

**THE ASSESSMENT OF BIG RESULTS NOW IN EDUCATION  
EFFECTIVENESS IN PRIMARY SCHOOL LEAVING EXAMINATIONS  
PERFORMANCE: A CASE OF NJOMBE DISTRICT COUNCIL**

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**CERTIFICATION**

The undersigned certifies that, has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: *The Assessment of Big Results Now in Education (BRNEd) Effectiveness in Primary School Leaving Examinations Performance: A Case of Njombe District Council* in partial fulfillment of the requirements for the degree of Master of Educational Administration Planning and Policy Studies of The Open University of Tanzania.

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Date

**DEDICATION**

This work is dedicated to my beloved wife Onolia Kinyamagoha, father Israel Lugenge and my mother Anamaria Mfugale, whose love for education inspired me to attain my current level of education.

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## **ABSTRACT**

This study aimed at assessing Big Results Now in Education (BRNEd) Effectiveness in Primary School Leaving Examinations Performance: A Case of Njombe District Council. The literature survey was thoroughly done to inform the study in two ways; contents and the methodological parts. A total of four research tasks with five research questions were formulated and so guided the study. The qualitative research approach was used to gain deep understanding on the issues around the study topic through phenomenological design. In that the sample of 122 were drawn from the study area. The sampling was done purposefully and that was as per the qualitative study that bank on getting data from those with information to respond to set research questions. The main findings by the study are that the implementation of the BRNEd in Njombe is yet to bring about the expected outcome as per set targets. Njombe PSLE results were below the set goals at the national or strategic level. It was found that educational leaders and school inspectors were also eager and worked hard despite the limitation that they faced especially means to reach schools. Resources prior and during implementation of the BRNEd in Njombe were insufficient to the extent that most resources necessary for optimal functioning of education sector. The study recommends the government to avail resources for local education authorities so that better results are achieved. It is recommended by this study that a large survey should be conducted over a larger area to ascertain the results obtained from Njombe District Council.

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### **LIST OF ABBREVIATION**

BECE	Basic Education Certificate Examination
BEST	Basic Educational Statistics
BRN	Big Results Now
BRNEd	Big Results Now in Education
DED	District Executive Director
EFA	Education for All
ESDP	Education Strategic Development Plan
ETP	Education Training Policy
KCPE	Kenya Certificate Primary Education
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NECTA	National examination council
OBE	Outcomes Based Education
PDO	Project Development Objective
PEDP	Primary Education Development Program
PSLE	Primary School Leaving Examination
STEP	Student Teacher Enrichment Program
UNESCO	United Nation Education, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
UTTDBe	Untrained Teachers Training Diploma in Basic Education
WB	World Bank

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Introduction**

This chapter presents an overview of the research background, statement of the problem, general and specific objectives of the research as well as research tasks and questions. Furthermore, the chapter presents the significance of the study, conceptual framework, and the organization of the study.

#### **1.2 Background of the Problem**

The governments in various countries in the world have adopted or engaged in educational reforms and strategies as a way to make education sector function effectively. Likewise, Tanzania has also gone through several educational policies and reforms since independence so as to bring about better performance in education sector. Therefore Tanzania development theory and practice are geared towards combating ignorance, diseases and poverty where investments in human capital and provision of education have been recognized as a central to quality of life. However, one of the Tanzania education reforms engaged was the Universal Primary Education (UPE) of 1973 (URT, 1989).

##### **1.2.1 Universal Primary Education**

Following such reforms Tanzania engaged in Universal Primary Education (UPE) in 1973 (Ishumi, 1984). UPE strategy aimed at ensuring that all children of school going age (7-13) get primary education (Malekela, 1984). The strategy was to help children to be independent and productive in the nation. Hence primary schools were



charged to ensure that the products were of good quality obtained through Primary School Leaving Examination (PSLE). Despite the strength of UPE, like increase enrolment rates in primary schools, rising intake rates and call of education for all, (Galabawa, 2001) the strategy faced challenges, and one of the challenges was an inadequate number of qualified teachers (Ishumi, 1984). Equally, and perhaps more seriously there was a problem of teachers and teachers' recruitment (ibid). Tanzania government having been mandated to foresee the implementation of the UPE campaign, instituted an innovation, whereby teachers were trained from a distance- dubbed "the Village-Based Teacher Training programme" (Ishumi, 1984; Malekela, 1984).

These teachers were usually primary school leavers who had not been successful to continue with further education. These teachers were recruited to volunteer to teach in primary schools while they underwent distance education in basic curriculum areas. However, it has also been a central aspect to the criticism of the declining quality of primary education in Tanzania (Malekela, 1984).

UPE teachers were recruited to cover the serious shortage of teachers. SADC (1998) report indicates that by 1997, it was widely believed that the dramatic decline in primary education quality was due to overwhelming presence in schools of unqualified UPE teachers recruited in 1974. Henceforth the performance in Primary School Leaving Examination (PSLE) was not encouraging. Students' performance in examination was closely connected to the level of the teachers' qualification. UPE in general did not succeed hence the government passed Education Act of 1978 making

education compulsory for children between the ages of 7 and 13. Actual enrolment increased from about 70% to 90% (Al-Samarrai and Peasgood, 1998). But the performance rate in PSLE continued to decline irrespective of the Education Act.

A series of policy reviews and planning initiatives, articulating the long term vision of the education sector culminated on the formulation of Education and Training Policy (ETP) in 1995. ETP covers the entire education sector that developed the Education Sector Development Programme (ESDP) in 1996 to addressing the existing problems and face the new challenges resulting from ongoing socio-economic reforms in education as challenged from UPE implementation like lack of quality teaching force, lack of teaching and learning materials, overcrowded classrooms, which militated against positive achievement in PSLE performance (URT, Tanzania Development Vision, 2025).

### **1.2.2 Education Sector Development Plan**

Education Sector Development Programme (ESDP) is a sector-wide programme in education aimed at operationalizing the various policies pertaining to sub sector in education and training policy. The ESDP intervention was designed to look at the education sector from a holistic approach. The main thrust of the programme was to improve the education outcomes of the learners (PSLE). However ESDP was aimed at solving challenges common to all sub sectors of education including low enrolment, poor quality of education services provided, poor funding, poor remuneration and lack of professional ethics. Furthermore ESDP intervention in

education sector was from a holistic approach which then translated into Primary Education Development Plan (PEDP), (URT, 2001).

### **1.2.3 Primary Education Development Plan**

The Primary Education Development Plan (PEDP) was perhaps the most ambitious attempt, after Universal Primary Education (UPE) drive in 1977, to affect primary education in Tanzania. PEDP goes beyond the aims of UPE, the main objectives of PEDP was primarily concentrated on expanding access. In addition to addressing access, it includes an emphasis on improving the quality of teaching and learning, increasing funding available at the school level, increased classrooms building, teachers houses and making institutional arrangements more democratic and transparent throughout the system. The major concern of PEDP objectives was to improve the quality of primary education by increasing students' examination performance PSLE. If implemented successfully PEDP could transform the nature of schooling in Tanzania and help ensure that every child is able to enjoy her/his right to quality primary education and hence better results in PSLE (Sumra, 2002).

Despite the programmes established to enhance primary school enrolment and performance, poor examination performance in PSLE continued to hamper, a good example; in the primary school leaving examination results of 2012 only 30.7 percent of those who set for the PSLE passed the examination (Uwezo Tanzania, 2012). It appears like the quantitative increase of pupils' enrolment in schools outnumbered the resources provided hence poor PSLE performance. It can be concluded that hasty enrolment expansion tends to erode quality of education (Bruns *et al.*, 2003). For

many years, there has been concern about the quality of education provided within many primary schools in Tanzania (DFID, 1999, Kuleana, 1999, MOEC, 2001). The president, Hon. Benjamin W. Mkapa, had openly declared recently that it is now axiomatic that the quality of education is in serious trouble all the way but especially at primary school level where performance is quite pathetic (Mosha, 2000).

The unsatisfactory performance in primary education as reflected in different education reforms for quality education and increase students' examinations pass rate in PSLE failure, further initiatives was needed on education to ensure better learning hence improved PSLE results (URT, 1998). The need for more efforts to be exerted on education came after Tanzania had embarked on implementation of Millennium Development Goals (MDGs) and Tanzania Development Vision 2025 accords high priority to the education sector, which is considered to be pivotal in bringing social and economic transformation, henceforth described as Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problems solving (URT, 2000).

Following the education reform compact signed by the government and several development partners including the World Bank, the Big Results Now in Education (BRNEd) was formulated as a direct, action-oriented response to heightened public concern about the quality of education in the country. The BRNEd initiative

specifically was designed to ensure children in Tanzania primary schools are learning better hence good PSLE performance (Joshi, 2015).

#### **1.2.4 Big Results Now in Education**

In February 2013, the President launched the “Big Results Now in Education” (BRNEd) programme which is expected to fast track the improvement of quality of basic education service delivery. BRNEd is a copied strategy from Malaysia experience which was referred to as Big Fast Results (BFRs) launched in 2009 (URT, 2013). The programme has been designed with the specific objective of producing tangible improvements in student learning outcomes at primary education levels in the short-term in a bid to become a middle income economy by 2025 (URT, 2013). The introduction of Big Results Now in Education initiatives aim was to improve primary examination performance in education sector PSLE. In spite of BRNEd, still PSLE performance is not encouraging in Njombe District Council primary schools. With the implementation of BRNEd pass mark was to rise from 30.7% in 2012 to 60% by 2013 and 70% by 2014 (MoEVT, 2013).

### **1.3 Statement of the Problem**

There are many questions asked about BRNEd that remain unanswered despite the answers given by education stakeholders. The government of Tanzania has taken up the challenges to improve learning outcomes in its primary schools through BRNEd. Though it was hoped that BRNEd would increase PSLE performance, no significance improvement is noted in PSLE in Njombe District council Primary School Leaving Examination. One would ask a question what is wrong with the

programme? Instead of boosting PSLE performance the results is going down during the BRNEd implementation instead of showing tremendous result expected through BRNEd. This can be shown in Table 1.

**Table 1. 1: Primary School Leaving Examination performances 2011-2014, before BRNEd and during BRNEd in Njombe District Council**

Schools	Before BRNEd	BRNEd implementation		
	2011 %	2012 %	2013 %	2014 %
School A	71.4	73.3	62	55
School E	78	84	70	65
School H	75	80	52	46.6
School K	85.7	72	70	66
School N	91	85	80	74
School P	72	70	67	44

Source: Field Data (May, 2015)

Looking at the data in Table 1.1 Primary School Leaving Examination does not show positive change; what is the problem? This research anticipated to find out the causes of low examination performance in primary school leaving examination PSLE despite BRNEd implementation in Njombe district council.

#### **1.4 General objective of the Study**

The study was to assess the Big Results Now in Education (BRNEd) effectiveness in Njombe district council primary schools leaving examinations performance. In line with the general objective of the study four specific objectives were developed to guide the study:

### **1.5 Specific Objectives**

- i). To investigate the role of Big Results Now in Education relation to primary school leaving examination performance.
- ii). To assess availability of teaching and learning resources.
- iii). To assess whether the schools were inspected and how recommendations were implemented.
- iv). To examine teachers qualifications in relation to primary school teaching.

### **1.6 Research Tasks and Questions**

#### **Task 1**

To investigate the role of Big Results Now in Education relation to Primary School Leaving Examination performance.

#### **Question**

- i). Based on PSLE results: what are the general trends of PSLE in Njombe district council.

#### **Task 2**

To assess availability of teaching and learning resources

#### **Questions**

- i). What is the importance of teaching and learning resources in primary school in Njombe district council?
- ii). Does the teacher often use teaching and learning materials in schools in Njombe district council?

### **Task 3**

Assessing whether the schools were inspected and how recommendations were implemented.

#### **Questions**

- i). How often the schools are inspected by the school inspectors?
- ii). How teachers adhere to recommendations given by school inspectors?

### **Task 4**

Examine teachers' qualifications in relation to primary school teaching.

#### **Questions**

- i). What are qualifications of primary school teachers?
- ii). How many teachers attended training/seminars between 2013 and 2014 in Njombe district?

## **1.7 Significance of the Study**

This study contributes to the existing body of knowledge on BRNE initiative and PSLE performance in Tanzania. The researcher believes that the study findings would substantially contribute the knowledge generated to educational policy makers, planners and decision makers about the status of ongoing implementation.

