

DETERMINANTS OF QUALITY EDUCATION PROVISION IN TANZANIA:

A CASE OF PUBLIC PRIMARY SCHOOL IN MBEYA DISTRICT

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by The Open University of Tanzania a dissertation entitled: ***“Determinants of Quality Education Provision in Tanzania: A Case of Public Primary School in Mbeya District”*** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University in Tanzania.

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Dr. Hyasinta Kessy

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Date

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DECLARATION

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

.....

Signature

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Date

DEDICATION

This dissertation is dedicated to my beloved wife Maria Philimon Shelela my children Mwile Kasala Ndafwanyi, Jeni Kasala Ndafwanyi and Eron Kasala Ndafwanyi also my beloved mother Nyansi Yisenga Shaga Sakhalende, my brothers Emmanuel Jamson Njawala Mwangwale and Moses William Njawala Mwangwale together with my lonely sister Jeni Jamson Njawala Sagwale for their patience, support, encouragement, and prayers throughout my studies.

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ABSTRACT

The aim of this study was to assess the determinants of education quality in public primary schools in Mbeya District Council. The study had three objectives which were; to examine the presence of supportive external environment and its effect on the provision of quality primary education, to assess on how school internal learning environment affect the provision of quality primary education, and to determine the extent to which the school environment affect the provision of quality primary education. The study involved mixed approach where qualitative and quantitative data was obtained. The study used descriptive survey design. Qualitative data was analyzed by using Social Package of Social Sciences (SPSS) and Micro soft excel. Whereas qualitative data were analysed by content analysis. Results show that presence of supportive external environment in primary schools has a positive influence on provision of quality education. Other factors were; low parent contributions on extra school expenses, poor attendance in meetings, distance to school, providing pupils with a lot of work at home. Internal learning environment factors were; shortage of teachers, inadequacy of learning materials, overcrowded classes, poor teacher-students ratio, low teachers morale, congruence of the text books, lack of teachers' job morale. Moreover, lack of administrative skills, low involvements of parents in decision making and inadequate classes were other factors which were found to affect provision of quality education at primary school level.

Keywords: Determinants, Quality Education, Primary Education and Public School

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LIST OF ABBREVIATIONS AND ACRONYMS

AARE	Australian Association for Research in Education
AHCR	African High Commissioner for Refugees
AU	African Union
CBO	Community Based Organization
ESDP	Education Sector Development Programme
ETP	Education Training Policy
FGD	Focus Group Discussion
GoT	Government of Tanzania
MOEST	Ministry of Education Science and Technology
NGOs	Non-Governmental Organizations
OECD	Organisation for Economic Cooperation and Development
PEDP	Primary Education Development Plan
SAPs	Structural Adjustment Programmes
SEDP	Secondary Education Development Plan
SPSS	Social Package of Social Sciences
SSA	Sub-Saharan Africa
UNESCO	United Nations High Commissioner for Refugees
UPE	Universal Primary Education
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Program

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter presents background of the study, statement of the problem purpose of the study, research objective and research questions. Other sections include significant of the study, limitation and delimitation of the study.

1.2 Background of the Study

Provision of quality primary education has been made necessary to each child and has shown as one way of eradicating poverty and making sustainable development. All countries and all stakeholders acting in corroborative partisanship will implement this plan (Slade, 2013). Quality primary education ensures inclusive and equitable quality education and promotes lifelong learning. From this finding shows that quality education is advised globally and all nation has to make sure they provide quality education to her nation.

According to AARE (2004) quality education is measured by social expectation and basic human needs. Therefore teachers need to devote much power to pupils, schools, teaching procedures and output. Input is associated with poor training and preparation of teachers, poor physical environment poor teaching and learning materials. These are not effective to the extent that they promote pupils performance. Process related to bar ration between community and schools, poor school management, poor classroom instruction, curriculum and planning are not effective to the extent that promote quality education.

Quality education is one that provides all students with the skills they need to become economically successful, develop sustainable livelihoods, contribute to a prosperous and stable society and enhance well being for individuals. The learning outcomes expected differ by context, but they also include literacy and numeracy rates, basic science knowledge and life skills like understanding and avoidance of disease by the end of the basic education process. The percentages of eligible teachers, pupil-teacher ratios (PTR), pupil-class ratios (PCR), textbook-pupil ratios (TPR) are indicators of education quality (UNESCO, 2012).

Equal access to quality education is not a luxury but a basic human right according to UNICEF (UNICEF, 2016). UNICEF is dedicated to full and complete access to free and high-quality education for even school-age children (Havnevik & Isinika, 2010). Again, in 2005 UNESCO found that many children did not go to school simply because there were no nearby schools, there were not enough classrooms or their parent could not afford to pay school fees. UNICEF further noted that about 30% of children without access to quality education lived in rural areas compared to 18% in urban settings. Not only was access to education the crisis, but poor quality also impeded learning even for those who made it to school (Ndibalema, 2012).

In terms of output show that 28.3% of pupils seating for primary schools leaning examination in Tanzania score less than 100 out of 250 mark (URT, 2017). Such situation shows us that head teachers are supposed to work together with other staff in order to implement the best achievement planned that are effective to quality education.

The education system is one of the most important social institutions in any given society. Paper presented at 4th conference of common wealth Education ministries and challenges to equity and opportunities for diversity saw identified that decline of pupils performance was associated with in put an output process (URT, 2000).

Quality at basic education is a key component for the growth of a nation (Kayombo, 2011). Sustained educational quality is crucial to long-term economic growth and poverty reduction in the intergenerational process. Education quality is fundamental to every society that aims to eradicate poverty and improve its people's health. Three key pillars promote quality education: ensuring access to qualified teachers; providing quality learning opportunities and career development; and creating reliable, healthy and inclusive learning environments. Thus, in the 1990s, the Government of Tanzania launched educational initiatives through the Ministry of Education and the Tanzania Institute of Education (TIE) to promote the achievement of two main programs dimensions of quality education affordability.

The main intervention included the school feeding program and the capitation grant (OECD, 2012; Sifuna & Sawamura, 2010). This condition forced the government to improve the standard of education in order to implement a comprehensive reform of education in the country under two modern and very ambitious education programs. The school feeding system was an initiative designed to provide a healthy diet for the pupils. The capitation grant was introduced to end school fees charging. The capitation grant was the Government's pledge under the slogan of Big Result Now (BRN) to provide free, mandatory universal basic secondary education (URT, 2011). The government has developed main performance metrics (i.e. Gross Enrollment

Ratio, Gross Enrollment Rate Survival Ratio and Completion Rates) for measuring progress in pursuing target two of the MDGs (Rose, 2013).

