medicine when we clean and also there is no problem of water and no bad smell as we experience from our toilets like our neighboring but the problem come when there is a shortage of water as we use water from the pond which are not good and also there is no soft papers especially for female students”

That is a voice of primary school student who appreciated on the real situation of her school toilets when she compared with toilets of other schools as she experience when they went to sit for examination the but she has problems in some places which she need her school to solve. The toilets of that school even if there are some problems but better for the health of students because was connected to sewage system and when there is any problem the administration through school committee solve that immediately which shows there is good relation between parents, school administration and school committee.

Other school the real situation seen by researcher is not good as the ratio between students and toilets is 1:100 which means one hole shared by one hundred students and the toilets of that school are not connected to special water sewage hence there is bad smell which produced from that toilets and students said that they experience bad smell especially when wind move to the side of their classes and they explained that during the cleaning of their toilets they don't use any medicine, when the school administration asked on that said due to few amount received from the government and the economic condition of parents who cannot manage to contribute on

expanding the toilets condition such that the construction of other toilets and buying of medicine.

4.3 PEDP on Learning Resources

Research shows even if PEDP tried to solve the problem of books, desks and teaching aids to teachers and students but the situation in schools are not good following the information's which are collected from the respondents.

4.3.1 Ratio between Pupils and Books

Table 4.10 indicates that; the ratio of books and students range from 1:10 up to 1:13 whereby one book shared between 10 to 13 students and the style of learning is the students to sit in groups so as to share the few books which are available in the classroom .Some subjects are very potential for each student or a desk to have a book such as English, Kiswahili and Mathematics but there are only 8 to 10 books out of 100 students in the class. English and Kiswahili books which are very potential so as teachers to understand the pronunciations of students' there is only 6 English books and 7 Kiswahili books and there are 70 students in a stream.

Table 4.10 summarize information's which want to understand how many students share one book in learning process. There are 86 out 200 students who were responded and their answers are as follows; there is 9.3% (8 students) who said 1 to 2 students to share one book. The government planned each student to have his/ her own book of each subject, the real situation in schools is not true which proved by the answers provided by the students who are main stakeholder in PEDP program. There is only 13.9% (12 pupils) who said in her school the book is shared between 2

to 4 students, that is following the good relation between the school community, parents and teachers in which they agreed themselves as each parent by which his student study in that school to make sure that he buy all books to his/ her child. Those few books where the school receives from the government as distributed to those students which do not have (Teacher explanations).

Questionnaire also wants to understand if one book is shared between 4 to 6 students whereby 18.6% (16 students) answered on the area, where in the school the books which are available cannot enable each student to have his/her book rather than to share. There are 27.9% (24 pupils) who said in the school they study one book is shared by 6 to 8 students, where in other schools one book is shared between 8++ pupils, the situation proved by 30.2% (26 pupils), the situation shows there is still a problem of books to students even there are different measures taken to solve.

Standard one pupils in some school are 156 pupils who required to use more drawings on their leaning, the situation is very worse because there is no enough equipment's such as books of drawings where there are only 20 books for each subject which leads to the ratio of 1:8 in which one book shared by 8 pupils, also there is no chalks with color which enable teachers to differentiate objects when they draw on the board, lower classes students of standard one and two required to use more their five sensory organ so as to have permanent memory in which for those to happen teachers are needed to use teaching aids when they teach and also are required to have the specially desks differ from their brothers and sisters of higher classes but those schools which researched do not have.

Table 4.10: Ratio of Pupils and Books

Number of Pupils	1 to2	2 to 4	4 to 6	6 to 8	8++
How many pupils share a book in their learning process?	8 (9.3%)	12 (13.9%)	16 (18.6%)	24 (27.9%)	26 (30.2%)

Source: Field Study (2014)

Information's from documents of one school shows, one school received only Tanzanian shillings 136.134.49 as capitation grants for books where one book range from Tanzanian shillings 8000 to Tanzanian shillings 9500, the school bought only 15 books for all students in a school, from that books the ratio is 1:2 books to each level of class. Other school received only 77000 Tanzania shillings to buy books for 710 students who are present in that school which led the school to buy the total number of only 12 books.