Secondly, the study lends a hand to educational practitioners at different levels to positively take BRNE initiatives and implement the same cautiously in their particular areas of jurisdictions for quality education which is justified by PSLE performance. Thirdly, the study findings proposes measures to be undertaken by all



stake holders so that the BRNEd may attract its operational function as in the circular of its establishment to ensure improved PSLE results. Finally, the study may be the base for further research related to BRNEd and PSLE students' performance.

### **1.8 Definitions of the Operational Key Terms**

**Assessment:** is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what others know, understand, and can do with their knowledge as a result of their educational experiences (Huba and Freed, 2000).

**Big Results Now in Education (BRNEd):** is a strategically agent for education development in the country whereby the major function is to address educational challenges and reverse the trend focused on finding ways to raise the quality of basic education in Tanzania by improving pass rate (URT 2013).

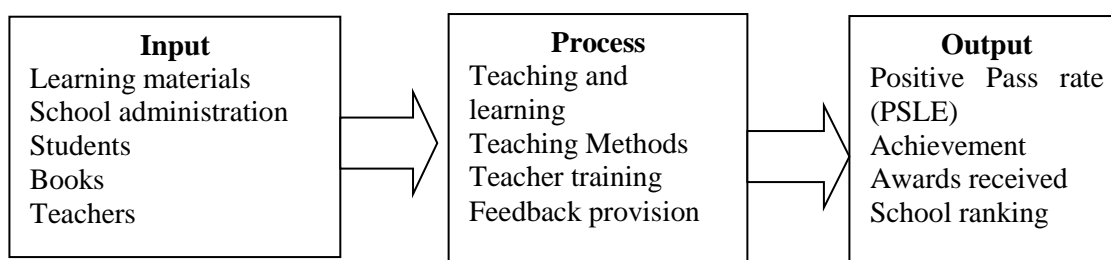
**Effectiveness:** the degree to which objectives are achieved and to the extent to which target problems are solved.

**Primary School Leaving Examination (PSLE):** This is an examination held by pupils accomplishing the grade seven of the basic education cycle and provides room for the next level.

### **1.9 Conceptual Framework**

The study was guided by the Context Input Process Product (CIPP) model as adopted and modified from one proposed by Stufflebeam and Shinkfield (2007). The

evaluation component of the Context, Input, Process, and Product model can help identify service providers' learning needs and the stakeholder's needs. Context evaluation is often referred to as needs assessment. It asks, "What needs assessment to be done?" and helps assess problems, assets, and opportunities within a defined community and environmental context (*Stufflebeam and Shinkfield, 2007*). The input evaluation component can then help prescribe a responsive project that can best address the identified needs. The process evaluation component monitors the project process and potential procedural barriers, and identifies needs for project adjustments. The product evaluation component measures, interprets, and judges project outcomes and interprets their merit, worth, significance, and decency.



**Figure 1. 1: Conceptual Framework**

Source: CIPP Model Adopted from Stufflebeam, Madauas and Kelleghan (2000) and modified by the Researcher.

The conceptual framework was used to inform this study on BRNEd and PSLE performance the input like teachers, students, teaching and learning materials and books are important to determine the process. The quality teachers, quality students and quality teaching and learning materials will determine the process on how the teaching will occur in classroom settings. The process level will determine what will

be the product of the process if there will be effective teaching and learning then the number of awards received will be high. The pass rate will also improve and the ranking of schools and students will equally improve. Therefore the context deployed both before and during the implementation of the BRNEd initiative in Tanzania that looked at it in an analytical way.

### **1.10 Organization of the Study**

The study sought to assess the Big Results Now in Education (BRNEd) effectiveness in Primary School Leaving Examination (PSLE) performance in Njombe District Council. The study was organized into five chapters. Chapter one provides the background to the research problem, statement of the problem, purpose, significance, research tasks, questions and conceptual framework. The related literature review, in chapter two identifies the knowledge gap to justify the present study.

The third chapter is on research methodology which provides the research design, geographical /area of the study, participants in the study, data gathering instruments and data analysis plan. Chapter four is based on data presentation, analysis and discussions of the research findings. The chapter also highlights the strategies, challenges, as well as measures to mitigate such challenges. Chapter five concludes the study by providing the summary of the main findings by the study, conclusions, and recommendations.

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURES**

#### **2.1 Introduction**

This chapter presents some existing theoretical literature as well as empirical studies done by other researchers and educators on the quality of primary education. The studies were done before and during the implementation of Big Results Now in Education (BRNE) initiatives. Therefore the related literatures from books, journals, articles, internet and periodicals were involved in the study. It also highlights theories that help to analyze issues that come out of the study.

Essentially, this chapter establishes the knowledge gap which the study sought to fill. This was done under the following strands:

- i). Roles of primary school leaving examination (PSLE) in Tanzania.
- ii). To investigation the role of Big Results Now in Education relation to primary schools leaving examination performance.
- iii). The availability of teaching and learning resources.
- iv). School inspection reports and recommendations and how are implemented.
- v). To examine teachers' qualifications in relation to primary school teaching.

#### **2.2 Theoretical Framework**

The study was guided by the Tolcot persons Structural Functionalism Theory. The theory characterized formal organizations that consists different individuals that

working together harmoniously towards a common goal. It argues that most organization are large and complex social units consisting of many interacting sub units which are sometimes in harmony but more often they are in diametric opposition to each other. Functionalism is concerned with concept of order. The theory seeks to understand the relationship between the parts and the whole system in organization and identify how stability for the most part achieved. In this stand the PSLE performance of students depends on many factors that work in harmony to give good results. For that matter students to get the aspired results the involved parties have to function well. Harmonious interaction of the sub systems in the school as a social group may pave for effective achievement of good PSLE performance and meet the BRNEd government target.

### **2.3 Factors Affecting Performance around the World and Africa**

A study by Hinnun and Park (2004) determined that there was a positive correlation between the presence of reading materials at home and performance in rural China.

According to Desarrollo (2007), in Latin America the extent to which parents or other family members are actively engaged in a student's education had a positive influence on student achievement.

Studies in Kenya by Jagero (1999), Oloo (2003), and Mackenzie (1997), showed that a major problem affecting academic achievement was a home environment of the day pupils that was not conducive to reading. A research of Jagero (1999) in Kisumu District that substantiated the finding that lack of reading materials at home was a major factor affecting the performance in basic education pupils.

## **2.4 Roles of Primary School Leaving Examination in Tanzania**

Primary School Leaving Examination (PSLE) is the final examination held at the end of the cycle of the primary education in Tanzania. It is normally prepared and supervised by the National Examination Council of Tanzania Authority (NECTA). The roles of PSLE performance were identified and explained as follows:

### **2.4.1 Selection and Placement**

Eshiwan (1993) argues that one of the major roles of examination in education system is the selection and placement of candidates in various institutions and station in society. In Tanzania, the PSLE is taken at the end of the seventh year of primary education. Thus used as a base for selecting pupils in the next level of learning institutions (secondary and post primary training institutions). To select students for successive level in the education system (Eshiwan, 1993).

### **2.4.2 Ranking of Candidates**

Another objective of the PSLE results is to rank candidates according to their achievement of knowledge, skills and attitudes and to improve learning process in primary schools. Also PSLE provides the schools with the constant feedback on candidates' performance (URT, 2013).

### **2.4.3 Measurement of the Output**

Eshiwan (1993) explains that one of the major functions of any examination systems is to measure the output of the educational systems in which it operates. This output is often referred to as pupil's achievement. Internal efficiency was reflected in a

system by achievement and the number of pupils who have successfully completed a cycle or a course. Therefore PSLE is used to measure the primary education cycle at the end of the course. All candidates completing the primary education cycle have to seat for PSLE prepared by national examination council of Tanzania authority and the results determine the quality of provision of primary education and the school internal efficiency achievement (URT, 2013).

## **2.5 To investigate the role of Big Results Now in Education relation to Primary School leaving Examination Performance.**

Big Results Now in Education (BRNEd) is a government strategy put forward to initiate an improvement of education by increasing pass rate to the students accomplishing education cycle. The Primary school Leaving Examination (PSLE) is the basic education cycle. The results obtained by the students can be observed as a learning achievement that measured PSLE performance (URT, 2013).

Under these perspectives the government lies on the theory of economic growth in which pointing out that human capital is the most important part of the economy mainly produced through education. Therefore education stakeholders have an important role to play in human capital development by enhancing the good quality of education levels of individuals. In many developing countries, education is seen as a social norm that is required for social networking which can promote economic growth. Therefore, education plays a significant role in securing employment. The theory justifies the need to examine the quality of primary education measured by the achievement of learners in their examinations (Lazear, 2002).

Student learning achievement is the state in which learners acquire the expected knowledge and skills that meet the average or standards required in the cycle of education given and its academic performance tested by examination scores. Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off points. In Tanzania primary education pupils sit for PSLE as a final basic education that describe the pupils learning achievement over the whole learning process carried out in primary schools (URT, 2010).

Omari (1981) argues further that people need education to acquire broad base of knowledge, attitude, values, and skills, which they can build in later life, the emphasis is that education should provide people with the potential to learn, to respond to new opportunities, to adjust to social and cultural changes, and participate in political, cultural, and social activities. Economic motives for universal primary education were based on the assumption that primary school education increases economic development, social and political modernization (Lopes, 2001).

Furthermore the Tanzania Development Vision 2025. Big Results Now in education emphasis was to ensure that: Education must be taken as an important tool of strategy to bring about changes of thoughts in building the Nation of people full of knowledge and great ability to the challenges of development with full of mentors and competitiveness (URT, 2013). However the PSLE become a necessary tool to capture and measure the cycle of primary education that the performance may determine the next level of education and thus had to be handled with great attention.



In Kenya the primary schools education cycle examination is known as Kenya Certificate of Primary Education examination (KCPE). Alwy and Schech (2004), argue that the underlying cause of unequal access to education in Kenya is “the patron-client relationship between the ethnic group of the ruling elite and the government that prevails”. The KCPE is sought to bear no fruits to its learner due to unequal access among individual students since it is based on ethnicity (Alwy and Schech, 2004).

In Ghana the primary education examination is known as the Basic Education Certificate Examination (BECE). In Ghana BECE is the preparatory stage of education and the determining entry point into further levels of education. BECE is the yardstick for quality education by many parents in Ghana. Therefore Paaku (2008) shows her concern on the examination performance of BECE by looking at the contributing factors for poor or good performance. The BECE performance for the year 2000-2009 results were less than fifty percent (50%) and some scored zero percent.

The governments of Ghana and other stakeholders in education have put in place a number of measures aimed at addressing this perceived poor performance of the pupils in their basic level of education. The concerns about examinations performance have put various governments to make reforms in education for quality attainment (Paaku, 2008).

Gradstein (2003) in a World Bank Policy Research Working paper published, he discusses the political economy of public spending on education, inequality, and

growth. In developing countries, he notes, access to education for poor households progressively decreases with the level of education and thus the pupils learning achievement become lower in their final examination.

The World Bank policy paper of January 1988, on Education in Sub-Saharan Africa, Policies for Adjustment, Revitalization and expansion, placed a major focus on improving academic performance standards through a reform of examination system. However at a regional conference on Education for All for Sub-Saharan Africa held in Johannesburg in December 1999 attended by Ministers of education, representatives of civil society and International development agencies it was concluded that for those who were in the education system, what was provided was poor and the curricula often irrelevant to the need of the learners and of social, cultural and economic development (UNESCO, 2000). “Education planning and management capacity remain largely underdeveloped” that “only a small portion of children are reaching the minimum required competencies and our education systems are not performing to the standard we expect of them”.

Education and Training Policy (URT, 1995) stipulates aims and objectives of education for various levels. For primary school level the policy states that the aims and objective of primary education are, among others, “to enable every child to acquire basic learning tools of literacy, communication, numeracy, and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity” (URT, 1995). Provide the child with the foundations leading to self-initiative, self-advancement and self-

confidence; prepare the child for second level education (secondary, vocational, technical and continuing education) and prepare the child for the world of work” (URT, 2012).

In Tanzania Uwezo (2011, 2012) findings show that the majority of the children in schools are not able to read. Similar results were evident in the assessment done by RTI for USAID. Results of Primary School Leaving Examinations (PSLE) show that large numbers of the children did not achieved the required knowledge and skills to pass the examination and achieve the intended learning outcome. In 2012 only 30.7 percent to the 865,534 pupils who sat for the PSLE passed the examination. Several studies conducted realized some reasons that culminated to poor or better pupil’s performance in their examinations in all levels of education cycles. The statement implies that a lot of resources would be required to enable the governments to afford implementing the BRNEd initiatives for good PSLE performance in Tanzania (Uwezo Tanzania, 2012).