Despite the efforts of the Tanzanian government, the education sector faces severe barriers to quality education, especially those threatened by a lack of resources to support a wider environment that allows learning tasks to be undertaken (Aminzade, 2013). Obstacles include low and insufficient access to education; irrelevant curricula mainly affected by colonial legacies and emphasis on the use of English for teaching; poor learning results resulting primarily from poor quality teaching; ineffective textbooks and poor access to technology; lack of support when schools and teachers depend on government salary scholarships, maintenance of school buildings and textbooks, exercise books, lab equipment, desks, and toilets (Blommaert, 2014). These barriers, coupled with low teacher salaries, dilapidated buildings, impoverished libraries, poor teaching and learning environments, collectively offer a stressful and devastating educational system (Eisemon, 2014).

Tanzania had three strong national policies that focused on quality education: capitalism (1961-1967), nationalism and self-sufficiency (1967-1985), and liberalization (Vision 2025-1999-2024) as main national ideologies. Likewise, since independence, Tanzania has had corresponding policies to direct the education system, including: the Integration Policy (1961-1967), the Self-Recovery Education Policy (1967-1985), and the Education and Training Policy (1995) more recent. Such educational policies explicitly set out a series of high-quality education goals. Many agencies, however, are far from making them happen.

The political regime has yet to recognize and publicly declare education the number one, and realize that progress in all other sectors, including agriculture, depends on a well-educated, literate and ethical society (Kyando, 2016). The acknowledgement that successful execution of the curriculum is a prerequisite for providing quality education, and excellence, is often ignored. Effective implementation of the curriculum, the curriculum's institutional system, presupposes the existence of a supportive environment, the existence and efficient use of teaching and learning inputs, and effective management, monitoring and evaluation, which in turn defines output and outcomes quality.

In an attempt to achieve quality primary education, Tanzania has placed in place a range of initiatives aimed at enhancing access and quality delivery, targeting metrics such as teacher-pupil ratio, the funding rates to enhance the learning environment by providing sufficient and decent classroom seats, providing textbooks, mobilizing external support and removing tuition in various educational programs, especially PEDP, these targets were planned and a number of successes were reported (Kayombo, 2011). As time goes things do change, therefore this study attempted to search the determinants, which are currently impacting provision of quality primary education in Mbeya district council.

1.3 Statement of the Problem

Quality of education is the fundamental right to all children as it help them acquire basic literacy, numerical, enjoy learning without fear and feel valued irrespective of where they come from. Access to education of poor quality is tantamount to basic education to all. There are little point in providing the opportunity for a child to enroll

in schools, if the quality of education is so poor that the child will gain literacy or numeracy and therefore will fail to acquire critical life skills. Currently in South Asia one in three children who reach grade 4 are able to read basic texts. A million of children who have completed primary education have not mastered the foundation skills of basic numeracy and literacy. South Asia faces significant challenges in providing quality education such as lack of adequate finance, lack of qualified teachers, pedagogical knowledge and opportunity for adolescent education and skill utilization (UNICEF, 2017).

Despite efforts to expand access and enhance educational equity at all educational levels, Tanzania still faces significant challenges in providing quality education. Despite these difficulties, in particular the lack of resources to support the broader environment in order to allow pupils to fulfill their educational tasks. The barriers include low and insufficient access to education; irrelevant curricula where it does not fit in with the current labor market; poor learning environment associated with low teacher morale; insufficient textbooks differed from school to school; insufficient funding for school maintenance where pupils use an old learning environment, including school facilities such as toilets, laboratory equipments, and school furniture, textbooks and exercise books.

Together, these challenges, combined with a high pupil-teacher ratio, a high pupil-class ratio and a high textbook-pupil ratio as well as low teacher salaries, outdated buildings, weak libraries, poor educational and learning conditions, create a bleak and strained education system (UNESCO, 2014). All findings explained the same showing on how quality education can be provided but have not shown the relationship of

determinants and provision of quality education also have not shown impact of local leaders, has impact on provision of quality education. Also has not shown basic skills in standard one to four and the impact when completing primary education. Therefore this research study sought to investigate the external and internal determinants for provision of quality primary education.

1.4 Purpose of the Study

Therefore this study thought to investigate determinants of quality education provision in public primary school in Tanzania.

1.5 Objectives of the Study

1.5.1 General Objective

The general objectives of the study was to examine the determinant of quality primary education provision in Tanzania,

1.5.2 Specific Objectives

The specific objective which guided this study were:

- (i) To examine the presence of supportive external environment and its effect on the provision of quality primary education.
- (ii) To assess school's internal learning environment which affect provision of quality primary education.
- (iii) To find out the extent to which the school management affect the provision of quality education.

1.6 Research questions

- (i) To what extent does the presence of supportive external environment affect the quality primary education provision?
- (ii) What are the effects of internal learning environment on the provision of quality education in primary school?
- (iii) In what ways do school management affects the provision of quality primary education?

1.7 Significance of the Study

The study provided various ways to improve provision of quality education by addressing various responsible stakeholders in improving quality education. Where has presented responsibility of teachers pupils, religious leaders, local leaders and the Minister of Education Science and Technology. And providing opportunity to policy makers, education planners, managers school administrators, teachers and community to obtain first-hand information from the school which enhance the operation of education processes in various areas in the country, the ministry of education science and technology (MOEST) to find the study useful in planning education programs and implementation of such programs in more scientific way basing an empirical finding. More importantly, the study tried to fill both empirical gaps on education issues.

1.8 Limitation of the Study

Given the nature of the study in which development stakeholders were the targets of the study, the researcher faced problems with obtaining some information, however

the researcher tried to inform respondents that the data they provided would be considered confidential and would be intentionally used for the study purposely.

The language barrier was another problem a researcher encountered during data collection where some respondents were not familiar with English or the Swahili language. Code-switching the interpreter to convey the intended question/conversation or switching to the Swahili language for those who were familiar with it, without changing the meaning of the questions, solved this. Discussions with some respondents point to others where they are normal and are part of the data generation process. The researcher tried to control the discussion without losing the intention to generate data.

1.9 Delimitation of the Study

This study was delimited in Mbeya District Council public primary schools, there are many determinants that affect pupils in acquiring quality primary education however this study only focused on internal, external environment and school management how they affect quality education provision. Therefore, generalizations of findings were done with caution.

1.10 Definition of the Keyterms

1.10.1 Determinants

Are the key elements an organization must have to perform its activities has required to be.

1.10.2 Quality Education

Is one that is pedagogically and developmentally, sound, that make the student to be active and more productive member of society.

1.10.3 Primary Education

Primary education is typically the first stage of formal education coming after preschool and before secondary school.

1.10.4 Public School

Public primary schools are the schools that are owned by ministry of education of science and technology.