Problem of books is so serious in my school and it is difficult to solve immediately because the school depend capitation grant from the government to run different activities including the buying of books but these money from the government are delaying and when reached to us there are very few while we have number of issues to do but on July we received books from the government but could solve the problem at very minimal than what we expected (Head teacher explanations).

Quotation showed that when the government launched PEDP expected but is still a dream, there are some schools in which the pupils depend one book from their teachers and those books which are present were very few compared to the number of pupils who were available in the classes. This was caused by few amount of

money sent into schools so as to buy those books and also the mismanagement of funds and corruption done between the distributors of books and school administrators. He continue to say that; the schools received books from the government which are bought from the money of radar whereby the Members of Parliament want those money to be directed into education so as to buy books and desks, as a part of that fund the schools researched received books to solve the problem but still those books sent into schools are of low quality on the content which they have and also are few when you compare to the number of students.

Some teachers on their side blaming about those books that cannot help them and they provide example to most of books of science and geography that difficult to use them in teaching as they cannot provide enough information to what is required to teach rather than providing very few to what is needed, so what they did is only to find those books which are used long time ago and blessing to them that have enough contents, examples and exercises for students to learn themselves and teachers to teach easier.

4.3.2 Ratio between Pupils and Desks

Figure 4.2 indicates the information's if the schools have enough desks for students. The answers which received from the head teachers are as follows: only 25% only accepted that: their schools have enough desks for their students and the remaining teachers said there is problem of desks. One desk according to PEDP required to be used by 2 to 3 students but the reality in schools shows that one desk is shared between 4 to 6 students.

Shortage of desks is huge problem in many schools of Kinondoni district where there are number of students up to this time still sit on the floor, the problem is experienced in other school from Kawe ward there are 710 students while the number of desks is only 130, ratio between desks and students is 1:5 instead of two or three in a desk. Head teacher of the school explained about the problem which affects students so much in there learning situation as the school only depend contribution from parents and there is no any fund from government that directed to solve the problem of desks.

Records shows even if there are different meeting held between parents and school committee where they agreed to contribute Tsh10000 but out of 710 students only 210 students contributed, due to that situation head teacher said it difficult to solve the problem of desks within the short period, condition showed that within the classroom the desks available are not in good condition which need immediately effort so as to get other desks, one teacher who was in the classroom when researcher collecting information's, he explained that: it comes difficult to move around the class so as to help pupils with different problems.

Neighboring school the problem of desks is more serious where half of the students sit on the floor, students on their side disturbed on that situation as their clothes always be dirty even if their parents tried a lot to make their uniforms clean but the classrooms condition put them dirty. Head teacher provides the document concern the number of parents who are contributed to desks which shows that only a half of the parents contributed to desks. Head teacher said that: during the school meeting

the parents agreed on the contribution of money but when it comes to implementation only few parents responded.



Figure 4.2: Pupils in the Classroom

Figure of classroom environment in certain school of Kinondoni district which shows the desks condition having not even the place to put their exercise books and also the roof of that class has no even a single leaning material for pupils to learn.

Other school which is found within the same ward shows that: there is lot of desks in the classrooms and each student in that school sit on desk and that is proved because the students of the school are looking so clean in their uniforms and also their hand writing. The problem seen in that school is the poor condition of those desks which shows are maintained long time and the school did recondition but they failed to maintain the place which enable students to place their bags of books and exercise books hence they put on their legs or on the floor but for those students who do not want their bags be affected by dusts always they carry it.

The head teacher of other school sing the same sang as her fellow neighboring sang: capitation grant from the government is very low and decreasing year after year and she provided example; for the year 2012 her school received only Tsh168000for equipment's including the buying of desks while the cost of one desk is 70000 Tanzania shillings and following the school to have number of problems such as chalks, special papers used to draw pictures for standard one and two and also the buying of lesson plan books for teachers, those money was directed into that areas. Other effort which has been taken is to seek assistance from parents who agreed themselves to contribute in order solve the problem but the implementation on that is very low and the head teacher of this school provided the list of parents who are contributing on removing the problem of desks from the year 2008 up to 2012 as the table shows.

There is lack of special desks for the students of the lower classes such as standard one and two whereby they always stand up when they write as the distance of the desks from the place of sitting and writing is not friendly to them, when the school asked the measures taken to solve the problem it shows that it will be a long time up to the period to solve it because there is no any effort which even discuss the problem hence the school has been accepted that condition.