### **2.5.1 Students Interest in Learning and the Role of the Family/ Parents**

It was revealed that there is a close coherence between the meanings of education. In the part of parents and pupils’ learning achievements, i.e., if education is regarded as a value in the family, there is a big possibility that children will have high learning achievements (Balster-Liontos, 1992). However socio-economic conditions are significant for early achievements in reading. It is important that parents read aloud for their children at home (more frequently than 3 times a week), it is salubrious and have a positive approach (attitude) to learning. At early school age reading comes

easier for girls (Denton, 2002). The early intervention in schooling provide opportunities for the pupils to better preparation in future and gives more time to capture learning process. The more knowledgeable child starts schooling, the better learning achievements are anticipated during the primary school years (Denton, 2002).

Furthermore Ubogu (2004) in his findings indicated that parents' interaction with teachers enables them to know what their children are encountering in school and what could be done with the problems. It would also put pupils on alert and study in school as they would know that their parents would inquire about their performance. Parents may not be able to provide much guidance and help their children's performance improve when they are ignorant of what happens in school (Ubogu, 2004).

Moreover on the same contention Hill and Craft (2003) suggest that, parents who volunteer at school, value education more than other parents. This belief about parents' values in turn associates with the teachers' ratings of pupils' academic skills and achievement. According to Hixson (2006), such a situation allows parents and teachers to combine efforts to help the children succeed in school. Therefore with those assertions parents should not neglect such a vital role in their responsibilities to ensure children were supported to the maximum so as to acquire good quality of education henceforth better results in their final examinations (Hixson, 2006; Barnad, 2004; Henderon, 1998). Krashen (2005) conclude that students whose parents are educated score higher on standardized tests than those whose parents were not

educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school, they can better assist the children in their work and participate at school (Funtzo and Tighe, 2000; Trusty, 1999). The points given by these researchers considers partnership as a shared decision making process in which all partners play active roles, this rise from the theories in partnership in education provision which is elaborated in the Education and Training Policy of 1995 which states that the enhancement of partnership in the provision of education and training should be provided by encouraging private agencies to participate in the provision of education, as well as establishing and management of schools and other educational institutions at all levels (URT, 1995).

### **2.5.2 Class Attendance and Academic Performance**

Romer (1993) is one of the first few authors to explore the relationship between pupil attendance and examination performance. A number of factors have contributed to declining class attendances around the world in the last 15 years. The major reasons given by pupils for non-attendance include assessment pressures, poor delivery of lectures, timing of lectures, and work. In recent times, pupils have found a need to seek employment while studying on a part-time basis due to financial constraints (Newman-Ford, Lloyd and Thomas, 2009).

The question that needs to be asked is whether absenteeism affects pupils' academic performance. Research on this subject seems to provide a consensus that pupils who miss classes perform poorly compared to those who attend classes (Devadoss and

Foltz, 1996; Durden and Ellis, 1995; Romer, 1993; Park and Kerr, 1990; Schmidt, 1983). Based on these findings a number of stakeholders have called for mandatory class attendance. Although the existing evidence points to a strong correlation between attendance and academic performance, none of the studies cited above demonstrate a causal effect. The inability of these cross-sectional studies to isolate attendance from a myriad of confounding pupil characteristics (e.g. levels of motivation, intelligence, prior learning, and time-management skills) is a major limiting factor to the utility of these findings (Rodgers and Rodgers, 2003).

Durden and Ellis (1995) report a nonlinear effect of attendance on learning, that is, a few absences do not lead to poor grades but excessive absenteeism does. Poor performance in the examination to pupils could be also contributed by pupils' absenteeism in schools. Perhaps students never turn up during the examinations despite of being enrolled to seat for their final examinations (PSLE). Thus the BRNEd initiatives are to ensure pupils enroll, attend, and complete the cycle of primary education; that would improve the PSLE performance (URT, 2013).

### **2.5.3 Other Determinants of Academic Performance**

#### **2.5.3.1 The Age and Gender Factor**

The influence of age and gender on academic performance has been investigated in a number of studies with widely differing conclusions. Most of the differences in reported findings were due to varying contexts such as subject of study, age and gender interactions. The research has shown that boys perform better than girls in certain settings while girls outperform boys in other settings (Haist *et al.*, 2000).

Borde (1998), on the other hand, found no evidence of academic performance being influenced by gender. Based on an analysis of close to two million graduating students, Woodfield and Earl-Novell (2006) found that female students outperformed male students and attributed this partly to female pupils being more conscientious and thus less likely to miss classes.

### **2.5.3.2 The Environmental Factor**

The issue of environment is again one of the determinant factors of academic performance (Uwezo, 2012). Uwezo assessment states the significant differences in pass rates to be found between regions, between districts and between urban and rural areas. In the best performing districts, more than 7 out of 10 children aged 9-13 years passed the Uwezo numeracy and Kiswahili literacy tests. In contrast, in the worst performing districts less than 3 out of 10 children of the same age passed the tests.

Children are the human assets of the nation. On their shoulder falls the task of carrying the country forward and bearing the burden of development. The late Prime Minister of India Jawaharlal Nehru had once observed, "If we neglect our children and do not look after them today, we will be creating many more difficult problems for ourselves in the near future". The cited literature informs directly the importance of the PSLE. Good results in PSLE is an indication to be selected for further studies so perhaps many students left out of the education system due to the result emanating from PSLE performance in Tanzania (Uwezo, 2012).

### **2.5.3.3 School Noon Meals/Lunch Provision**

Children are the nation's human wealth, providing them with the basic necessity, especially in early childhood, becomes the nation's responsibility, when their parents are unable to carry out their responsibility due to social limitations. The basis of compulsory education is development of children. To achieve this, they should be provided with food which will help them to build healthier bodies and minds. They cannot receive education if they attend schools on an empty stomach.

The noon meal has an important dimension in the nutrition of children. School lunch programmes are the easiest means for improving nutrition to the school-going children. If they eat regularly, it will furnish one-third of the needs of a school day, one-fourth of the meals of the week and at least one-sixth of the meals of a calendar year. Ideally, the noon meal supplements the home diet of the children because of its potential value.

One of the findings in India on the impact of noon meal programme on primary education elaborated that the primary objective of food provision in primary education are to reduce drop-out rates, promote universal education, and improve nutritional status of children in schools (Rajan and Jayakumar, 2015).

The PSLE performance may increase if at all the school provide student with food. Apart from the provision of school lunch one would like to observe the availability of teaching and learning resources.



## **2.6 The Availability of Teaching and Learning Resources**

### **2.6.1 Meaning Of Teaching and Learning Resources**

URT (2001) defines teaching and learning resources as those materials that teachers use to assist students to meet expectations for learning. These teaching and learning resources are textbooks, video, computers, software, films and audio. Therefore teaching and learning resources in the system of education provision is the most critical problem

Allwright (1990) argues that materials should teach students to learn, that they should be resource-books for ideas and activities for instruction/learning, and they should give teachers rationales for what they do. Many pupils learn in crowded, poorly furnished and unfurnished classrooms, and often have to share textbooks. The curriculum is often seen as too diverse and in some ways irrelevant for many of the pupils and their life needs. Ubogu (2004) asserts that lack of basic school needs like learning materials could not provide a stable mind and relevant environment for the pupils to study. Lack of learning materials contribute to poor students' performance in their examinations.

Furthermore Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, and computer lab in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement; he found no statistical evidence of significant association between family income level and academic performance of the student. Robert and Sampson (2011), found that if the

member of education board are educated their impact on school is positive, for professional development it is essential for student learning. The students who are actively engaged in the learning process are observed to have a positive correlation with the examination performance. The primary school leaving examination (PSLE) performance can be better if at all the required facilities are put in place as the literatures cited.

### **2.6.2 Teaching and Learning Resources in Relation to PSLE Performance**

Ndabi (1985) investigated the relationship between selected students background, school characteristics and academic achievement in standard seven primary school student in Tanzania, and found out the following when considered resources instructional materials. Firstly, student performance on primary school leaving examination (PSLE) tended to be better in a school experiencing less frequent shortage of exercise books. Secondly, student who had the requisites textbooks in all subject taught tended to have better performance than student in schools with relatively high incidence of textbook shortages. In his conclusion he argued that the school structure as defined by his study, that is student population, staff, school facilities, teacher characteristics and instructional materials as commonly used in school setting for teaching and learning purposes account for more than other variables in determining student performance in the PSLE.

It has been argued that a key feature of any education and training system is that adequate learning material is essential to the effective running the education system (Ndabi, 1985).

Research evidence by the World Bank supports the view that considerable contributions are made by textbooks and other instructional materials to effective teaching and improve the quality of education (Verspoor in Farrel and Heyneman, 1989). The view in current national education documentation is that learning materials are an integral part of curriculum development and a means of promoting both good teaching and learning for quality education hence increase PSLE performance.

### **2.6.3 Importance of Teaching and Learning Materials**

In attempting to understand what factors are most important in affecting student learning, most investigators tend to look at variables pertaining to the school and teacher characteristics. For instance Senquinty (1983), suggested that in order to determine the quality of individual school it is usual to observe the facilities of the school and the characteristics of the teaching qualification data and pupils achievement access to reading materials or textbook availability, the class size, teacher student ratios, size of the staff, location of the school etc.

Farrant (1980) agrees that teaching and learning resources are important in enabling learners to achieve high marks. Basic resources such as chalkboard and books must be availed for any school to perform well. Individualized learning is almost impossible without these resources. This is true by the fact that teaching and learning resources have many advantages as they form a focal point of attention, arouse interest, stimulate the learner's imagination, save time and promote retention and memory.

A study effort from student and the proper use of the facilities provided by the institution to the student, a good match between students' learning style positively affect the student's performance (Norhidayah *et al.*, 2009). Young (1999) holds the view that student performances are linked with use of library and level of their parent's education. The use of the library positively affects the student performance. According to Reid (1995), learning preference refers to a person's natural, habitual and preferred ways of assimilating new information. This implies that individuals differ in regard to what mode of instruction or study is most effective to them.

Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learners learning preferences are diagnosed and the instruction is tailored accordingly (Pashler *et al.*, 2008). "I hear and I forget, I see and I remember, I do and I understand" (Confucius 551-479 BC), a quote that provide evidence that, even in early times, there was a recognition on the existence of different learning preference among people. Indeed (2008) reports that some students seen to learn better when information is presented in the form of picture (visual learners). All this prescribes if better used in the education provision to pupils leads to PSLE performance achieve high marks.

Indeed the major resources in Tanzania schools are teachers, head teachers, supporting staff and the buildings. Are these resources utilized efficiently and effectively? Research survey conducted by the Ministry of Education itself (1981) indicate that all institutions are in urgent need of maintenance and repair, buildings as well as technical installations, furniture and the general poor physical condition of

schools hampers quality improvement. Having discussed the importance of teaching and learning resources let us dwell on the school inspections and how their recommendations were implemented.

## **2.7 School Inspection In Relation to PSLE**

School inspection is an essential instrument/department of the government, and in particular of the Ministry of Education (MoEVT). It is used to ensure that the quality of education is in the standard required and the performance in schools is improving (quality assurance). In Tanzania the school inspectorate was established by Act No. 25 of 1978. Since then, the school inspection was recognized as the legal instrument to be undertaken by selecting education specialist as a strategy to monitor education quality in the country (URT, 2009).

Therefore school inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in the over-changing world economy. It is the form of evaluation, which involves the measurement, testing, and evaluation of the education activities in a school system for the purpose of improving the standards and quality of education programme offered (Ololube, 2014). Its impact, however, depends on how it is done, and whether the results are used as a tool to drive improvement of school performance.

Furthermore school inspection is derived from the autocratic management style with the purpose of assessing the work performance of teachers and attitude towards their work (Okumbe, 1999). Therefore school inspection capacity is the most vital

component for teachers' productivities and teacher education as well as performance.

However, education institutions, educators and teachers tend to see inspection as an external imposition and are notably susceptible to reject it when inspectors give too much authority (Wanzare, 2002). Henceforth if inspections are not done effectively, if communication and feedback is lacking, if there is no follow up on recommendations, and if there is no way of assessing whether inspections deliver or not, then school inspections can be reduced to a waste. School inspections are done to monitor the delivery of education and to determine whether or not schools adhere to the stipulated curriculum and standards set in order to safeguard quality.