1.11 Organisation of the Study

The study is divided into six chapters, starting with chapter one that provides background of the study, research problem, significance of the study, objectives of the study, limitation and organization of the study. The second chapter aims at contextualizing literature review based on quality education provision in developed and developing countries. Chapter three discusses the research methodology used in the data collection of this study. It involves the informants' selection, sample size of the study, data analysis and interpretation, and the study ethical consideration. Chapter four deals with data analysis, interpretation and findings of this study. The data collected in the field are analyzed and interpreted in different forms of percentage, tables, graphs and charts. Chapter five deals with discussion of findings where a researcher discusses the findings analyzed, and interpreted in chapter four. The chapter six provides summary of the study, conclusion and recommendation based on the findings of the study, its policy implications and further research suggestion given.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews various literatures on the determinants of quality primary education provision in Tanzania. The chapter provides theoretical literatures, empirical literatures and conceptual framework. The theoretical literatures include the assessment of historical background of education systems in Tanzania as well as the determinants of quality primary education provision which include pupil-teacher ratio; provision of adequate physical facilities, adequate preparation and support for teachers through in-service training and provision of teaching and learning materials.

2.2 Qualities

Means the standard of anything as required to be:

2.2.1 Quality Education

Is one that is pedagogically and developmentally, sound, and educated the student in becoming an active and productive member of society?

2.3 Theoretical Review

This part reviews various theories, which guided this study. These are Open systems, Theory X and theory Y approach and contingency theory.

2.3.1 The Open System Theory (OST)

The Open system theory was proposed by Bertalanffy Von Ludwig in the 1950s (Bertalanffy, 1988). Through his theory Bertalanffy believed that, a system is a kind

of compound formed by the interaction of elements of organization. However, for the system to survive, it depends on the production and after the operation and exchanged resources of external circumstances.

On the other hand, a systems a kind of interaction among various elements, and is constructed by the boundary between input and output (Faccini & Salzano, 2011). The system can either be open or closed, and for it to be categorized as an open or closed system, it depends upon the access of the boundary (Eisemon, 2014). Therefore, an open system is the one, which can be import resources into its boundary from external circumstances, through the function of input, and generates the production out of the boundary through the function of output (Irele & Jeyifo, 2010).

According to open systems theory, the operation of an organization would be affected by, and respond to, external circumstances. The organization obtains the input resources from external circumstances the obtained resources are processed within the boundary of the system in order to generate valuable output. The products/output of the organization returns to and affects the external circumstance. Simultaneously, the external circumstances would respond to the products of the organization (Sifuna & Sawamura, 2010). These responses return to the system again through the procedure of feedback. The function of feedback, which allows external circumstances to recognize the operation of the system, can stimulate the system to adjust itself based upon responses from the external circumstances (Musaazi, 2010).

2.3.2 Theory X and Y Approach

The scientific management and human relations approach to leadership, teachers, pupils and community behavior were given from expectancy explosion by McGregor

(1990) as the theory X and theory Y. the theory X approach assume that people/ teachers are lazy dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to schools. Theory Y assumed that workers find satisfaction in their work and function best under a leader who allow them to work toward their goal. This is indeed true in the education situation in the case of tradition schools with an impeccable culture and strong religious value, where the majority of teachers love teaching; they love their schools and hence do not need direction. In this situation, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job.

However, on the other hand in some new schools and particularly of young teachers, the situation might be different. Some of them do not have the professional at heart, whilst some my have joined the teaching profession by default and, as the last report. Teachers with a theory Y perspective (pupils naturally want to learn) provide increased motivation for students and promote more active learning than Theory X style teachers who do not view students as active learners (Markwell, 2004).

Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities toward self – actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of theory Y is management by objectives.

2.3.3 Social Learning Theory

This theory was developed by Bandera, who work both cognitive behavioural frameworks that ambulance attention, memory and motivation. This theory suggests that people learn within a social context, and that learning is facilitated through concepts, observational learning and imitation. Put forward determinism that holds the view that a person's behavior, environment and personal qualities are resprocally influences each other. He argues that children learn from observing others as well s from model behavior, which are process involving attention, retention, reproduction and motivation. Therefore pupils to learn need well prepared teachers, pupils and the environment where learning is taking place, learning must involve pupils participation in practical's, reading in library and doing several times.

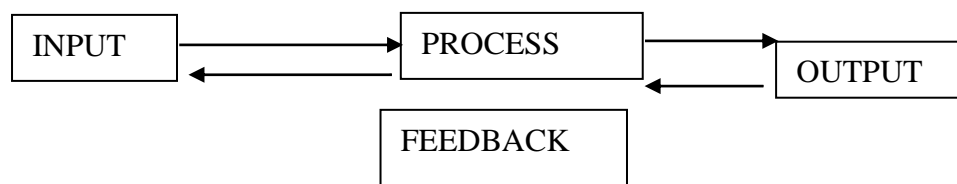


Figure 2.1: Open System Model

Source: John (2009)

Okkolin (2016) writes that, in the social system, human beings are the main factors and the application of the Open system theory is affected by many variables, and members interact via a structure of an open system. Thus, school is one among the products of social organization and it is regarded as an Open system of the social system. In the school, education is treated as an operated procedure of inputs, process, output and feedback within an open system of education. Furthermore, education is a mechanism of cultivating human resources in the society; therefore the process and product of education should reach a certain standard of quality that should also be

oriented to customers 'demands. These customers would evaluate the quality of the products of the school and offer feedback to the school to stimulate adjustments or improvements (Okkolini, 2016).

The quality of the educational production be the school graduates or other forms of education performances, depends on the effectiveness of the school system. This also stems on how inputs, process and outcome relates and impacts each other (Brown, 2014). However, the standard of quality can be established through the evaluation of inputs, process and product available to the school. The evaluation of inputs, involves providing information about the available resources both human and material resources, and how they are used to achieve the goals of the school. This includes the administration, quality of teachers, quality of the available facilities, learning environment and sources of funding. This is followed by the process evaluation where by the whole process of education activity is assessed including how teaching is conducted, resourcefulness of teachers, language of instruction used and feedback from pupils, inspectors/supervisors. Next is the product evaluation, which seeks to determine the effectiveness of the school system in achieving the set goals, school performance with respect to educational objectives, visions, courses, instruction, learning as well as students performances and the overall results will be studied and ascertain the extent to which the objectives have been met (Check & Schutt, 2011).

2.4 Relevance of the Open System Theory to this Study

As described above, the OS-Theory treats the education procedure as an open system of inputs, process, output and feedback. Furthermore, education is viewed as an industry whose effectiveness rests on inputs, process and outputs (Machumu, 2011).

Nothing can demonstrate sound and quality education in any schooling system, if it is not through effective provision of good quality of education. The provision of effective quality of education in the school is guaranteed when there are quality inputs, quality process, and quality product as well as the feedback. As a product of social organization and an enacting unit of education, the school must be effective and efficient in imparting the type of knowledge, skills, and values relevant to a given society depending on their needs/desires. If the education provided by the school in society fails to satisfy the needs, the quantity and quality of that schooling would be in question (Lamba, 2010).