4.3.3 Teachers on the Use of Teaching Aids

Learning materials also include the presence of teaching aids where researcher wants to know if teachers used teaching aids such as maps, diagrams and real objects on their teaching process, teaching aids is very potential as students learn for using their sensory organ.

Table 4.11 wants to understand if there are teaching materials in schools and the teachers use it. The questionnaire directed to students and teachers where they provided their answers as follows: 40.9% Of teachers agree that: they can use teaching aids whereby the remaining 59.1%do not use. In order to prove what provided by the teachers reflect the reality also students are required to provide their answers where only 31.3% accepted that; there are presence of teaching materials and the teachers used during teaching and learning session.

Table 4.11: The use of Teaching Aids

	Teachers	Pupils
Do Teachers use teaching aids in their teaching processes	9 (40.9%)	27 (31.3%)

Source: Field Study (2014)

Head teacher of certain school blaming that there are number of teaching aids in the school library but the teachers do not use them. When teachers asked they explained that: those teaching aids which are present in the office most of them can not fit the topics and preparing others it consume much time and they have other responsibilities, In other school there are some teachers who are attended the seminar concern on to use of pictures on teaching and they have distributed the knowledge to other teachers who did not participated to the seminar and there are pictures in the office, but since they brought to school there is no any teacher who used those in teaching.

Students on their side said that: when their teachers teach they have only learn what is written from the books and very rarely they used teaching aids and when the

teacher saw there is a need to use, the task of drawing pictures or maps is given to student so as to draw for their fellows, so a student used more time for the activities of the teacher rather than putting great emphasis in his learning, In this area the participants who are asked shows that; students are highly blaming in this situation and the teachers asked in this question if they use teaching aids in teaching, 30 teachers put a tick in strongly agree, 20 of them out of 60 put a tick into somehow in which themselves they use but they are not sure about their fellow teachers and 10 teachers they agree in this, that's all teachers they use teaching aids when they teach.

Students appreciated on the subject known as skills of work in which they participated much in areas of cooking and sports so they enjoy on that subject compare to others, when head teacher of other school required to explain said: the use of teaching aids to teachers is a huge problem whereby they could not want to use even if there are some teachings which prepared by the student teachers who were on exercise of teaching but only stored in the office, lower classes required to use more teaching aid so as to have permanent memory from what they have learned but the situation shows whenever the funds reached in schools are used to prepare standard seven so as to pass their exams and not to buy teaching aids for lower classes.

4.4 How future Pupils Affected

Research shows the problem on the poor quality of classrooms and poor ratio between students and resources affected much the learning and teaching process on the following ways:

4.4.1 Practice into Learning Process

Students in schools they get knowledge which only helps them to pass their final examination and no other knowledge such as different skills which can help them on their life. Following the questions based on the subjects of Vocational Skills and Information and Communication Technology (ICT), the answers which are provided by the students and their teachers are as follows: Starting the question directed to student which wants to understand if the teachers use teaching aids, 30 students from 5 different schools were asked the question,

Table 4.12: The use of Teaching Materials

	Yes	No
Are there learning materials such as Computers in teaching ICT in your school?	20%	80%

Source: Field Study (2014)

Table 4.12 shows that; there is a problem of teaching aids in schools especially for those subjects which are highly required practical in learning rather than theoretical learning. Only 20% of the schools accepted on the use of computers when they learn ICT, through that they can get knowledge and skills which can help them when they completed standard seven. 80% of them they completed schools without skills even to be employed or to employ themselves in stationery services and other sector related to ICT.

Teachers who attended the group discussion said that: it is very difficult for the children to get the skills which enable them on their life due to the style of teaching they used in teaching. “We only teach the students so as to pass their final

examinations; because better school can only be seen by the number of students who passed on their final exams and not how much the school managed to provide the skills which can help the students on their life”. Situations shows the students are in danger state after completing their studies if they can continue with secondary education.

4.4.1.1 Vocational Skills and ICT

Question directed to head teachers so as to understand if there is any teachers in the schools they lead have qualified and competent to teach vocational skills and ICT . These teachers are very potential in teaching the subject of Vocational Skills which need the teachers of different skills especially carpentry, masonry, dairying and agriculture. These subjects when taught effectively it enable the pupils to use the environment which surround them for their benefit and the community. Question directed to 6 head teachers of different schools. The answers provided by the head teachers are as follows:

Table 4.13: Vocational skills and ICT.