### **2.7.1 Types of School Inspections**

There are three kinds of school inspections that may be undertaken. Whole school inspection covers all aspects of schools as places of learning based on the school development plan. Special inspection: covering a specific problematic aspect, as for example when there are allegations of irregularities in management of resources, misconduct in the schools, or persistent poor performance. Lastly, follow up inspection: done after a whole or special inspection to check what has changed (McGlynn and Shalker, 1995).

### **2.7.2 How Often the Schools Were Inspected**

Whole school inspections were supposed to be done once every year. However, according to the School Inspectorate department in the MOEVT, due to inadequate

personnel, lack of transport, office space, equipment and housing, a school should be inspected about once in every two years (URT, 2009).

### **2.7.3 Inspection Reports and Recommendations**

After every school inspection, the school inspectors write the reports that explain the observed matters during their inspection and recommendations is made to inform the school or other authorities for improvements and or for actions. Thus should be adhered to by all levels of the educational parameters (URT, 2010). The key purpose of school inspection is to inform the government about the standards and quality of education provided to children, for example, Scotland inspectorate department conduct annual inspection in schools for three purposes: (i) To report on the effectiveness of education in schools and different education institutions and to offer recommendations for improvement. (ii) To evaluate the quality of colleges, and (iii) to advise to the higher education authorities and make sure that educational initiatives are enforced (McGlynn and Shalker, 1995).

## **2.8 To Examine Teachers Qualifications in Relation To Primary School Teaching**

There are considerable variations between primary teachers profession qualification in the developed countries as compared to the developing countries like Tanzania. In developed countries like Finland and Ireland the status of teacher's profession of primary school teachers is respected as having a high status. In 2007, both the European commission and the council emphasized in their communication on the improving the quality of teachers and teacher education that ITE should be provided

at higher education level in order to ensure teacher quality. Furthermore European policy document have been consisted in recommending making teacher education available at all levels: Bachelor's, Master's and PhD.

In France, before the 2010 reform of ITE for primary schoolteachers, the qualification degree for the ITE programme was at bachelor's level. Following the reform, it is now set at Master's level.

**Who is a teacher?** The Tanzania Education Act (Section 352R-2002) section 2(1) defines a teacher as “any registered person in accordance with the Law. TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (TUKI 1981: 201). Nyerere (1966) defines teacher as the only person who is capable of imparting knowledge and shaping the youths to wider scope of knowledge. Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with children for a long time and hence they are capable of imparting knowledge, skills and values that cannot be easily challenged by the society.

In the same line Senge (2000), defines a teacher as an expert who is capable of imparting knowledge that will help the learners to build, identify and acquire skills that will be used to face the challenges in life. Moreover a teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as effective domain (Mbise 2008).



According to Ikonta (2008), teachers should be made to realize that they are the bedrock of any educational system and should therefore show more responsibility and commitment to their work. Many teachers lack commitment to their work. A good number of them are highly deficient in their subject areas and thus fail to teach what they are supposed to teach (Durotoye 1993; Akinboye 1981; Balogun, 1986; Baikie, 1996). The completion of the syllabuses for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. According to Etsey (2005), as this continued there would be a backlog of content not taught and this would affect the performance of the students. Since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have negative cumulative effect on the students such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis this results in poor performance in the examinations result.

### **2.8.1 Teachers Ability to Communicate Effectively**

Many teachers are poorly qualified and poorly deployed, head-teachers and other education support staffs are also poorly prepared for the management tasks demanded of their roles, but also often are trying to work to the best of their ability in isolated and under-resourced contexts. According to Mayer (1960), a teacher's influence can be unlimited and his/her ideas can affect thousands. He further states that one of the foremost problems of education deals with the recruitment and preparation of teachers. Recognizing this and the fact that pupils' performance at the

basic level cannot be improved without a conscious effort at upgrading the knowledge of teachers in every level of education. This should be an agenda for the countries upgrading the knowledge of their teachers as it was observed in Ghana.

The Government of Ghana for example has initiated certain policies aimed at improving the quality of teachers at the basic level. The teacher training colleges have been upgraded into diploma awarding institutions (colleges of education) and infrastructure upgraded to offer better facilities to teacher-trainees. The universities have organized distance education programmes to open their doors to as many teachers as are willing to upgrade themselves.

The Teacher Education Division of the Ghana Education Service has also organized the Untrained Teachers Trainings Diploma in Basic Education (UTTDDBE) programme to enrich the knowledge of teacher trainee and improve their competencies since most of them are handling the basic schools. The various District/Municipal/Metropolitan Directorates of the Ghana Education Service have been organizing periodic workshops and in-service training programmes for Circuit Supervisors and other officers with the view of enhancing their capacity as officers who are directly in-charge of basic schools, to offer effective supervision in the schools to ensure the provision of quality education (Mayer, 1960).

Through the BRNEd one of the initiative put forward was the student teacher enrichment program (STEP) which was established in Tanzania to harmonize the process of learning and teaching by preparing learners get nurtured with their natural

environment and use them during the learning process in a participatory approach thus motivate creativity. Expectations about the performance of education leaders have changed and expanded considerably in the last decade, extending far beyond the traditional definitions of administrative roles.

Responsibilities of education leaders now exceed what individual administrators in schools and districts can be expected to carry out alone. State and federal requirements to increase student learning necessitate a shift in leadership, from managing orderly environments in which teachers work autonomously in their classrooms to one in which administrators, teachers, and others share leadership roles and responsibilities for student learning. Research and best practices indicate the value of collaboration on shared vision, goals, and work needed to ensure that every student learns at high levels (CCSSO, 2008).

### **2.8.2 Qualities of the Primary Teacher**

According to the government education policy, it is stipulated that teacher should be good models in the teaching and learning process. It is important to adhere to the following principles; reflection on the learning process, patience, justice, feeling, understanding, the learning environment, understanding learning differences, relationship, problem solving and mastery of the subject, discipline interaction and motivation (URT; TDMS, 2008). Qualities of a good teacher are universal. Every teacher is expected to have such qualities for him/her to be regarded as a true teacher. Throughout the world, a successful teacher is expected to have qualities stipulated as follows:

First, a teacher should be knowledgeable of what he /she is teaching, secondly a good teacher is the one who knows exactly what he/she is teaching. The teacher who is knowledgeable will be able to teach confidently. The teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposed to one who does not know his/her subject matter (Muganda, 1999). Thirdly, a teacher should know the teaching methodologies as well as education psychology apart from possessing knowledge of the subject matter/lesson. A teacher is also expected to have skills that will enable him/her administer the teaching and learning process without any problem. Moreover a teacher is expected to promote and nurture different potentials among pupils. This is the difference between teaching professions. A teacher is supposed to teach what is expected to the learners and not what the politicians want (Donna, 2004).

The teacher leader models standards can be used to guide the preparation of experienced teachers to assume leadership roles such as resources providers, instructional specialist, curriculum specialists, classrooms supporters, learning facilitators, mentors, school team leaders and data coaches (Harrison and Killion 2007).

### **2.8.3 Teacher Motivation in the Teaching Job**

Motivation, according to Ofoegbu (2004), includes those inner driving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. Motivation, therefore, triggers behavior. For PSLE performance to improve, parents, teachers and pupils must be motivated. Teacher motivation is one of the

ingredients that contribute to the effectiveness on the process of teaching and learning and thus improve examination performance. This assertion by Farrant (1968), exhibited lack of motivation both on the part of teachers and students and thus would have wished otherwise. More so, it would contribute to ineffectiveness and inefficiency in academic work and its effects – poor performance PSLE.

Several other identified factors can be considered to produce motivation and job satisfaction for teachers to put up their best to improve examination performance in schools. In the educational system, the examination performance of students may be dependent to a large extent on the quality of the teacher, his teaching methods, the facilities available and class size. These in turn depend on both the education system and how the teacher is motivated (Okendu, 2008). A teacher whose needs are not met may be psychologically unstable and consequently not productive (Asamoah, 2009).

On the other hand, a satisfied teacher is stable and thus, efficient and effective. In line with this, Cook (1980) observed that the key to improving performance is motivation and for this reason employers need to understand what motivates their employees. In Tanzania one of the major emphases to initiate good examination performance in PSLE is to provide motivation to both teachers and pupils (MoEVT, 2013). Furthermore Young (1989) examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Moreover, Maslow (1968) observed that gratification of one's needs is essential for one's psychological health, which is related to one's performance on the job.

Motivation can be looked at in different ways. In one way, it is cyclic, in that the parents motivate the teachers, the motivated teachers motivate the pupils and the motivated pupils motivate the parents. The cyclic version can start from any given point. Motivation can also be looked at as reciprocating where the teacher motivates the pupils and the motivated pupils perform well and motivate the teachers. A teacher's motivation has to do with his/her desire to participate in the education process (Ofoegbu, 2004). Teachers should be adequately motivated by paying them salaries when due and teaching facilities made available. Ofoegbu (2004) says motivation is a good thing that goes on influencing a teacher's desire to participate in pedagogical process within the school, interest in school discipline and control in the classroom. Motivation underlies involvement or non-involvement in academic and non-academic activities in school.

For a teacher to be motivated, he/she should feel the classroom situation safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning. A motivated teacher tends to participate more than expected in the process of management, administration and the overall improvement of the school. A teacher's teaching activities therefore may dilute or enhance pupils' performance.

The teacher's motivation therefore is a necessity for poor performance to be avoided. Teacher motivation is taken to be anything that is done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services (Ofoegbu, 2004). Intrinsic motivation is a situation where one does a

task for its own sake, the satisfaction it provides or for feeling of accomplishment and self-actualization while extrinsic motivation is performing in order to obtain some rewards such as salaries. Teachers should be exposed to conditions to promote intrinsic motivation and improve performance (Ofoegbu, 2004).

Performance of pupils is also affected by how they are motivated. Highly motivated pupils will perform better in examinations. According to Husbands, Kitson and Pendry (2000), motivation on pupils is influenced by peer pressure, parental perceptions, teachers, poor social skills and low self-esteem, lack of understanding of boundaries and expectations. Parent's motivation on their children depends on so many factors.

One of these factors is the education level of the parents. The more educated and learned the parent is the higher the motivation. How much parents listen to their children determines how much confidence pupils have on themselves. The way children are treated by the parents also has a lot of influence on their performance. Those parents who treat their children badly make them perform poorly.

The teacher plays a great role in the motivation of learners. This is because a high percentage of the pupil's time is spent with the teacher. Teachers should be aware of what motivation is and how pupils should be motivated in order to improve their performance in the PSLE. The BRNEd initiative aimed at providing teachers and pupil's motivation to better performance in PSLE this is well elaborated in the first initiative of BRNEd that is school ranking in the examination performance.

## 2.9 Synthesis of the Literature

Various sources have noted the impact of Primary Education Development Program (PEDP) (URT, 2001; 2004; 2015; Sumra, 2002; WB, 2011; Mmbaga, 2003; Mosha, 2000; Kuleana, 1999). The data available confirm both positive and negative impacts of PEDP in Tanzania. Apparently PEDP set out an agenda that emphasizes both increased enrolment and quality improvement.

However, the articulated main priority of PEDP was to increase overall enrolment of students (URT, 2001). In this context it should be pointed out that PEDP has been criticized for focusing on enrolment expansion and paying little attention to actual learning (Mmbaga, 2003). However, more recent studies from Malawi and the portrayed success-country Uganda, both which are ahead of Tanzania with abolition of school fees in 1995 and 1996 respectively, conclude that hastily enrolment expansion tends to erode quality (Bruns *et al.*, 2003).

This was the case of PEDP which lead to the establishment of the Bold BRNEd strategy. Despite the implementation of the BRNEd initiatives still education stakeholders are worried about the current trends in PSLE results. This is largely the reason why the researcher developed curiosity to undertake a study particularly on the two concepts.

The studies conducted so far have primarily focused on PEDP and little has been done in the part of BRNEd. This study therefore explored stakeholders' views towards BRNEd implementation and the low PSLE performance in Njombe district council.



### **2.10 Summary of the Chapter**

This chapter has reviewed related literature on factors contributing to low performance in PSLE despite, the BRNEd implementation, it has presented whether BRNEd increased PSLE performance in Njombe district council, the teaching and learning resources, the school inspectorates and teachers qualifications. The main concern was to establish the knowledge gap that this study sought to fill.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Whereas the previous chapter presented a review of related literature, this chapter presents issues related to research methodology used in the study. It also covers the research design employed by the study. Study area or site, target population, sampling and sampling procedures are well explicitly provided in this chapter. Other concepts that are included in this particular chapter are the data analysis, and ethical considerations like seeking the consent of the participants during data collection and even the reporting, finally provides a summary of the chapter.