In Tanzania, there has been an outcry that the quality of education has deteriorated to very low levels (Machumu, 2011). In the context of Tanzanian primary schools, researchers and educationists have reported on the poor quality of primary education, due to poor learning conditions which includes insufficient resources, poor infrastructure, overcrowded classrooms, poor motivated teachers, poorly trained teachers, poor teaching and learning procedures, inadequate textbooks and desks as well as poor performances (Mann, 2017). These were the effects of rapid growth in enrolment rates brought by UPE and economic decline of the 1980s (Lugalla & Ngwaru, 2019).

Since Tanzania got her independence in 1961, education has always been seen as the core of national development (Mann, 2017). According to Nyerere (1968), education should cultivate human resources, which would later provide service in the society in order to bring about change and development. Today, Tanzanian government cannot afford to invest inhuman resources due to lack of enough funds. The educational

sector struggles with problems such as lack of qualified teachers, books, school buildings etc. In this situation, the present Tanzanian pupils/ students be able to bring the changes while the education system and the education provided are un-equipped (Blommaert, 2014).

2.5 Empirical Literature

2.5.1 Supportive External Environment on Provision of Quality Education

Lawrent (2012) conducted a study to investigate the comparative education to students in Tanzanian Educational Institutions where the quality of education provided in the GPS and PPS in Tanzania studied. In this study Open System Theory and Education for Self Reliance Theory were used as the guiding theories to the study.

The study incorporated two primary schools; a private owned with English as the Language of instruction and the second, was the government owned primary school with Kiswahili as the LOI. A qualitative strategy with multiple data collection methods such as face-to-face interviews with a semi structured form, participant observation, and document analysis was employed. Twenty two participants were involved in the study including six teachers, six parents and ten students. The study showed a clear difference in the quality of education provided by the PPS and GPS. The PPS, which use English, as LOI seemed to have better quality of education. The PPS were found to be rich in motivated, quality, skillful and committed teachers, resources and facilities; child centred teaching methods, responsible parents and good learning environment for the students except the outside playgrounds which were inadequate. On the other hand GPS had spacious classrooms as well as playgrounds, (Lawrent, 2012).

The study is based on the fieldwork carried out in Tanzania, where information was gathered through qualitative methods. The empirical findings are analysed using a World Bank model of how educational inputs affects welfare outcomes. The study examines the millennium development goal with respect to giving every child an education. The study shows that a bigger impact can be seen in an increased enrolment in schools. That was the result of removing the primary school fees.

This has resulted in overcrowding in the primary schools, lack of enough teachers, classrooms and learning material. However, over time the performances have improved. In the short term, the removal of school fees increased enrolment but resulted in poor quality of the education. In the long term, these problems are decreasing and the educational sector can now provide education to children that could not afford it before (Lawrent, 2012)].

2.5.2 Internal Learning Environment its Effect in Provision of Quality Education

This study assesses the Primary Education Development Plan (2002-06) implementation in Tanzania. The specific objectives are to determine the changes in pupil enrolment and number of teachers, the state of teachers' qualifications, the quantity and quality of Government support to primary schools before and after the five years of PEDP implementation. The study used both the quantitative and qualitative research approaches. The methods employed to collect data were questionnaires, key informant interviews, field observation, focus group discussions and documentary analysis. Findings revealed that there were some improvements on access, quality, transparency and management of primary education.

The Gross Enrolment Ratio had increased from 77.6% in 1990 to 114.4% in 2007. The pupil-book ratio had increased from one book to fifteen pupils in 2002, also to one book to eight pupils in 2006 up to 1:5 pupils in 2009. The teacher to pupil ratio had improved from one teacher to ninety pupils in 2002 up to one teacher to sixty three in 2006. The school buildings had also relatively increased in number. The pass rates had also shown some improvement from 10% in 2002 to 24% in 2006. The study recommends further study to find out the PEDP success in the Region and Southern Highland zone at large (Mush, 2009).

The study was conducted by Mahunda (2013) to assess educational quality achievements of PEDP II in selected primary schools in Morogoro District, Tanzania. Specific objectives were to: identify the factors which constitute priority indicators of quality education, determine the extent to which quality education initiatives were implemented under Primary Education Development Programme II (PEDP II) and determine leadership challenges associated with implementing quality education.

Data were collected from 110 respondents including 80 teacher respondents, 30 key informants and various documentary sources using questionnaires, researcher's diary and checklist. Quantitative data were analysed using Statistical Package for Social Science (SPSS) computer software and "content analysis" technique was used to analyse qualitative data. The study identified priority indicators of quality education, determined the extent to which initiatives of quality education were implemented under PEDP II and leadership challenges associated with implementation of quality education. It was concluded that PEDP II Program did little to adapt school to fit characteristics of child, especially those on the margin.

The study whose main focus was to investigate the challenges of free primary education in public primary schools since its inception in 2003 in Kenya was done by Kalunda and Otanga. The study was carried out in 9 public primary schools in Mombasa city, Coast province. The sample consisted of 9 head teachers, 36 teachers, and 18 pupils randomly selected. The study adopted a descriptive survey design. The study findings were that though teachers were highly qualified and experienced they were inadequate, and that teacher-pupil ratio, inadequate physical facilities and teacher professionalism all hindered provision of free primary education. The main challenges the school administration faced were high pupil enrolment, inadequate teachers and instructional materials.

2.5.3 School Management its Effect on Provision of Quality Education

The study was conducted by Sifuna and Sawamura (2010) to examine the factors affecting the provision of quality education in public and private secondary schools in Central equatorial State, Juba County South Sudan. The study employed both descriptive survey and naturalistic designs and the target population was all students, teachers, head teachers, parents/guardians and community members/leaders.

The findings showed that there was lack of enough and professionally qualified and trained teachers, teaching and learning materials and teachers were not motivated due to low remuneration. The study concluded that the government of South Sudan should employ more professionally qualified and trained teachers to curb the problem of scarcity of teachers. It recommended that in order to solve the problem of teachers, the government should construct a Teacher Training College in the country to train teachers on various teaching subjects; it should motivate teachers by paying them

reasonable salaries in order to raise their status in the country (Sifuna & Sawamura, 2010).

2.5.4 The History Quality Primary Education System in Tanzania

This part of the paper examines Tanzania's primary education system in different phases: pre – independence, post- colonial and the liberalization of education era, when market forces were allowed to drive education. It also examines poverty alleviation strategies with a view to exploring the extent to which the system provides access to children from different social, geographical and economic backgrounds (Acedo, Adams, & Popa, 2012; IMF, 2011).

2.5.5 Quality Education Pre- Independence in Tanzania

Prior to independence, schools were owned by missionaries and voluntary agencies. Historically, the African education system was generally aimed at imparting skills and providing knowledge to enable them to become productive servants of the state (Havnevik & Isinika, 2010). Hence, education was aimed at getting a few Africans to assist the colonial government. The three aims of education were:

- (i) To train individuals to serve in the colonial state as clerks and junior officials;
- (ii) To train individuals for the propagation of religion; and
- (iii) To inculcate the values of the colonial master, including subservience.