	Yes	No
Is your school have competent and qualified Teachers for vocational skills and ICT?	-	100%

Source: Field Study (2014)

Following the answers provided by the head teachers on the table above it is difficult for students to get skills for their life. There is no any school which has the teachers who specialized in technical education. Research shows the teachers only take those wrote in books learn to students without students to practice. There is nothing that

the students get from their teachers rather than only theory.

4.4.1.2 Basic Skills to Pupils

Following the high number of students in classrooms it comes difficult for teachers to help those students who understand slowly. Research shows that; the number of students range from 70 to 120 which is out from those arranged by government of only 40 -45 in a classroom. From pre standard one up to standard two the students required to have those basic skills but due to different problems in schools such as high number of students in classrooms and resources problem such as books and teaching aids, some students completed standard seven without having the skills of reading, writing and learning. Table 4.14 shows the number of pupils in four different schools for three years who are completing standard seven without having the skills of reading, witting and learning

Table 4.14 Pupils Basic Skills from 2010-2013

Year	School A	School B	School C	School D
2010	6	3	3	5
2011	4	2	1	2
2012	1	–	3	–
2013	–	1	–	2

Source: Field Study (2014)

Table 4.14 shows how the poor learning environment in their learning, as students stayed in school for seven days but they did have the basic skills which are very potential in their life. When the teachers especially those who taught standard one and two who are responsible on giving those basic skills, they said that: due to high

number of students and lack of learning resources such as books and teaching aids it comes difficult for them teach effectively and efficiently.

4.4.1.3 Handwriting of Pupils

Classrooms in public primary schools faced the number of high number of students which cannot relate to desks available cause many students to sit on the floor hence they place their exercise books on legs when they write. The schools surveyed shows that; the exercise books of student's clothes are dirty and handwriting is not good. 50% of the students from the schools searched shows there handwriting are not good.

Other schools the problem is so serious whereby in the classroom there is only ten desks while the number of students are 114. When the teachers asked the ways she can use to help those students to meet there needs of getting education; said that, due to the environment of learning and teaching she can only write on the board and the students are required to write on their exercise and she can only help not more than four students per day.

Problem of handwriting is so serious where half of the exercise books in certain schools which seen researcher, it is difficult to understand what the students wrote, one teacher who teach Kiswahili in standard three explained that: to mark the exercise of those students its take long time as she required to use not less than ten minutes into one exercise book of a student because she has to use a lot of effort to understand what they wrote, so what she do is only to provide not more than five questions as exercise per day.

4.4.2 Tests and School Examinations

Because the government failed to send money into schools; the load of contribution were directed to parents in which they are required to pay huge amount of money as follows; the contribution of tests and examination which differ from school to school whereby it ranges from 1000 to 2000, the parents required to pay money for test every week and end of the year or term examinations which were paid on month of March, May, August and September. Research shows the pupils who failed to contribute were not allowed to sit for tests and examinations. This affected students on their final examinational results as most of them performed poor.

Table 4.15 shows the number of contributions which directed to parents as caused by the government failure to send money into schools. Even though these contributions have agreed between the school committee and the government but not paid by other parents due to economic problem. The students affected much because those who not paid they do not sit for the weekly tests and speed tests, also some schools back home the students who do not paid which resulted to miss some periods.

Table 4.15: Pupils Requirements in Public Primary Schools

Events	Amount to be paid (Tsh)
Evening classes	500 everyday
Speed tests	400 to 500 everyday
Weekly test	1000 to 1500 every week
Desks	5000 to 10000
Buildings	20000 to 30000
Terminal and Annual exams	1500 to 2000
Ward, District, and Regional mock exams	15000
For standard four and seven	

Source: Field Study (2014)

4.4.3 Attendance Rate of Pupils

PEDP changed the environment of schools from the poor condition which they have to better environment so as to attract students to learn and stay in schools till they have completed standard seven. Schools in Kinondoni district differ in their attendance rate depending to the environment of schools. For those schools which are found in better environment their attendance rate are better but for those in poor environment their attendance rate are poor. Table below indicates the attendance rate of students from better environment and poor environment schools.