#### **3.2 Research Approach**

This study was designed strategically to employ qualitative approach (paradigm) this assumes that knowledge or truth is relative and subjective in nature. The assumptions or philosophy guiding the study is that knowledge is not one rather relative. Evidences have shown that qualitative approach has big capability to manage most social issues. Mason (1998) defines qualitative research approach as a multi-method in focus, involving an interpretive and naturalistic approach to its subject matter. It implies an emphasis on the qualities of entities processes, and meaning that cannot be experimentally examined or measured in terms of quantity, amount, intensity or frequency. Thus qualitative research approach was used in order to gather the views, opinions and attitude of the informants on the study. Also it enables the researcher to obtain and interpret informants' meaning and experiences in their natural settings.

Moreover qualitative approach provided opportunity for the researcher to modify and make any changes during the research process. Cohen, Marion and Moris (2000) argue that qualitative research approach is reported in terms of verbal description rather than numerical form. It therefore, enables the researcher to obtain informants' views and opinions on the topic. The study therefore benefited from the flexibility accrued from using qualitative methods while collecting data from their natural environment.

### **3.3 Research Design**

The study employed a phenomenological research design which also falls under the qualitative paradigm or approach. The phenomenological design was adopted following its merits when a researcher want to gain deep understanding of a phenomenon (Mark, 2010) by using individuals who have live experience on the matter been studied. The study employed the selected design that has shown potentiality in terms of collecting qualitative data pertinent to answering research questions that require primary data. According to Best and Khan (2006) a qualitative research approach can be used to describe events and person scientifically without using numerical data.

Moreover, the qualitative approach was deployed because of the nature of data collection instruments. The study involved data collection techniques namely interview, focus group discussion, observation and documentary review. The information gathered was then classified and decoded on the basis of themes and topics.

Historically Njombe district council was among the two districts established in Iringa region in 1964 from the southern highland province. In 2007, the district area was

divided and Njombe town council was established, thereafter Makambako Town council was established in 2012, and Wanging'ombe district council in 2013. Njombe district council shares borders with Makambako TC and Mfundi (Iringa region) in the north, Morogoro region in the east, in the south Njombe TC and Ruvuma region on the south west and Wanging'ombe district council on the west. Njombe district council is situated between latitudes 8o.8' and 9o.8' South of the Equator and between longitudes 33o.5' and 35o.8' east of Greenwich. Also the district is formed by two division, 12 wards, 44 villages and 223 hamlets with 52 primary schools.

### **3.5 Target Population**

The target population is a group about which the researcher is interested in gaining information and drawing conclusion (Cohen, 2000). In this study the target population is defined as all District Education Officers (DEOs), school inspectors, head teachers, teachers and pupils of all primary schools in Njombe district council. However, due to the fact that the target population was too large for the researcher to work with, the researcher was limited to a small size that is a sample. In the context of this study, from the target population therefore the sample was drawn to collect necessary data to answer the fundamental research questions of the study.

### **3.6 Sample and Sampling Procedures**

#### **3.6.1 Sample**

A sample is a part of the population a researcher studies so that characteristics of the population are represented by it. Cohen and colleagues (2000) argue that, a sample is

a smaller group or subject of the total population in a way that knowledge gained is representative of the total population under study. Furthermore Babbie (1995) argues that researchers are almost never able to study all members of the population that are interesting thus necessitating the need for a sample. The total sample for this study was 122 participants that included; two (2) education officers, two (2) school inspectors, fifteen (15) head teachers, fifteen (15) academic teachers, fifty eight (58) teachers and 30 pupils from five randomly selected wards in Njombe district council. The number might have been big enough as far as the qualitative studies are concerned, but this was so because of some pupils who also participated in this study as members for FGD.

**Table 3. 1: Respondents Categories**

<b>Respondents Categories</b>	<b>District (n = 1) Schools (n = 15)</b>	<b>Total (N = 122)</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
Head Teachers	3	3	3	3	3	15
Academic teachers	3	3	3	3	3	15
Teachers	12	12	12	12	10	58
Pupils	6	6	6	6	6	30
DEOs						2
School Inspectors						2
Total Respondents	24	24	24	24	22	122

Source: Researcher's Identification of the Study Sample, 2015

### **3.6.2 Sampling Procedures**

Kothari (1992) defines sampling technique as the procedure used to select some elements of a population in such a way that they represent the actual characteristics of the population. This study employed two kinds of sampling techniques or strategies. Firstly, simple random sampling was used to obtain the region and the

district in the first place. Secondly non probability sampling followed to obtain schools and relevant participants to the study. Clustering under non probability to obtain male and female clusters followed by simple random sampling to obtain respondents in the part of teachers.

Thirdly, stratified sampling technique under non probability sampling was used to select fifteen (15) girls' pupils and fifteen (15) male pupils to participate in focus group discussions (FGDs).

Furthermore fifteen (15) head teachers and fifteen (15) academic teachers were purposefully sampled and included in the study. Small pieces of paper were prepared basing on the number of pupils in stratum to obtain at least equal number of boys and girls to be included in the study. Some pieces were written 'YES' and some 'NO', each pupil was requested or asked to pick one piece of folded paper. Those who picked a piece of paper written 'YES' were selected and involved in the study. Thus the total sample was one hundred and twenty two (122) participants.

***District Education Officers:*** These were selected purposefully due to their position since they were involved in day to day administration and management of primary school education in their respective areas. They were also the custodians of important data to help answer some fundamental research questions. Therefore their views on BRNEd initiatives in regard to PSLE performance, the strategies employed to make BRNEd effective and the challenges they encounter and initiatives to overcome were pertinent to the study.

**Head teachers:** Head teachers were purposefully selected because they were particularly in charge of all school matters such as management and administration, particularly supervision of teaching and learning materials and ensuring the availability of teaching and learning materials and general environment that facilitates school development. Also head teachers were included in the study to provide first-hand information on the awareness of the effects of BRNEd initiatives and the PSLE performance in their schools.

**Academic teachers:** were involved in the study because of their positional role whereby they were expected to have adequate and proper information about the academic issues concerning the pupils, for example the documents containing number of pupils studying and issues related to teaching and learning materials as well as examination performance data in their schools.

**Teachers:** were selected and included in the study because they directly implement educational objectives. BRNEd initiatives aimed at improving PSLE performance in schools. Therefore teachers were inevitable to be included in the study since their awareness and effectiveness would have helped to provide quality data necessary to fulfill the objectives of the study.

**Pupils:** This category consisted of pupils from fifteen primary schools in Njombe district council. Their selection were mainly based on the fact that they were the ones who participated in learning different subjects, received oral feedbacks from their teachers during teaching/learning processes. So these pupils had first-hand



information of what actually happened during teaching and learning and more so during examinations.

### **3.7 Data Generation and Collection**

#### **3.7.1 Types of Data**

Data for this study were collected using mainly five methods emanating from qualitative paradigm. According to Krishnaswami (2002) data collection in research refers to gathering specific information aimed at providing or refuting some facts. This study used both primary and secondary sources of data to obtain information.

***Primary sources of data:*** these are items that are original to the problem under the study. These items have had a direct physical relationship with the events being reconstructed (Cohen, 2000). In this study, the primary sources were first-hand information gathered through the use research instruments, particularly interviews, focus group discussion and observation. The sources of data were important in this study because they provided rich information on the BRNEd initiatives in education for good PSLE performance in Njombe district council.

***Secondary sources of data:*** these are sources that do not bear a direct physical relationship to the issue under the study. They provide data that cannot be described as original. A secondary sources could thus be one in which a person describes an event that occurred when he/she was not actually present, but obtained descriptions from another person or sources (Cohen, 2000). Under this study secondary sources were used by the researcher to obtain information from sources other than primary

sources on BRNEd and PSLE performance in Njombe district council. These data were collected by using documentary review.

### **3.7.2 Methods of Data Collection**

**Interview:** In this study the researcher conducted face to face personal semi-structured interviews and generally open ended questions that was intended to elicit views and opinions from the participants while taking interview notes (Creswell, 2009). This method was preferred in this study due to its strengths, it helps the interviewee to understand the question which needs clarification, it makes possible to probe as well as gain deep understanding of interviewee's views on the topic under the discussion. This method helped the researcher to collect data from head teachers, teachers and academic teachers concerning the teaching methods, teachers' feedbacks, and motivational strategies used to raise pupils' interest in particular subjects.

**Focus group discussion (FGD):** Powel and Single (1996) defined focus group discussion as a group of individuals selected and assembled by the researcher to discuss and comment on, from personal experience, the topics that is the subject of the research. It is considered a useful method for collecting information through an organized discussion.

This study employed focus group discussion. FGD is thought to be important for this study because the direct insights and the information obtained helped the researcher to improve or to establish authenticity of data which were obtained through the

individual interview so as to end up with more realistic account of the study (Bryman, 2004). Focus group discussions were conducted out with pupils in small groups to give participants freedom to express their views, feelings, and opinions.

The technique was chosen to complement information missed in face to face interviews. The method particularly was used to collect information from students. There were three groups for students, each group constituting ten members. The method promoted interactions among participants which in turn stimulated them to air their feelings, and perceptions they would otherwise not expressed on one to one interviews.

**Observation:** In this study non participatory observation method was used to elicit data that respond to research question that guided the study. Thus observations was made in relation to key issues such as what kind teaching and learning materials are and or were used by particular teachers and what kind of feedback do particular teachers give pupils during teaching/learning process and their influence on pupils' interest in various subjects.

The researcher used a structured observation schedule, and the classroom observation based on a checklist of issues such as content deliverance, teacher and pupils interaction, different strategies used by a teacher to raise pupils' interest towards a lesson, and the kind of oral feedback provided to pupils and pupils' reactions. It was conducted to the standard seven and standard six classes.

**Documentary review:** This study employed documentary review method of data collection, because documents as written evidence serves a researcher time and expenses of transcribing (Creswell, 2009). Examination mark sheets, examination results, Standard seven National Examination Registration forms also were used to collect information on the total number of pupils and the number of pupils sat for PSLE for four years from 2011 to 2014 these official documents were used in order to gather information about pupils' pass rate at PSLE.

### **3.8 Limitations of the Study**

The research anticipates some obvious limitations especially during data collections in the field. One of the limitations is time constraints in the part of researcher and the study respondents. This limitation was approached by allowing some extra time for the assignment and also to be flexible to reschedule activities as well as setting new appointments with the respondents to ensure that the data are accordingly collected. Another limitation was the whole issue of getting the right respondents by virtue of their titles, to mitigate the limitation the researcher opted to engage the subordinate only and only if the right officer is not officially in.

### **3.9 Data Analysis Procedures**

The study was set to collect qualitative data through interviews, document reviews, observations and focus group discussions. Thematic analysis was used in organizing data and presented them in words. The procedure followed was that of data reduction into a manageable and analytical meaningful body of data, there after displayed to draw conclusion.

### **3.10 Data Analysis Plan**

This study employed thematic analysis to analyze qualitative data collected through interview, observation, focus group discussion and documentary review. Bogdan and Birklen (1982) defines qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for pattern, discovering what is important and what is to be learned and deciding what you will tell others. Marshall and Ross man (1999) describe it as process of data reduction and interpretation. Data reduction means that “the reams of collected data are brought into manageable chunks” and interpretation brings meaning and insight to the words and acts of the participants in the study. Much of the data reduction process occurs through segmenting and coding the data in a systematic way. In this study data were analyzed as follows;

Firstly all recorded interviews were dated, copied and labelled according to when it was collected and transcribed into a Microsoft Word document and were read for grammar corrections. Secondly the raw data were sorted by categories and the coded data was used to find out similar words or phrases that reflect specific pattern (Erikson, 1987 in Singer, 2010).

Thirdly Re-examine of categories identified to determine how they are linked. The discrete categories identified in coding were compared and combined in a new ways as the researcher begun to assemble the big picture. Analyses of the themes were done strictly according to the issue pin pointed in the literature review and conceptual framework. Classroom observations were analyzed by using the

continuous narrative description technique, where data is transcribed in detail (Erikson, 1987 in Singer, 2010).