In this phase, education was not considered a necessity in terms of the majority of Tanzanians; it was segregated and the policies had no tendency of encouraging children's engagement with school. Hence, very few children were enrolled and, of these very survived a given cycle of education. For example, a 1960 World Bank

study cited in Kayombo (2011), revealed that only 45 percent of school- age children were enrolled in Standard I, but only 33 percent reached Standard IV and just 3.5 percent reached Standard 12. The education system was pyramidal in shape, whereby the number of children enrolled decreased as they progressed up the levels.

There were separate schools for various racial groups. Inequalities were evident in terms of the education opportunities and government expenditure among the various racial groups. Whereas all European and Asian children were enrolled in school, only 40 percent of African school - age children were enrolled (Kyando, 2016). Further evidence suggests that, within African schools, there were inequalities in terms of gender, as only a few girls were enrolled in school. Likewise, there was inequality in terms of region, as most of the school was constructed in Kilimanjaro, Kagera and Mbeya. Indeed schools were constructed in regions that were climatically and geographically conducive for the missionaries. Since education targeted a few people and was characterized by inequality and segregation, most African children from poor rural areas failed to benefit from such schooling. Moreover, most of those who were enrolled attended bust schools, with no qualified teachers, and the education they received had little relevance in terms of the skills and knowledge needed in the Tanzanian context (Mann, 2017).

2.5.6 Quality Education in Post – Independence (1961-1966)

The post – independence period was mainly characterized by policies aimed at re-addressing the discriminatory and irresponsible legacy of the colonial education system. One of these responses was the adoption of the racial integration Acts in 1962, which aimed at ensuring there was equity by abolishing racial discrimination

in the provision of education. In this phase, the government strove to increase the manpower to fill the colonial positions. Hence, this phase was generally characterized by an expansion in the number of secondary schools. At the level of primary education, the local authorities were encouraged to build more middle schools and Standard VIII was phased out (Lawrent, 2012).

Basically, the main feature of this phase was be – radicalization and the nationalization of education. This education system encouraged more children to engage with school as compared with the colonial period the data show that the number of children attending primary school rose from 486,470 in 1961 to 740,991 in 1967 (an increase of 34%). Also, the number of primary schools rose by 16 percent i.e, from 3,238 in 1961 to 3,865 in 1967 (Lawrent, 2012). Similarly, the percentage of girls in primary schools rose from 35 percent in 1961 to 38.7 percent in 1966.

However, the increase in the number of children enrolled primary school was not matched by an increase in the number of students attending secondary system. For example statistics show that 29,367 and 41,083 pupils completed Standard VII in 1965 and 1966, respectively, Among these only 454 (L.6% and 712 (5.7%) pupils were selected to join Secondary schools (URT, 1982). Even then, acquired knowledge that was less applicable in their home villages, as a result most of them migrated to the urban areas (Msoroka, 2012).

2.5.7 Quality Education During Self- Reliance (1967 to mid- 1980s)

In 1967, the Tanzanian government adopted the Arusha Declaration, which called for their renovation of the country's economy. The main agenda was to build a self-

reliant nation, based on the principles of Ujamaa (African Socialism) and Self-Reliance (Kujitegemea). The Arusha Declaration aimed at guiding Tanzania in the war against its three national arches – enemies: poverty, ignorance and disease. In this phase, education was considered the primary springboard for achieving the goal of a better life based on egalitarian principles. The introduction of Education for Self – Reliance (ESR) aimed at extending education access to all, irrespective of their socio-economic or geographical background. ESR also wanted to integrate work and school learning and enable graduates to use their acquired skills to become self-reliant and confident and to cherish local knowledge and Indigenous science. The policy emphasized the need for curriculum reform to integrate theory with the acquisition of practical life skills (Mushi, 2009).

In 1974, the government adopted the Musoma Resolution, which set the goal of achieving Universal primary Education (UPE) by 1987. The UPE policy, whose implementation started in earnest in 1987, required every child aged 7-13 to be enrolled in school. This initiative was further reinforced by the 1978 Government Enrolment Act, which insisted on compulsory enrolment and regular school attendance. In practice, the 1977 (UPU) policy succeeded in promoting the schooling of children from different socio- economic and geographical backgrounds.

As a result of these concerted efforts, more children were enrolled in school. Subsequently, the total primary school population rose from 1,228,886 in 1974 to 3,553, 144 in 1983, an increase of 189 percent (Mushi, 2009). Unfortunately, these achievements were short- lived and were eroded by the economic and financial crisis that hit the country from the late 1970s onwards. The government lost its ability to

finance various public social services, including education. For example, the dramatic increase in enrolment was undercut by a critical shortage of teachers, textbooks, classrooms, and other resources. In fact, although statistics indicate that the number of children enrolled on primary school during the UPE thrust increased, some of the children aged between seven and 13 were never enrolled. In 1979, for example, the gross enrolment ratio (GER) was 93 percent, suggesting that seven percent of school age children were not in school (Msoroka, 2012; Mushi, 2009).

The weaknesses in UPE [policies attracted criticism from education practitioners, who said that these were responsible for the declining quality of education in Tanzania as it was argued that UPE resulted in the complete neglect of quality issues. In fact, the policies resulted in two opposite tendencies: whereas nearly all school-age Tanzanian children were enrolled in school, the percentage of pupils who dropped out increased greatly. It has been noted that 26 out of every 100 pupils dropped out before completing Standard VII. The majority of these dropouts were from poor households (Stone-MacDonald, 2013).

2.5.8 Quality Education During Liberalization Policies (1980s –1990s)

Following the 1970s economic and financial crises, the government in the mid- 1980s was forced to shift from socialist to liberalization policies. In consequence, public expenditure on the provision of social services was reduced and the fiscal responsibility for social services was passed from the central government to the beneficiaries. Fees for all social services, including education, under the veil of cost – sharing, were introduced in 1993. This shift in policy negatively affected social service provision. In primary education, inter alia, children's tendency to disengage

from school increased. Ndibalema (2019) list the following consequences of the cost- sharing measures in primary education:

- (i) Children were either removed from school or not enrolled at all;
- (ii) Children were sent home for not paying their school fees; hence skipping school became common;
- (iii) Poor families were forced to reduce their spending on health and nutrition to finance education;
- (iv) Instead of teaching, the teacher's time was spent on collecting and managing fees;
- (v) The relationship and trust between parents and schools/local education authorities worsened, thus affecting their partnership potential;
- (vi) Equity goals were undermined, as the poor were increasingly unable to afford education.