Table 4.16 shows that attendance rate for public primary schools of better environment are high when compared with those from poor environment, table shows school A of the better environment the attendance rate is 91.4% while school A of the poor environment attendance rate is 70.4%, school B of better environment the attendance rate is 94.3% while of the poor environment attendance rate is 76.7% and the third schools which are differ from 93.7% and 68.8% respectively for those of the better schools and poor. It is difficult to perform better in subjects and examinations if attendance rate is not good as the pupils do not get the required from curriculum.

Measures which are taken by PEDP to improve the learning environment performed poor due to problem which still exists into schools especially for those which are found far from the city centers and the schools whereby the cooperation between schools, community and other stakeholders in education are poor. There is also the problem money from the government where the head teacher who asked on that raised the issue of the delaying of money from the government and sometimes the

schools never received money for the period of six months. Other explanations provide shows that; soon after opening of schools the environment of school are looking in bad condition where the students think that; when they reported on January they used more times to clean their school and also they fear for punishment especially those students who did not attend the school when the schools were closed, as they required to perform different activities such as cleaning the environment.

Table 4.16: Attendance Rate of Pupils

	Schools with better environment	Schools with poor environment
	Attendance rate	Attendance rate
	%	%
School A	91.4%	70.4%
School B	94.3%	76.7%
School C	93.7%	68.8%

Source: Field Study (2014)

4.4.4 Retention Rate of Pupils

Following the poor environment of learning there is a problem on the retention rate of students, the questionnaire responded by teachers and students where Table 4.17 below summarized the information's concern the questionnaire.

4.4.2.1 Relation Between Teachers, Parents and Pupils

Questionnaire is about good relation between teachers and parents and the answers from the teachers are as follows 41.6% shows that: there are good relations between different stakeholders who enable the school to solve the problems which the schools have such as the construction and rehabilitated of the classrooms which make the

environment of the schools to be conducive. 47.6% of parents agreed to the questionnaire that: they have good relation with their teachers, as they provide more explanations they said that: when they are required into school they attend immediately.

Questionnaire in Table 4.17 is about the removal of the school fees if acted as the factor to the increase on the retention rate of students, 22.7% of teachers only agreed to the questionnaire and the others who not responded said that even if the school fees removed but there are number of contribution in schools caused by government to delay in directing funds into schools accounts or sometimes the schools to receive nothing and when received is not enough.

Table 4.17 Retention rate of Pupils

	Teachers	Parents
Good relation between teachers, parents and community.	5 (41.6%)	41 (47.6%)
Removed of school fees	5 (22.7%)	6 (35.2%)

Source: Field Study (2014)

Only 35.2% Of parents agree that: the removal of the school fees led to the increase of the retention rate, 64.8% who do not agree pointed out number of issues which lead to disagree, the contribution for examinations which they required to pay at every weekend this will range from 1000 to 2000 Tanzania shillings, evening classes which range from 300 to 500 per day Tanzania shillings, buildings contribution is 20000 Tanzania shillings, desks contribution is 10000 to 20000 Tanzania shillings and contributions of water, electricity and school guide. They go far to require the government to back the school fees into schools rather than remove but it fails to

fund those activities into schools.

It is better for the government to back the school fees because every day my children when go to school required to have more than one thousand shillings as contributions for tests, porridge and evening classes (parent explanations). The parents blamed much about the presence of contributions in schools whereby everyday their children go to schools they required to carry some amount of money to pay for different contributions as mentioned above some of those contributions. Third questionnaire in table 4.15 want to trace if the absence of punishment attracted students to attend schools till they completed their studies and the answers are as follows: 54.4% of teachers agree that: the absence of punishment will direct cause the retention rate of students to increase, as the punishment in which the students who are completed long time cannot compared to now days.

Those who have not responded to which are 44.6% said: it is very difficult to control the students and teach without using punishment. 41.1% of parents said there is no punishment to students especially to students of those parents who cooperate with the teachers so as they can understand the problems of their children and solve it immediately it happens, for those who have not responded said that: their children still getting punishment from their teachers. Table 4.18 shows the questionnaires which are directed to teachers and parents `if PEDP helped to increase teaching morale of teachers so as to attract students to attend at school every day, 9.0% of teachers only said that: their teaching morale increased. It shows that about 91.0% do not agree with the statement, Teachers raises number of issues which cause their

morale of teaching to be down, they mentioned low salaries they get and the poor of environment of teaching and respectively.47.0% of parents agreed that: the teaching morale of teachers increased and they provided some information's such as the provision of exercises and home works to students, to stop the bad behavior of students hence to concentrate only on learning and the increase to the number of students who passed their final examination.