### **3.11 Ethical Consideration**

To ensure the participants were not subjected to any harm the following ethical issues were considered:

**Research Clearance Letter:** all relevant research procedures were observed. Research clearance letters were obtained from the office of the Vice Chancellor, The Open University of Tanzania authority; this helped the researcher to obtain permission from Regional Administrative Secretary (RAS) of Njombe Region, Regional Educational Officer of Njombe Region, and District Executive Director (DED) of Njombe District council and Educational Officer of Njombe district council for data collection.

**Confidentiality:** This is considered in two perspectives. First, sensitivity of the information given, and second the use of names. Sensitivity refers to personal or potentially threatening information needed by the researcher. In order to ensure privacy among participants, all data were collected and carefully stored so as to protect them from unauthorized person. Also, the data was registered by letters A, B, C etc. rather than names.

**Informed Consent:** The research participants were informed about the purpose and objectives of the study. They were also enlightened on its procedures, and benefits.

After understanding the nature of the study, participants were requested to participate in the study on voluntary basis. In that respect, the participants were informed about their freedom to respond to the given questions.

### **3.12 Instruments' Validity and Reliability**

No single instrument is adequate by itself and reliable for data collection. Therefore researcher used multiple techniques in which data collection instruments complemented each other. In addition, prior to going to the field the instrument were reviewed by the researcher's supervisor and fellow students. As a result of the review the data collection tools were to ensure that they were valid and reliable interns of relevance, coverage and consistence. All useful comments were incorporated and inconsistencies and areas of ambiguity were spotted and refined.

### **3.13 Summary of the Chapter**

This chapter presented the research design and research approach employed. It covers research design, study sites, target population, and sampling procedures, and the research method employed in data gathering. Moreover, it covers the issues of data analysis, and ethical considerations.

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This study investigated the factors influencing Primary School Leaving Examination performance under the Big Results Now in Education (BRNEd) programme in Njombe District Council. Four research objectives guided the investigation. In this chapter, the findings from the study are presented and analyzed according to the themes derived from the four research objectives. Thus the following presentation provides participants' accounts and experience of the BRNEd practice in Njombe district council. The accounts emerged from long interviews whereby a total of 122 participants were involved. These accounts are presented in a narrative form. A reason behind is to make a reader get the real words from the participants.

The researcher could not write all the accounts from the participants but just parts of what was said. On this issue Stake (1995) has something to elaborate. He comments that, although many researchers would like to tell the whole story but choice is inevitable depending on the purpose of the study. In this study names of schools and participants are not used due to confidentiality and research ethics. Schools visited were given letters as names.

Data collected was recorded in the notebook and later transcribed, sorted and analyzed according to the specific objectives of the study:

- i). To investigate the role of BRNEd in relation to primary schools leaving examination.



- ii). To assess teaching and learning resources in Njombe district council primary schools.
- iii). To assess whether the schools were inspected and how recommendations were implemented.
- iv). To examine teachers qualifications in relation to primary teaching.

Therefore data collected were analyzed according to these themes. In this study the following themes were identified and discussed.

#### **4.2 To Investigate the Role of BRNEd in Relation to Primary Schools Leaving Examination**

This was a general task of this study to assess the PSLE performance in Njombe District Council for the recent four years (2011-2014). Teachers involved were asked to give views regarding what they witness on the PSLE results in their district. Teachers commented that there was no big difference between the two phases that is before and during implementation of BRNEd. The participants (teachers) revealed that the BRNEd caught them by surprise. Expectations by officials were very big only to realize that the performance especially in PSLE was below expectation.

**Table 4.1: PSLE Pass Rate in Percentage for Njombe District Council 2011-2014**

	<b>Before BRNEd</b>	<b>BRNEd Implementation</b>		
<b>Years</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>PSLE Pass Rate in %</b>	73.8	78.1	66	57.3

Source: Njombe District Education Office

These facts can be revealed by the documentary review that was undertaken in the district council regarding the PSLE performance. The data obtained was summarized and presented in Table 4:1

The data in Table 4.1 reveal that the expectations by education stakeholders were not reached despite the implementation of BRNEd. The PSLE results and performance rate in percentage before and after the implementation of BRNEd in Njombe District Council has not yet brought the changes as expected. From table 4.1 data shows the truth, PSLE results was better before BRNEd; that is during the years 2011-2012. It is surprising during the implementation of BRNEd, PSLE dropped down the data in Table 4.1 reveals clearly that the BRNEd initiatives had not been realized for it has not reached the set government percentage target of 60% pass rate in 2013 and 70% 2014, respectively Njombe district council did not meet the government BRNEd target of improving Primary School Leaving Examination (PSLE) by the year 2014.

9% teachers in the primary schools visited had their own opinion on the BRNEd implementation. One of them from school B had this to say:

*BRNEd is just a political game or maneuver just like any other games played by politicians to win their own interests. Education leaders are all emphasizing on the implementation of BRNEd but I am sure these politicians do not know exactly what is required in order to reach maximum implementation of BRNEd. Teachers were to be involved at initial stage of the BRNEd plan on how to carry out the programme (May, 2015).*

Based on the above voice of the teacher, it was perhaps important to realize that BRNEd initiatives did not bring expected results in Njombe district council because

teachers regards the BRNEd initiative as just a political agenda. Teachers felt that they were not involved in planning therefore the practice of BRNEd was seen as alien to them because it was imposed on them from the top.

BRNEd could have brought good results in PSLE if the teachers were involved from the initial stage of BRNEd planning; this would have made teachers to feel as part of BRNEd, hence implementation would have been taken seriously. Therefore there was a need for bottom up orientation so that everything was set well and managed by the implementers of the programme. On the other hand another teacher from school D commented:

*It is surprising BRNEd initiatives concentrate on three subjects English, Mathematics and Kiswahili. My worry is that the emphasis and focus put on three mentioned subjects in the training and leaving other subjects without training in the implementation of BRNEd strategy. Teachers' participation from the initial stages would have helped to make things go smoothly because they would have advised education managers to tackle all subjects. Student can do well in three subjects and fail all the rest. I think BRNEd should have considered all subjects. This would have made BRNEd to produce the anticipated results in PSLE ( June, 2015).*

The voice of the teacher regarding this initiative implies that all subjects should be emphasized and given equal weight in order to get tremendous BRNEd results. Another teacher from school C who is teaching in lower classes standard one and two explained:

*I am an experienced teacher teaching lower classes standard one and two for almost fifteen years now, I had never attended any seminar or training in new method of teaching despite the changes which goes on in the education system. I wonder how the BRNEd came into place without teachers' preparation, how can teaching in poor environment like this bring good expected results? Sure I am not motivated like other workers this is very embarrassing. ( July, 2015 ).*

The above contention as stated by the teacher 16% implies that the success of BRNEd will depend on teacher's ability to handle teaching and learning process with good knowledge and methods of teaching. In-service training is one of teacher's motivations. Through training or seminars they get new knowledge and methods of teaching which can make teachers improve their teaching hence good BRNEd results. The account show that teachers stay with their old method of teaching without training thus if they would have been given training or seminars to get away from the old method they could have improved PSLE performance and meet the objectives of BRNEd in Njombe district council.

According to Mayer (1960), teacher's influence can be unlimited and his/her ideas can affect thousands. He further elaborated that one of the foremost problems of education deals with the recruitment and preparation of teachers. Recognizing this and the fact that pupils' performance at the basic level cannot be improved without a conscious effort of upgrading the knowledge of teachers in every level of education.

Furthermore the findings from the schools visited 20% shows that there was shortage of teachers in some of the schools in Njombe district council as one of an experienced academic teacher from school 'A' commented:

*There is shortage of teachers in schools. A teacher has heavy workload which does not motivate the spirit of teaching; for example, the school with 120 pupils is given only three teachers. I think by looking at streams can be the best way of teachers allocation at schools. During teachers scheduling in the school, time table become very difficult and the lessons*

*are not fulfilled due to the shortage of teacher in the schools ( June, 2015).*

The above account justifies the unequal distribution of teachers in primary schools in the district hence this leads to poor performance in PSLE due to heavy workload of teaching. Nyerere (1966) defined a teacher as the only person who is capable of imparting knowledge and shaping the youths to wider scope of knowledge. Teachers are capable of molding the youths such that their power is paramount as they determine the fate of the society. The statement clarifies the status of teachers in the schools and the process of teaching and students learning. Thus teachers should be made available.

Apart from teachers' workload also 43% teachers commented on the funds allocated to primary school which also contributes to poor BRNEd implementation as one of the teachers from school D narrates:

*If there will be enough budgets for the set activities then something can be done on BRNEd. Up to now the amount of money received as capitation grants does not fulfill the required needs of the school. For example in the financial year 2012/13 capitation grants received was Tshs. 3925.17 (43.6%) per pupil out of 9,000 shillings for 2013/14 only 1414.53 (15.7%) for 2014/15 Only 1414.45 (15.7%) consecutively the amount received was less than the required by just looking on the budget likely one can say we are experiencing financial constraints to run the school programmes (July, 2015).*

The above account shows budget difficulties which schools face in running the programmes in Njombe district council. Schools are not able to carry out required

programmes smoothly due to financial constraints to implement BRNEd and get good performance in PSLE. If the situation is not changed it will take time to meet the BRNEd objectives.

Basing on the findings to the schools studied one can say that BRNEd would not increase the PSLE performance in Njombe district council because the participants were not involved in the initial stage of the planning process of the programme.

BRNEd experienced many challenges in Njombe district council including teaching and learning resources as one of supporting factors in the success of PSLE performance in the district.

#### **4.2.1 Teaching and Learning Resources**

Teaching and learning resources are important in getting good results in examinations. Without these resources no miracle can be done to improve examination performance in Njombe primary schools. Further explanation from Etsey (2005) states that, teaching and learning materials stimulates ideas and active response from the learners and provides enjoyment of lessons. Also Ausubel (1973) states that young children are capable of understanding abstract ideas better if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. Therefore one can say that the availability and use of teaching and learning resources motivate and affect the effectiveness lessons as well as enhancing the retentive memory of students hence improving academic

performance thus better results in PSLE performance. Therefore under this objective the following items are discussed,

- i). Students/Teachers teaching and learning resources
- ii). Teacher's commitments to teaching work.
- iii). Teachers' motivations in teaching and learning.

#### **4.2.1.1 Students/Teacher teaching and Learning Resources**

The schools visited 30% had no enough teaching and learning resources for both teachers and students. In this situation it was difficult for both teachers and learners to implement the learning and teaching process effectively. One of the students in school E during focused group discussion commented:

*I feel very sad I want to learn and succeed in my examination. I want to join form one. I want to go on with my studies. I don't want to end my education in primary school. Now I wonder how I will fulfill my target! We don't have teachers. Teachers are very few, sometimes we are taught one subject a day. We have few textbooks we usually share one book among six students. It is difficult to get materials to read. My hope is diminishing (July, 2015).*

The above accounts reveal the situation of schools. It seems Njombe District Council is experiencing difficulties for BRNEd objectives to be realized. Teachers have heavy teaching workload, students have no textbooks, worse still they are not taught the number of subjects required daily in primary schools. In this situation good academic performance cannot be expected. Etsey (2005) in his study about academic performance of students, it was found out that the availability and use of teaching and learning materials affect teachers' motivation and the effectiveness of their lessons as well. The author further noted that, it makes lessons more practical and well

connected to the students' environment. Therefore the BRNEd initiatives to achieve smooth teaching and learning resources should be available in Njombe district council primary schools. If the situation remains the same PSLE performance will remain low in the district.

The situation of teaching and learning resources make heads of the school scared for their school performance in the district as one of them from school G narrated:

*We as heads of schools run schools in a difficult way. We are lacking necessary tools that must be present in schools due to financial constraints. We are experiencing very hard time in managing schools with no resource vote at all. BRNEd implementation was to go hand in hand with the improvement of teaching and learning resources this would have given us easy accountability and responsible towards the operations and hence better PSLE performance ( June, 2015).*

The comment raised by the school head above shows scarcity of funds in Njombe District Council primary schools. It is obvious that schools need funds in order to operate smoothly. To get good examination performance BRNEd needs funds in order to meet the objective which put BRNEd in existence.