The statistics show that cost- sharing measures resulted in dramatic drop in enrolment and an increase in the dropout rate. Out of every 100 primary school – age children, only 56 were enrolled, with only 38 completing primary school, and only six proceeding to secondary school (Msoroka, 2012). Furthermore, the GER, which has increased from 33 percent in 1970 to 94 percent in 1981, had dropped to 62 percent by 1998. Also the Net Enrolment Ratio (NER) dropped from the peak of 68 percent in 1991 to 46 percent in 1998 (Aminzade, 2013). Inevitably, the disengagement from school was higher among children from poor households than their well – to – do counterparts.

In addition, following the cots-sharing measures, the country was characterized by structural differentiation between rural and urban as well as between the rich and poor (Musaazi, 2010). It is been noted that children in urban areas and those belonging to the middle class elite had a greater chance of being enrolled, attending resources, being properly fed, wearing clean, neat school uniforms, possessing sufficient basic equipment and completing their primary education (Mushi, 2009). These disparities in terms of school buildings and other facilities are attributable to the variation in the financial ability and commitment of councils and members of the community supplement government funding (Rose, 2013). The differentiation in terms of the children's engagement with school and their physical preparation was due to variations in the socio- economic backgrounds of the children's parents.

2.5.9 Quality Education During Poverty Alleviation Strategies (1990 -2015)

Following the problems experience during the cost- sharing period and the need to meet the United Nations (UN)'s Millennium Development Goal (MDG) of achieving UPE by 2025, the Tanzania Government, institutions, drew up the Poverty Reduction Strategy Paper (PRSP) in 2000. The strategy was adopted to acknowledge that, inter alia, Primary education is instrumental in strengthening human capabilities and reducing poverty.

To achieve this goal, the government introduced the Primary Education Development Programme (PEDP) in 2002, through which the Primary Education sector underwent major education and financial reforms that resulted in the rejuvenation of primary education. The government abolished all fees and direct financial contributions to primary schools. Such PEDP measures have contributed significantly to increasing

children's engagement with school, especially those from poor backgrounds. It is noted that the GER reached 105. Percent and 106.3 percent in 2003 and 2004, respectively, while the NER reached 88.5 percent and 90.5 percent in the same years (URT, 2005).

The PEDP opened the door to education for more children, especially those from disadvantaged households. In 2005, the government further launched the National Strategy for Growth and Reduction of Poverty (NSGRP) with the same aim of empowering people to fight against poverty, ignorance and disease. In relation to education, the strategy sought to achieve UPE as means of empowering children, thereby promoting national development and individual well- being in this phase, the statistics confirmed an increase in children's engagement with school, as in 2007, the GER was 97.3 percent and the NER was 114 percent (Stone-MacDonald, 2013).

These efforts notwithstanding, these figures and evidence from elsewhere suggests that during this phase some school- age children were not enrolled in school, others were enrolled but attended school irregularly and others dropped out of school, before they completed the seven years of primary education (URT, 2005). Indeed, an analysis of the poverty alleviation strategy shows that, despite the government's attempts to finance primary education and waive all primary school fees and school contributions, many children continued to disengage from school (URT, 2007). The factors behind this setback include the financial status of families, as well as cultural, human and social capital (OECD, 2012). Hence, the unavailability of these resources among families could explain why children continued to disengage from school, regardless of the government's capitation and development grants (Ndibalema, 2012).

2.6 Literature Summary and Gap

2.6.1 Literature Summary

Most of the study has been conducted in coastal region in public primary schools and private primary schools and were done in town ship council. All findings show determinants of quality education such as teacher qualification, presence of school toilets, library, classrooms, number of teacher and most were done in town and coastal region.

2.7 Research Gap

These studies show that relation between determinant of quality education and provision of quality education have not made. Therefore this study is going to establish relationship of those determinants such as school management, community leader, how affect provision of quality education. This study is going to find relationship between internal and external environment and school management and provision of quality education to fill the research gap.

2.8 Conceptual Framework

The study is built on the conceptual framework as constructed by the researcher basing on various literatures reviewed. The framework provides the determinants of quality education in primary schools to include the external inputs internal related factors. These determinants are moderated or may be manipulated by teaching and learning processes in the school settings.

The external environment/ factor/determinants entail those, which are outside the school settings such as the participation of community in enhancing quality education

(Kayombo, 2011). In this study, the measurement will be done on the nature and quantity along with the quality of participation of the entire community in quality education provision such as monetary and non – monetary contributions, participation in the construction of classrooms, participation in sponsoring some academic activities and the line. The internal factors include such things as pupil – teacher ratio class size, availability of teaching and learning facilities, teachers' qualification, student's characteristics and the like (Kyando, 2016).

The administrative and Managerial factors are very important for the successful implementation of interventions so as to realize high quality education according to Lamba (2010), for high quality education provision to be attained, there is a need for the schools to established in – school systems for monitoring quality and providing feedback to teachers on needy students and holding underperforming teachers accountable. This study will assess the extent to which students' assessments are administrated and feedback systems if timely done to teachers, students and the relevant authorities as well as rewarding teachers and students who show exemplary performance. Also the interventions done by the Administration, the quality of heads of schools in terms of education levels and trainings will be assessed (Lamba, 2010).

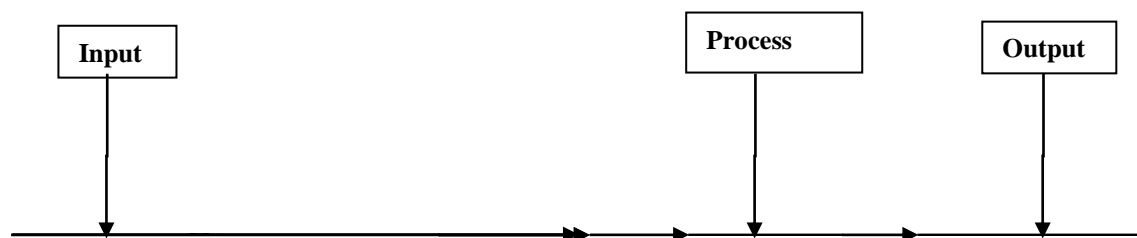


Figure 2.2: Determinants of Quality Primary Schools Provision

Source: Researcher (2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology that includes; study area, research design and methods of data collection that will be used in the study. The chapter will include, also, the target population, the sample size, the research instruments for data collection and data collection and analysis procedures.

3.2 Research Approach

Are the plans and procedures of research that span the stapes from broad assumption to detailed method of data collection, analysis and interpretation.

3.2.1 Types of Research Approach

There are three types of research approach which are qualitative, quantitative and mixed methods.

Qualitative research

Qualitative research is an approach of exploring and understanding the meaning individual or groups ascribe to a social or human problem.

Quantitative research

Quantitative research approach is an approach to testing objective theory by examining the relationship among the variables.

Mixed research

Mixed research approach is an approach to unequally involving collection of both quantitative and qualitative data.

This study employed mixed research approach because one approach could fail to have the details information. And that the weakness of one approach is counterbraced by the strengths of the other.