Table 4.18: Teachers Morale and Punishment to Pupils

	Teachers	Parents
Teaching morale of teachers increased	2 (9.0%)	8 (47.0%)
Absence of punishment	12 (54.4%)	7 (41.1%)

Source: Field Study (2014)

Teachers who are said no to the question on the use of the punishment in schools; they provides some explanations that; it is very difficult to control the group of 1000 to 2000 students who have different behavior without using punishment. Research shows many teachers used sticks as immediate instrument to stop bad behavior of pupils. Also other teachers whenever they provided other punishment out of sticks it coasted them to use more to monitor the student when performing his/ her punishment till completed, but they have other activities such as teaching and caring other students who have different problems.

The information's from different schools shows that; students who are reaching standard seven and complete their studies increased so much and this is proved by the question which want to understand if the attendance rate of students increased and the question is directed to head teachers of the schools surveyed where all who

asked they agree on that and the following is the general attendance rate of students to three schools which obtained from the Ward Education Office from January to June 2013.

Also there are some explanations provided by the teachers on how the retention rate of students increase, they said that the presence of meeting between school and parents in which they arranged to have an extra time of learning after the normal timetable so as to keep those students busy with learning whereby large number of students passed on their final examinations and they provided the number of teachers who are passed for last three years and in blackest are number of students who were enrolled when they joined in standard one year 2010 were 156 (162), year 2011 were 176 (180) and year 2012 were 148 (151). The system attracted students to stay at school and continue with studies compare to the time when those measures not started as the number of students who passed their examinations for the last three years were more than 98%.

Also one participant said that; student's dropout decreases due to implementation of laws because if a student is out of the school without any information's the parents of that student will be responsible hence no any parent who want to engage him/herself in trouble, so he/she used different ways to make sure the children attend schools every day and when there is a problem they communicate with the school administration. Also the teachers who have been employed in town areas remain in their places of works compare to their fellows in remote areas due to different reasons such as the presence of social services such as water, electricity and some projects which tend to increase their income.

Presence of stakeholders in education also help the retention of students, in different schools researched there are some stake holders who have decided to take the responsibilities of helping the students who had different problems such economic hardship of their parents and those students to whom their parents have been passed away. In one school there are some teachers who care for those children for buying uniforms and school equipment's such as exercise books, pens, books and to provide money which can help those students for their own personal needs, so those efforts help students to feel better like those having their parents.

Even there are measures taken by government and other stakeholders in education to solve the problem there are some issues which need to be solved so as to enable the students to learn effectively. Tests and examinations are very potential for both teachers and students, as teachers can understand how far the lesson was understood by the students and measures to take for those who fail, for student can understand if the efforts he/she take in learning enough to perform better or not. The tests and examination have been affected by the government due to delay in sending capitation grant or sending the capitation which is very minimal hence the parents to be responsible in contributing.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

The chapter presents a summary of the summary of the study, findings, conclusions and recommendations for administrative action and for further study. The purpose of the study was to examine the contribution of PEDP on learning environment that promotes the future of pupils; the case was being Kinondoni district. The findings of the study were guided by two objectives that are to examine the contribution of PEDP on learning environment and to examine the effect of PEDP on learning resources.

5.2 Summaries of the Findings

Generally, the study found that; public primary schools in Tanzania still having the following problems. On learning environment whereby spaces in the classrooms, latrines services and the number of pupils in the classrooms have been researched shows that: there is still problem due to high number of pupils in the classrooms and those classrooms can attract pupils to learn as they do not painted and there is no ceiling boards and poor latrine services as few latrines when compared to the number of pupils.

PEDP implementation on learning resources shows that: there is problem for teachers on using learning materials due to absence of those teaching materials and sometimes only the habit of teachers on using learning materials, also one book is shared by many pupils. Pupils lacked basic skills due to absence of teachers who have professional on different skills. Capitation is acted as an obstacles on driving

school activities whereby the government do not sent money as planned in the budget hence the burden of paying the costs is directed to parents who were required to contribute on construction and the reconstruction of schools, examinations and other services.