The size of the class in Njombe primary schools was also an issue of concern. The number of students in a class was so large that class management was a problem to the teachers. This, to some of the students, does not motivate them to learn, it results in the inability to perform better. One of the students in the studied school E remarked that:

*We are almost 60 in the class with no enough desks; we sit four to five on one desk it is difficult to write on the notice board because class rooms are crowded. We are hardly given an exercise. In fact it takes time to write due to the limited sitting spaces in the classroom ( July, 2015).*



In addition 12% students from the focus group in school N elaborated about the class size had this to say:

*All our homework is done as class work as my teacher always says it is extra burden as we are too many in the so I become free when I go home without homework (July, 2015).*

The amount of time for studies students engaged themselves in was limited due to the inadequate assignments and exercises as a result of the class size in Njombe primary schools. Class size has been identified as another determinant and a motivating factor for pupils to better academic performance that would have contributed to better PSLE performance. This is well elaborated by Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana. He concluded that, class sizes above 40 have negative effects on students' achievement. Large classes, whether handled by qualified or unqualified teachers, hinder teachers' performance and this in turn has negative spillover effects on students' academic performance. Furthermore, Asiedu-Akrofi (1978) indicates that due to individual differences, good teaching is generally best done in classes with smaller numbers that allow for individual attention. Due to the study of these scholars and the finding in Njombe in district council the class size can be one of the contributing factors for the low performance in PSLE despite the BRNEd initiatives.

#### **4.2.1.2 Teacher's Commitments to Teaching Work**

According to the words of students, teachers had no commitments in their work. Teachers have been labeled the single most important tool for educational effectiveness (Hernes, 2001).

On this issue one of the students from school P had something to tell us:

*I don't like the way teachers teach us. Some of the teachers are not friendly to us when we ask questions in classroom, they tend to ignore us and continue with their schedules. Questions remain unanswered. Myself I rely on my friends to help me to understand certain ideas and issues taught in class also my friends sometimes do not have answers. Sometimes we are given homework we are not given correct answers where we go wrong, we see only x mark we become scared. Teachers perhaps dislike us ( July, 2015).*

Additionally another student from the same school in the focus group discussion remarked:

*Some of our teachers give their notes to some of us to write on the chalkboard for others to copy. They do not even explain to us then give us work on it. At times I become confused. Some of the students do their private reading or gossiping ( July, 2015).*

The above students' accounts show that teachers' commitments were of great importance in the process of teaching and learning. Teachers' commitment to teaching can be affected by many things; school environment, class atmosphere, teaching resources and many others can make a teacher not to teach effectively. These directly affect the students' performance. Ikonta (2008), elaborates that teachers should be made to realize that they are the bedrock of any educational system and should therefore show more responsibility and commitment to their work. For this matter commitment to teaching and work habit may have adverse effect on the PSLE performance of students in Njombe district council.

#### **4.2.1.3 Teachers Motivation in Teaching**

The data collected from teachers revealed that teachers' motivation was well executed as expected after the implementation of BRNEd initiative. The reason was not only

due to the availability of resources rather the satisfaction of the stakeholders of education. Maslow (1968) opines that there is a close relationship between the satisfactions on the basic needs that sets the desire for higher order need necessary for mature human beings. Therefore motivation affected goals that underlie their involvement or non-involvement in academic matters. Motivation by definition which were gleaned from a variety of psychology textbooks states that motivation is an internal state or condition (sometimes described as a need, desire or want) that serves to activate or energize behaviour and give it a direction (Kleinginna and Kleinginna, 1981a). It was interesting to note that almost all teachers who were selected and included in this study 40% complained of economic hardships. One of the teachers from school E when interviewed narrated:

*You know teachers are very low paid. No one wants to become a teacher. You work very hard but returns are not much satisfactory. So what do you do? You use your common sense and look for alternative ways to survive. Most of us engage in petty business. We sell small items like cookies, buns, groundnuts and cakes to our student and teachers. We are frustrated (June, 2015).*

Another participant in the same school on motivation had this to say:

*I am somehow frustrated. I have been teaching for twelve years now I got promotion only twice in all these years. The teachers Service department is not keen promoting teachers. Many teachers are staying in one position for several years. Their promotions also are not systematic I know some teachers, friends of mine who were behind me for three years but they are now above me in salary. How can I work effectively in these circumstances of stress and frustration? (June, 2015)*

Voices of teachers above gives an indicative picture on what is going on in schools.

Teachers are not satisfied with their working environment. They are frustrated.

Teachers cannot work well while their needs as human being are ignored. If BRNEd

was to bear fruits teachers' needs should met. The alternative taken by the teacher to supplement their income may be one of the sources of low performance in PSLE. Teachers' time may be consumed in petty business. It may be argued, therefore, that when teachers are poor remunerated, ill trained and inadequately supported for career advancement and professional growth, they may not offer their service at the most optimal levels, thus leaving students and parents dissatisfied with school experience (Alphonse, 1993).

One of the head teachers in school K visited explained:

*The school had no head teacher then the office appointed me and transferred me to this school one year ago now, I was given transport but other remunerations were not given. I get discouraged and demoralized in all matters of education provision. It is like a punishment, sometimes I feel like someone who lost direction by being a teacher. Also the environment in which I work in is not conducive, teachers are also frustrated. Is it possible to go with BRNEd needs? (June, 2015).*

The accounts by the participant above shows that teachers sometimes are not performing well in their teaching just because they are not satisfied with the situation in which they work. Lockheed (1991) asserts that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students teaching in turn affect their performance academically.

On the issue of teachers' motivation also one of the District Education Officers (DEO) had this to say:

*The BRNEd in education sector is a bold initiative that can help to transform the education of this country. The initiative is strategically planned to enable stakeholders to be aware of the target and so*

*mobilize energies to achieve the goals as set, I know the BRNEd will take us far as a country and as far as the education sector is concerned. However we as stakeholders are feeling proud of it but we are experiencing budget constraints to meet some of the emerging issues in the field like teacher imbalances at the same time no funds. Teachers need motivation to work harder. We experience problems of following up issues due to lack of transport, we do not visit the schools frequently thus affects teaching hence poor BRNEd implementation (July, 2015).*

The voice from the District Education Office (DEO) implies that there was a hope that the BRNEd would have improved the PSLE results in Njombe district council. But there were shortfalls like teachers' motivations, budget constraints, teaching and learning resources and teachers' awareness of the programme. After discussing the data analyzed on the findings regarding to teaching and learning resources we are going to dwell on school inspection in Njombe district council on the BRNEd objectives and PSLE performance.

#### **4.2.2 To Assess Whether the School Were Inspected and How Recommendations Were Implemented**

This was a question asked under task three, to solicit information on teachers' attached value on the reports and recommendations of the school inspectors in Njombe district council. The following themes guided the study:

- i). The role of school inspectors
- ii). How do the teachers take reports and adhere to recommendations of school inspectors?

##### **4.2.2.1 The Roles of School Inspectors**

The major roles of the school inspectors is to ensure teachers and other stakeholders in the schools comply with the standards of the educational curriculum, and

syllabuses are followed as stipulated by the government education policy. Therefore school inspectors guide education quality assurance. However, education institutions, educators and teachers tend to see inspection as an external imposition and are notably susceptible to reject it when inspectors exert too much pressure (Wanzare, 2002).

From the documentary review school inspectors report shows that the school inspectors managed to inspect schools in Njombe district council. They visited five (5) out of eight (8) schools, fortunately the schools the researchervisited were inspected. The aim was to learn how inspectors' reports were adhered to and implemented according to their recommendations in each particular school.

#### **4.2.2.2 Response for School Inspectors' Reports**

From the finding it was observed that school inspectors in Njombe district council used to inspect their schools and reports were made available to all the schools and the District Executive Director (DED) for implementation. This was very clear done for the purpose of school inspection is to inform the government about the standard and quality of education provided to the students. Likewise, to advise to the higher education authorities and make sure that educational initiatives are enforced (McGlynn and Shalker, 1995).

The comments and recommendations by the school inspectors on some of the issues were not responded to. Head teachers and District education stakeholders were lamenting that they fail to implement recommendations by inspectors due to scarcity

of teaching and learning resources in the schools. Hence it is very difficult to realize BRNEd objectives if improvement is not made in teaching and learning resources in Njombe district council primary schools. Thus as a result PSLE will remain low. We have seen how inspectors can recommend issues for improvement of schools and schools fail to implement them due to scarcity of resources. In turn this acts as a hindrance factor for high examination performance in Njombe district council primary schools. Now let us see whether teachers' qualification could also be as a barrier to good primary school examination performance in the district.

#### **4.2.3 Teachers' Qualifications in Relation To Primary School Teaching**

Here we are interested to know teachers qualifications if they are able too much with the BRNEd pace and produce good PSLE performance. The findings looked at first who is basically to be known as a teacher.

**Who is a teacher?** The Tanzania Education Act (Section 352R-2002) section 2(1) defines a teacher as "any registered person in accordance with the Law. TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (TUKI 1981; 201). Furthermore Nyerere (1966) defines a teacher as the only person who is capable of imparting knowledge and shaping the youths to wider scope of knowledge. From the definitions from the literatures it is enough one to conclude that there might be good PSLE performance if the concurrence was done by the definitions. The table below shows the number of qualified teachers in Njombe district primary schools.

The data in Table 4.2 reveals that there was no one teacher with at least a bachelor

degree in education for all five schools sampled, but there were adequate number of teacher who met qualifications basing on primary education teacher qualification policy in Tanzania that is certificate teachers IIIA are qualified to teach in primary schools.

**Table 4. 2: Teachers' Qualifications 2013 -2014**

<b>School</b>	<b>Post Graduate</b>	<b>Bachelor</b>	<b>Dip.Edu</b>	<b>Grade IIIA</b>	<b>Total</b>
School A		0	1	7	8
School B		0	0	9	9
School C		0	2	8	10
School D		0	1	5	6
School E		0	1	7	8
<b>Total</b>		<b>0</b>	<b>5</b>	<b>36</b>	<b>41</b>

Source: Field Data, 2015

From Table 4.2 schools had teachers with diploma in education but PSLE performance was not improved in Njombe district council. What matters is not only teachers' qualifications but also seminars and workshops to train them in new teaching methods. Things are changing quickly in the area of teaching. In our country new syllabuses come in place within a short time to come up with those changes teachers needs training in order to move with new paces in the curriculum.

Apart from missing in-service training also teachers are not motivated, as we have seen teachers lamenting in this study. In order to go hand in hand with BRNEd teachers need to be retrained in their qualifications which were obtained many years back. In this light motivation and modern teaching methods can put BRNEd in a good position in Njombe district council.



### **4.3 Summary of the Chapter**

This chapter has presented, analyzed and discussed the major findings of the study on the low PSLE performance in Njombe district council under the implementation of BRNEd. The major findings are pointed out from the research specific objectives and research question asked under each task to guide the study. The main study findings and conclusions and recommendations are well put in chapter five of this study.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusions and recommendations of the study on the assessment of BRNEd impact on PSLE results in Njombe district council primary schools. The qualitative research approach was applied in the assessment. The major research findings are based on the four specific objectives of the study.

#### **5.2 The Major Study Findings**

The study attempted on the assessment of Big Result Now in Education BRNEd effectiveness in primary school leaving examination in Njombe district council. It assessed various reasons which contribute the low PSLE performance despite the BRNEd implementation. The study revealed that the implementation of BRNEd in Njombe has no positive impact on the PSLE results because examination performance is going down as compared with the previous examination results before BRNEd introduction in the district. The findings show that there were little resources deployed in the schools during the BRNEd implementation in Njombe district council in order to get its objectives for good PSLE performance, minimal motivation to teachers and lack of commitment and environmental factors.

The conceptual framework which guided the study was derived from the literature review in which teaching and learning resources, school inspections and recommendations, teachers' qualification and motivations in education provision

were shown as the indicators for low performance in primary school leaving examinations. The study was conducted in Njombe district council mainly through the qualitative approach using case study design in the sense that it attempted to clarify various factors led to low PSLE performance.

### **5.3 Has BRNEd Increased Primary School Leaving Examinations Performance in Njombe District Council?**

The study findings reveal that there was no substantive improvement in PSLE results in Njombe district council despite the introduction of BRNEd. There is little hope which leads to believe that the BRNEd may help to improve the performance in education sector in Njombe district council primary schools in particular. The PSLE performance in Njombe district for the recent two years of BRNEd implementation has not brought positive impact. Instead of PSLE performances going up the results are going down than those before BRNEd introduction in the district.

BRNEd was introduced to boost examination performance in the country Njombe district council primary schools inclusive. Unfortunately BRNEd implementation has no positive impact on PSLE because previous examination performances before BRNEd were good. Examination performance under BRNEd needs to be improved through good preparation of teachers and students to be equipped with teaching and learning resources.