Life by word generation rather than numbers as data for study (Emmel, 2013). The qualitative approach applies to any form of research that generates results that have not been obtained by statistical procedures or other means of quantification (Emmel, 2013). Therefore to a larger extent this research study will employ qualitative approach. It argued that it is a method in which participants are free to express themselves about their social environment rather than be bound to questioners to satisfy the researcher's standards. In other words, qualitative analysis includes the narrative representation of events and phenomena (Galletta, 2013).

In general, qualitative research shares the theoretical principles of an interpretative model focused on the notion that social reality is produced and maintained by the subjective experience of people engaged in communication (Galletta, 2013). The concern of qualitative researchers is to accurately identify, decode and interpret the meanings of phenomena occurring in their usual social contexts. For this purpose, qualitative researchers concentrate on exploring the dynamic, real and, within a particular context, mutual subjective experience of the researcher and the research participants (Emmel, 2013).

3.3 Research Design

The study used a descriptive survey design and employed both quantitative and qualitative approaches. The rationale behind the adoption of this approach was based

on the fact that it best explores the variables involved in the study. Bors (2018) support descriptive survey design, they point out that description depicts the present position of a given situation and that it goes beyond mere collection and tabulation of data which says that it involves elements of comparison and of relationship of one kind or another. Check and Schutt (2011) further states that description is ideal as it involves a certain amount of interpretation of the meaning or significance of what is being described. The combination of both qualitative and quantitative approaches allows for flexibility while examining multiple factors in attempting obtaining pertinent information (Desai, Qorro, & Brock-Utne, 2010).

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3.5 The Study Area

This study was done in Mbeya District Council which is among the seven Districts in Mbeya region other councils of Mbeya region include; Kyela district council,

Busekelo district council, Mbarari district council, Chunya district council, Mbeya city council and Rungwe district council. Geographical location its boundaries is Rungwe, Mbarari district council and Busekelo at East, at North there is Chunya district council, In south there is Ileje district council which is in Songwe rejoin together with Mbozi district council. It lies between latitude 7° and 9° south of equator and longitude 33° and 35° east Greenwich and consist about 74468 house hold. The area was chosen due to the presence of good number of primary schools, which are struggling hard to provide quality education; and the area was chosen because of its convenience to the researcher to obtain data as he has been living in the District for more than ten years now. An economic activity in this region is cultivation of maize, Irish potatoes, beans and coffee.



Figure 3.1: Map of Mbeya Regional

Source Mbeya DC, (2021)

3.6 Study Population and Sample Size

3.6.1 Study Population

The population of the study included all head teachers, teachers, and school community members as well as students in selected schools. Population size of Mbeya District Council was 336,498 people and the population in six schools is six head teachers, 82 teachers, 420 pupils and school community members.

3.6.2 The Sample Size

A sample is defined as part the study population which is drawn to represent the wholly population (Emmel, 2013). The information obtained from the sample was used to characterize the population. Thus, the sample is supposed to be a representative of the entire population. According to Galletta (2013), there is no sample size, which is the best over the others. Any sample can be acceptable depending on the intention of the study. The sample size depends on such factors as the purpose of the study, research design, data collection methods and the nature of the study population available for the particular research problem (Grbich, 2012). Sampling is important as it helps to reduce costs of the study, time management as well as simplifying research process logistical issues. Table 3.1 summarizes the response rates for all categories of respondents, namely students, teachers, head teachers, and parents/community members.

Table 3.1 shows that 100 of the 120 questionnaires issued to students were returned. Also, 30 of the 40 questionnaires issued to teachers were returned duly completed. All six (06) of the head teachers responded to questionnaire and interviews. Also all planned 10 community members / parents were available and interviewed. Response

rates were very excellence 83.3 % for students and 75% for teachers. The response rate in the interview guide for community members was 100%, while for parents / community leaders; it was exactly the target population. This was accepted as pretty good, considering the situation of the rainfall during data collection; otherwise the data was reliable.

Table 3.1: Composition of the Sample Size

Respondents	Questionnaires Issued	Questionnaires Returned	Return Rate %
Students	120	100	83.3
Teachers	40	30	75
Head teachers	06	06	100.0
Parents/Community Members	10	10	100.0

Source: Field data (2021)

3.7 Sampling Procedures

The study used purposive and stratified sampling techniques. The purposive sampling entails the method in which a respondent is selected deliberately basing on specific qualities one holds. The stratified random sampling, as Koleniko, Thombs and Steinley (2010) reveals, involves selecting respondents from their groups of interest (strata) randomly and in each group each element/respondent has equal chances of being selected in the representative sample of the population. The stratified sampling used to sample teachers and pupils from their respective schools. The purposive sampling used to sample the head teachers (Lapan, Quartaroli, & Riemer, 2011).

3.8 Data Collection Methods

The study employed a combination of methods, which included questionnaire, interview and documentary review techniques.

3.8.1 Questionnaire

The questionnaires method used to collect primary data from head teacher and teachers in the selected schools in Mbeya District Council. The instrument collected information set in line with the specific objectives of the study. According to Lichman (2012), questionnaire is most suitable as it can be used to collect huge information in a reasonable time. The instrument which contained both closed and open ended questions removes ambiguities and exerts less pressure on the respondents such that one does not become tired or bored easily. Questionnaire responses are easy to analyze.

3.8.2 Interview

These are set of questions structured to collect information through oral or verbal communications between the researcher and respondents (Lim & Ting, 2013). The method used to collect primary data from teachers, pupils and community members in each school and it was done via face-to-face modes in a structured manner. The major advantages of interview method is that the interviewer can clarify questions which seem to be unclear as well as asking respondents to give more details on answers to the questions that are particularly important (Marshall & Rossman, 2011).

However, interview has a disadvantage of being researcher biased and time consuming. Also, the method may produce different responses, which may be difficult to make comparisons between responses and may be difficult to interpret the data collected especially if the interview is unstructured (Miles, Huberman, & Saldana, 2013).

3.8.3 Observation

Popular method for detecting complex interactions with system is observation data collection method that creates events and behaviors in a natural environment. The observations are useful in many ways as it offers a researcher the opportunity to explore social processes because a researcher are finding out what is really happening in this situation. Second, a full collection of observational data allows the researcher access to basic data or social data in natural context (Mutua & Sunal, 2012).

The information was not collected not only through interviews and questionnaires but also through observation method. This was done through a semi-structured observational guide (Marshall & Rossman, 2011). The researcher used the observation as an alternative means of gathering raw data to get a better picture of the quality primary education provision in Tanzania, through information obtained in selected six schools from Mbeya District Council (Sheehy, 2005). Observation checklist is as per appendix D.

3.8.4 Documentary Review

Some data obtained through documentary analysis. It involves the perusal of the important documents to collect data (Best and Kahn, 1998). The study reviewed documents such as schools students' registers, examinations files, journals, office records on PEDP implementation and brochures.