5.3 Conclusions

In the view of these research findings on the impact of Primary Education Development Program on the quality of learning environment, the following conclusions emerged:

1. Even though there are different measures taken to solve the problem of classrooms, the overcrowded of pupils is still the serious issue, where there are high number of pupils than those suggested by government.
2. The pupils lacked basic skills of reading, writing and learning after completing their studies due to different problems such as overcrowded of pupils and problem of teaching and learning materials.
3. There is an issue of capitation grants where the government sent money send money into schools to schools which are very minimal hence the schools fails to drive different activities such as the buying of learning and teaching materials, rehabilitation of schools and construction of better latrines. Situation shows that; schools depend the government to each and everything but there are some measures taken to some schools through the meeting with parents where they agreed to contribute amount of money to support on school activities but following the poor condition of many parents only few of them contributed that's the schools fail to perform those activities which are arranged.

4. Allocation of teachers into schools is not good; because there are some schools which have high number of while other schools have low numbers hence to have the load of periods. The situation leads to poor performance of pupils on their final results as they did not completed the syllabus.
5. There is number of contribution to parents especially during the enrollment of students into standard one in which they required to pay for buildings, desks and the tuition fee as to prepare them to join into standard one. For those who have ready at schools they required to pay for weekly tests, monthly tests, annual examinations, and water and electricity bill.
6. Cooperation between school committee, teachers and parents is not good, this experienced during the school meeting when the issue concern money presented to parents, the situation of parents to fail into contributing the payments for their children affected the learning situation of their children into different ways including the absence of books, few desks in the classrooms and poor latrines services.
7. There is problem of pupils to lack skills which can help them to use the surrounding environment for their own benefit and the government on the other way. This is mainly caused by the tendency of teachers to teach without using teaching materials and also the absence of some teaching materials which are important as pupils to practice when teaching, hence the pupils completed their studies without having any skills.

Generally, even the government expected to solve the problems of education through launching the program of PEDP: in schools the problems are so seriously; as the

school fees removed encourage parents to enroll their children in schools which created the problems of classrooms whereby many students overcrowded in a single room. PEDP want each book to be used by one to three students but in schools one book shared by five to fifteen students. The problem of desks has been seen where there are number of students who sit on the floor and those schools having: there are very few and of low quality. Latrines which are used by the pupils are danger to the health of students because they are few when compared to the number of students and they lacked services like water, soap and medicines for cleanness and the killing of diseases.

5.4 Recommendations

Following the findings, summary and conclusions of the study there are recommendations to be taken by administrative and for further research:

1. Teachers to use teaching materials on their teaching process so as to help pupils to practice and having the permanent memory from what they have learned.
2. Education sector is very wide and accompanied with the number of problems such as laboratories, learning and teaching materials, poor classrooms and school buildings and the latrines services which are not good in many schools. The budget should be increased so as help schools to solve their problems.
3. The provision of enough capitations in the light time capitation grant support which aimed to support schools in driving different activities such as the buying of teaching and learning materials and also the construction and rehabilitation of schools cannot sent to schools at the light time and when the

schools received those money were so minimal which led the schools to depend contribution from parents of students on performing the activities such as examination, construction and rehabilitation of the classrooms.

- 4 Schools committee, parents and teachers should have better relation, only through good cooperation and trustfully among these three groups of people will enable to have better performance of schools, on solving the schools problem such as construction of classrooms and latrines the parents should cooperate effectively because whenever these areas are affected also health of their children affected. The school committee should be open from contribution of parents so as to avoid mistrust among themselves which means during the school meeting all contribution done by parents and different stake holders should be stated and the activities done by that money. Parents should cooperate effectively with teachers so as to enable the students to be in the light way and whenever there is a problem concerning the children teacher and parent of student should meet to solve.
5. Equal allocation of teachers, Reality shows; some teachers attracted to work in certain areas which they may think they get their needs easily such as better houses, water and electricity that lead even to convince those who are responsible to allocate teachers to allocate in schools of their priority, whereby the schools of few students having many teachers while those of many students to have few teachers. The situation makes the teachers who taught in those schools of large number of students to have large load of teaching many students and also the problem of marking the exercise books.