### **5.4 The Availability of Teaching and Learning Resources**

In the view of the study and the findings presented in Chapter Four, one would say that teaching and learning resources if not made available effective learning cannot

take place. This was among the important factors that affected students learning hence poor achievement in PSLE in Njombe district council primary schools. On this issue Farrant (1980) elaborates the point that teaching and learning resources are important in enabling learners to achieve high marks. Basic resources such as chalkboard, books, must be availed for any school to perform well. Individualized learning is almost impossible without these resources. This is true by the fact that teaching and learning resources have many advantages as they form a focal point of attention, arouse interest, stimulate the learner's imagination, save time and promote retention and memory. From the literature and the findings it is seen that the PSLE performance in Njombe could have been better if at all the teaching and learning resources were made available. Teachers' accounts in this study revealed that teaching and learning resources was one among other factors which made PSLE performance and BRNEd initiatives fail to raise the performance. One of the teachers from school C has something to say on this issue, he narrated:

*In order BRNEd and PSLE to bring good examination performance some necessary tools must be present in schools, but due to financial constraints resources are scarce in primary schools. We are experiencing very hard times in managing schools with no resources. Introduction of BRNEd in order to bear fruits should have gone hand in hand with the improvement of teaching and learning resources. This could have made us responsible towards the operations and hence better PSLE performance.*

Another student from the FGD had something to contribute on the same issue, he narrated:

*I enjoy learning when teaching is accompanied by the teaching aids; where the explanation can be made clear; than when it is without been aided by any type of teaching material. Teachers often do not use them. It is necessary to teach using real materials which can be found in our environment.*

We can conclude that teaching and learning resources are important in enhancing learning through smooth teaching and learning. Without teaching and learning resources there is no effective learning hence poor examination performance. Therefore Njombe District council primary schools need teaching and learning resources in order to get good PSLE.

### **5.5 The School Inspectors' Reports and How Recommendations Were Implemented**

Generally the PSLE results for particular schools mainly did not receive good comments from the quality assurers (school inspectors). The findings suggest that performance was going down instead of shooting up during the implementation of BRNEd in Njombe district council. The school inspectors took BRNEd as something that was expected to bring changes in education PSLE results in Njombe district council. They really fulfilled their jobs of inspecting the schools but their recommendations were not implemented.

### **5.6 Teachers' Qualifications in Relation to Primary School Teaching**

In this research findings from the school visited, teachers qualifications remained almost the same since they were employed as grade IIIA, only five percent (5%) of teachers have received in-service training and attended seminars, the majority remain untrained; this shows that they are still using the old methods of teaching which may affect the BRNEd hence low PSLE performance.

### **5.7 Conclusions**

BRNEd was hoped to bring better results in PSLE performance in Njombe district

council but that was not the case. This has been affected by many factors, which include teaching and learning resources, teachers' motivation, the issue of top down approach planning, student characteristics and in general school learning environment as well as home environment. Therefore there are compounded factors which contribute to low PSLE performance in Njombe district council despite the BRNEd implementation.

## **5.8 Recommendations**

In this final chapter, the major findings that emerged out of this study are presented and discussed on the basis of these findings recommendations for improved practice and further research are provided.

### **5.8.1 Recommendations for Improvement**

- i). The study recommends to the Ministry of Education and Vocational Training (MoEVT), Policy makers and decision makers to improve or engage in the 'emic' approach (down top approach) rather than the 'etic' approach (top down approach techniques) kind of planning in order to make the education plans successful. BRNEd could be more meaningful and practical.
- ii). The study recommends that in-service training/seminars and motivations for teachers are important in order to implement BRNEd objectives effectively.
- iii). In order to attain effective teaching and learning, hence higher PSLE results in Njombe district council, improvement on teaching and learning resources as well as other study materials need to be supplied in primary schools in Njombe district council.

### **5.7.2 Recommendations for Further Studies**

- i). A survey study design can be conducted on the same topic covering a large sample in order to generalize the findings.
- ii). This study confined to public primary schools. It would be worthwhile to conduct a similar study in private schools to see if there are any significant differences in PSLE performance in regard with BRNEd implementation.

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## APPENDICES

### APPENDIX “I”

*School Profile-To be completed by the head teacher*

1. Name of a school\_\_\_\_\_ Ward \_\_\_\_\_Division\_\_\_\_\_
2. Registration number\_\_\_\_\_ Year of registration\_\_\_\_\_
3. Distance from the district headquarter (in Kilometers)\_\_\_\_\_
4. Distance from the Division headquarters\_\_\_\_\_ Ward \_\_\_\_\_
5. Nature of the school (Please tick)

Urban	Peri urban	Rural

6. Number of pupils by sex and grade

Level of Education	Boys	Girls	Total
Standard I			
Standard II			
Standard III			
Standard IV			
Standard V			
Standard VI			
Standard VII			
<b>Total</b>			

7. Number of Teachers

Teachers		
Male	Female	Total

8. Teacher’s qualifications in the school.

Graduate	Diploma	Grade III	Licensed	Others

## 9. Teaching and learning materials

Classroom -students ratio	Book -students ratio	Desk- pupil ratio

## 10. Availability of the necessary utilities in school (Please indicate the number available)

Kitchen		
Dining room		
Teaching materials		
Textbooks		
Library		
Playgrounds		
Offices		
Classrooms		

## 11. Other social services which are available in this village and used by the school community (Please tick);

Water supply	
Healthy center (Dispensary)	
All weather roads	
Churches	
Mosques	

## 12. General academic performance in PSLE for past five years, 2010-2014

Division	2010	2011	2012	2013	2014
Grade A					
Grade B					
Grade C					
Grade D					
Grade E					
Grade F					
Grade G					

*Thank you*

## APPENDIX “II”

### *Guide for Pupils Focus Group Discussion*

A Name of a school\_\_\_\_\_

B Ward\_\_\_\_\_ Division\_\_\_\_\_

C Number of FGD members: Boys\_\_\_\_\_ Girls \_\_\_\_\_ Total\_\_\_\_\_

D Group No.....

1. Do teachers use pictures, drawings and or real objects during teaching?
2. What materials used to prepare pictures and or drawings for classes?
3. Can I see these pictures and or drawings in your classrooms?
4. How often do teachers use such pictures and or drawings in teaching?
5. To what extent are these pictures, drawings and or objects useful to help pupils learn certain concepts?
6. In your school do you have teachers for each subject?
7. Have you ever heard of BRNEd?
8. If yes in question (7) what do you think BRNEd is?

### APPENDIX “III”

#### *Interview Guides for Chief District School Inspector*

School.....Age.....

Sex.....Occupation.....

Level of Education.....Ward.....Division.....

1. How do you assess the academic performance of your schools especially on PSLE for the last four years?
2. What specific strategies you have set aside to ensure that BRN in education achieve the goals and objectives set?
3. What is the average class size in particular schools in Njombe Council?
4. Do you think schools and communities in Njombe are ready to implement the BRN in education sector?
5. What can you comment on the different ratios that teacher pupils book pupils etc in the recent four years?
6. Based on the inspection reports do you think teachers in Njombe to be ready for implementation of the BRNEd?
7. How many schools were inspected across the recent four years from 2011-2014 in your district?

2011	2012	2013	2014

8. Do you think BRN in education is important to bring about the efficiency in the sector?
9. Do the teachers use teaching and learning materials in their teaching process?

### APPENDIX “III”

#### *Interview Guides for Academic Teachers*

School.....Age.....

Sex.....Occupation.....

Level of Education.....Ward.....Division.....

1. How do you assess the academic performance of your schools especially on PSLE for the recent four years?
2. How do you relate the performance before and during the implementation of BRN in education?
3. Do you think BRN in education is important to bring about the efficiency in the sector?
4. If yes in question (3) above, please explain?
5. To what extent do your teachers live up the BRN thing in their particular schools?
6. How does the school manage to buy enough teaching and learning materials?
7. What is an average class size of classes in particular primary schools in Njombe district council?
8. Is it true that the fund disbursed by the central government for education matters is not enough to finance education activities in this council?

**Thank you for your cooperation**

## APPENDIX “IV”

### *Interview Guide for District Education Officer*

Name of school\_\_\_\_\_ Ward\_\_\_\_\_ Division\_\_\_\_\_

1. Do you have an idea on BRN in education?
2. For how long have you been serving in education sector at this capacity?
3. How are you doing to walk the idea of BRN in education?
4. Did you receive any seminar or training on BRN in education?
5. How was the PSLE performance in the recent four years?

<b>Grade</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
A				
% Pass				

Source: Field data

6. Can you comment on the trends of PLSE performance across the recent four years?
7. Taking the two years before implementation of BRN and the two years during implementation of BRN, what can you comment?
8. What is your general comment on the implementation of the BRN in education?

***Thank you for your cooperation.***

## APPENDIX “IV”

### *Interview Guide for Head of School*

Name of school \_\_\_\_\_ Ward \_\_\_\_\_ Division \_\_\_\_\_

Academic qualifications ..... Professional qualifications .....

1. Do you think teachers and communities around your school appreciate BRN in education?
2. How can you substantiate the answer in question ( 1) above
3. How are you doing to develop the idea of BRN in education?
4. To what extent do your teachers appreciated the implementation of BRNEd in your school?
5. Did you orient school committee members of specific objectives of BRN in education?
6. Did you receive any seminar or training on BRN in education?
7. Do you normally call teachers’ meetings to highlight among other things the issue of BRNEd?
8. How many times in a term or year do you have called teachers’ meeting?

*Thank you for your cooperation.*

## APPENDIX “V”

### *Interview Guide for Teachers*

#### **A. Personal Information**

- i. Sex\_\_\_\_\_
- ii. Age\_\_\_\_\_
- iii. Name of your school\_\_\_\_\_
- iv. Years of teaching in this school\_\_\_\_\_
- v. Subjects that you teach\_\_\_\_\_
- vi. Highest level of education\_\_\_\_\_
- vii. Professional qualifications\_\_\_\_\_
- viii. Years in teaching profession\_\_\_\_\_
- ix. Present grade level you teach\_\_\_\_\_

#### **Teaching and learning in this school**

1. How do you find teaching and learning in this school?
2. Are there enough teaching and learning materials to support?
3. Have you received any training or seminar on BRN initiative in education?
4. How often do you use teaching and learning materials for classroom instructions?
5. How many times have you been inspected by the school inspectors for the recent four years?
6. Is it true that there are some budget constraints in buying some necessary teaching materials?



7. Does the government disburse enough funds for financing education activities in this school?
8. Do you think teaching have improved teaching following the implementation of BRN in education?

Thanks for your cooperation

## APPENDIX “VI”

### *Review of Official documents*

<b>Official Documents</b>	<b>Available</b>	<b>Not Available</b>	<b>Remarks</b>
Teacher attendance log book			
Classroom attendance books			
Daily report book			
Subject log books			
Folio for teachers meeting			
Scheme of works			
School calendar			
Folio for School Baraza minutes			
Lesson plans			
Pupils attendance register			
Folio for department meetings			
School general timetable			
Others			

**APPENDIX “VII”***Observation schedule*

<b>Items observed</b>	<b>Remarks</b>
Reporting in school by pupils	
Reporting in school by teachers	
Reporting in school by head of school	
Visiting and see the size of the classes	
Pupils leadership (supervision of morning activities/cleanliness	
Pupils punctuality to classrooms	
Teachers punctuality for instructional activities in classes	
Supervision by the head of school	
Pupils visiting teachers offices for consultation	
Availability of teachers after usual classroom hours	
Extra class teaching hours	
Teaching in classrooms	
School inspection	
Daily report writing	
Lesson plan preparation and supervision	
Supervision of extra-curricular activities	
Morning activities and the way supervised by teachers or pupils	
Play and games in school	

## APPENDIX “VIII”

**THE OPEN UNIVERSITY OF TANZANIA**  
***DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES***

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09/06/2015

To whom it may concern

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr. Lugenge Mario HD/E/523 /T.12** who is a Masters student at the Open University of Tanzania. By this letter, **Mr. Lugenge Mario Israel** has been granted clearance to conduct research in the country. The title of his research is “**The Assessment of Big Results Now in Education (BRNEd) effectiveness in Primary School Leaving Examinations Performance: A Case of Njombe District Council.**” The research will be conducted in Njombe district council.

The period which this permission has been granted is from 11/06/ 2015 to 11/08/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
 Yours sincerely,

**Prof Hossea Rwegoshora**  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**