5.5 Recommendations for Further Study

It is recommended further study on the following areas:

1. A study that investigate the Contribution of PEDP on professional of teachers
2. A study which includes wider coverage and more variables related to Contribution of PEDP on learning environment to both public and private primary schools.

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APPENDICES

APPENDIX A: QUESTIONNAIRES

I am studying a Master of Education in Administration, Planning and Policy Studies (Med – APPS) at the Open University of Tanzania. I have designed the following questionnaire for the study the effect of Primary Education Development Program on the quality of learning environment. This study is required as part of my master program. The purpose of this questionnaire is to collect information on quality of learning environment in your area. Information collected will be kept confidential and will only be used for academic purpose only. Personal identifiers if submitted will not be included in the data analysis. Although responding to the questionnaire and interview is voluntary, I therefore request you to answer all questions as honestly and openly as you can.

Thanks

Questionnaire for all participants

There are 24 questions in this questionnaire. Please answer all questions by ticking one of the boxes next to the question.

	QUESTIONS	Not at All	Somehow	Agree	Strongly Agree
1	During PEDP new toilets were built				
2	All classrooms have roofs and doors				
3	During rainy season classrooms are conducive place for learning				
4	New classrooms were built				
5	Community participated in constructing new classes				
6	Students have better handwriting				
7	Each student has books for all subjects				
8	Teachers provide homework to students				
9	There is no delaying of capitation				

	QUESTIONS	Not at All	Somehow	Agree	Strongly Agree
10	Teachers used teaching aids				
11	Capitation grant for books increased				
12	Books are available in the school library				
13	All subjects are taught in school				
14	The number of teachers increased				
15	Teacher is able to help each student				
16	Teachers are overburdened due to large number of students.				
17	Improved teaching environment helped in retaining students				
18	Allocation of teachers corresponds to a number of students				
19	Attendance rate of students increased				
20	Presence of more teachers motivated students to attend classes.				
21	Students' learning morale increased				
22	There is good relation between teachers, students and parents				
23	Students have different skills				
24	All students do tests and exams				

APPENDIX B: INTERVIEW QUESTIONS FOR TEACHERS

1. What can be done to solve the issues of lack of pupils' textbooks in your school?

.....
.....
.....

2. Explain changes brought by PEDP that have prevented pupils' dropout.

.....

.....Is the classroom environment conducive for students to learn?

Yes ()

No ()

If not, explain

.....
.....
.....

5. Did PEDP program constructed or renovated any building in your school?

Yes ()

No ()

If yes, explain those building;

.....
.....
.....
.....

APPENDIX C: INTERVIEW QUESTIONS FOR PUPILS

1. Are you satisfied with toilet environment?

Yes ()

No ()

If not, explain

.....
.....

2. Are the desks in your class enough for all students?

Yes ()

No ()

If not, explain

.....
.....
.....

3 Are classroom have the necessary learning materials?

Yes ()

No ()

If not, explain

.....
.....

3 How many pupils share one book learning process?

.....
.....
.....

2. Is learning environment attract you attend at school every day?

Yes ()

No ()

If not, explain

.....

.....

.....

APPENDIX D: INTERVIEW QUESTIONS FOR HEAD TEACHERS

1. Explain about new class rooms that have been built in your school since the launched of PEDP?

.....
.....

.....How did PEDP program increase the rate of pupils' school daily attendance

.....
.....

3 Did PEDP increase the number of teachers in your school?

Yes ()

No ()

If not, explain

.....
.....

4. Are latrines services better for pupil's health?

Yes ()

No ()

If not, explain

6 Is your school gets enough capitations to buy books for all pupils?

Yes ()

No ()

If not, explain

.....
.....

APPENDIX E: INTERVIEW QUESTIONS FOR WARD EDUCATION OFFICER

1. Is the number of students in your ward related to the classrooms available?

Yes ()

No ()

If not, explain

.....

2. Explain the ratio of books before and after PEDP.

.....

.....

3. Explain the difference in students' school attendance rate before and after PEDP.

.....

...

4. Do all schools in your ward have all necessary students learning materials?

Yes ()

No ()

If not, explain

.....

5. Did PEDP increase the number of teachers in your ward?

Yes ()

No ()

If not, explain

.....