3.9 Data Analysis

Open questions were analyzed in the headlines of the most common coding-based responses. Those difficult to classify originally were placed in the column "Other" and

interpreted after entering the data. Sophisticated data were taken into SPSS software and calculated as a percentage and presented in tables, charts and diagrams for easy visualization and interpretation. The advantage of using percentages, tables, and charts is that it is easily understood by ordinary readers (Simons & Usher, 2000).

One of the benefits of using percentages in graphics, tables, and charts is that some issues are set in closed format and others are in open format. In some cases, the direct answers to the questionnaire used to answer questions that could in some way qualify as qualitative responses. This was to give a qualitative taste to the answers and not just to provide answers in percentages or proportions that are characteristic of most of our research in examining the determination of quality primary education provision in Tanzania. In fact, the detailed qualitative method used in this study to gather what the participants says in their own words from their perceptions' experiences (Bors, 2018).

It also provided a forum for research participants to express their views on the meaningful understanding the determination of quality primary education provision in Tanzania. The data collected during the study were carefully reviewed to ensure correction, accuracy, clarity and integrity through the SPSS package. The calculated numerical data were analyzed by calculating the percentage of determination (Check & Schutt, 2011; Hatch, 2010). Contentent analysis of the qualitative data, which were collected through interviews, was also done.

3.10 Ethical Considerations

The research clearance to carry out the study was obtained from the Open University of Tanzania, Mbeya Center. This helped to seek permission from the Regional

Administrative Secretary (RAS) of Mbeya Region to undertake the research process. In each data collection center, the researcher met the authority as well as respondents to explain about the study, its purpose and significance to allow free participation in data collection process (Kolenikov, Thombs, & Steinley, 2010).

3.11 Research Validity and Reliability

Sheehy, (2005) claimed that validity is a key element; thus, the researcher should attempt to accurately present the results. This depends on the integrity that can be improved by the triangulation of data (Sheehy, 2005). This was accomplished by integrating a number of data collection techniques, including interviews and evaluation to collect data from selected respondents. Using semi-structured interviews and observations to study the phenomenon, the Triangulation Process was adopted. While observations helped researchers to study people's actions in 'true life' settings, such as classrooms, interviews offer a wealth of insights into people's perceptions, emotions, beliefs, values, expectations, feelings, biases, attitudes and life stories. Interviews allow the researcher to communicate with people, speak to them, listen to them, and gain access to their real life experiences. Data triangulation was used through the use of primary and secondary data sources; observed that triangulation is a powerful means of demonstrating concurrent and participatory validity, especially in qualitative research (Simons & Usher, 2000).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

This chapter presents the presentation, data analysis and discussion of the study. The study thought to examine the determinant of quality primary education provision in Mbeya district council. The findings with their respective discussion are presented based on the objective of the study, which was to:

- (i) To examine the presence of supportive external environment and its effects on the provision of quality primary education
- (ii) To assess school's internal learning environment in six schools affect provision of quality primary education.
- (iii) To evaluate the extent to which the school management in six schools affect the provision of quality primary education.

2.2 Presence of Supportive External Environment and its Effect on the Provision of Quality Primary Education

Response obtained most of parents/community members responded that their pupils do not gate quality education because their pupils some of days do not have all periods as they were told by schools committee chair person.

Also they said that even themselves they fail to cooperate with teachers once are called for sittings to discuss various school matters. At home they responded that areas where they live there were no lighting source energy to enable their pupils to

have time to prepare themselves after school hours also and that they have to provide their children with work as they have to learn on how to do those work.

The study done by Lawrenr shows that a bigger impact can be seen in an increased enrolment in schools. That was the result of removing the primary school fees. This has resulted in overcrowding in the primary schools, lack of enough teachers, classrooms and learning material. However, over time the performances have improved. In the short term, the removal of school fees increased enrolment but resulted in poor quality of the education. In the long term, these problems are decreasing and the educational sector can now provide education to children that could not afford it before (Lawrent, 2012).

Also Mush, 2009 in his study assess the primary education development plan (2002 – 2006) found the same as this study found which shows that there was improvement on access on primary education provision but mentioned problems such as overcrowded classes, low parent and community involvement in school matters and low understanding on education matters.

4.3 The Respondents' Demographic Information

Demographic information was collected from respondents in this study to show the characteristics of those who participated in the study. The information gathered was based on the teachers' genders, age, years of experience of the teachers, the level of qualification of the teachers who are current, current in the school, teacher-pupil ratio, number of teachers in schools, name of the support staff in schools and the time

devoted to the preparation of lessons. The data obtained on the distribution of gender and age of respondents were analyzed and presented in Table 4.1.

Table 4.1: The Respondents' Demographic Information

Categories		Students (%)	Teachers (%)	Head Teachers (%)	Parents/ Community Members/ Leaders (%)
Gender	Male	51.7	45	70	50
	Female	48.3	55	30	50
Age in years	12-15 years	33.3	0	0	0
	16-19 years	66.7	0	0	0
	20-23 years	0	12	0	15
	24-25 years	0	8	0	15
	26-30 years	0	25	0	30
	31-35 years	0	15	20	20
	36-40 years	0	25	40	15
	41-45 years	0	8	10	15
	46 -50 years	0	7	18	0
	Above 50 years	0	0	12	0

Source: Field data (2021)

The results of the study found that the majority of 51.7% of the students were male, while 48.3% were female. However, 45% of teachers were men, while 55% were women. Furthermore, it was also found that there was an equal representation between male and female between parents / community members during data collection.

For ages, most of the students 66.7% were between 16 and 19 years, 33.3% were between 12 and 15, and no students were over 20 years. Most of teachers 25% were aged between 26 and 30; 36 and 40 years. 8% were aged between 24 and 25 years; 41

and 45 years, 7% were between 46 and 50 years old. These results showed that most teachers were in their youth and had a lot of potential to offer and energy to work with.

However, head teachers, the study also showed that 60% of the head teachers were aged between 31 and 40, while the other 28% were aged between 41 and 50 with fewest 12% were over 50 years. This showed that most head teachers had reached middle age, which is not youthful, or old age, states that teachers who are over 50 are in the decline phase of their career and service.

For parents / community members, 30% were aged between 20 and 25; 50% were aged between 26 and 35, while 30% were aged between 36 and 45 years. The findings indicate that parents / community members were in the age of understanding of the community schools surrounds in their community with awareness of the performance.

4.3.1 School Internal Learning Environment and its Effects on Provision of Quality Education

The head teachers and teachers in school are very important input variables, particularly when considering quality education provision in Tanzania. It is because of this concern that this study has sought to establish different professional qualifications, which are believed to be crucial to the provision of quality education by the leaders and teachers. The researcher sought to establish the professional qualifications of teachers and head teachers, who were seen as critical in administration and in helping the students to deal with their problems in class.

From the study findings, it was found that the majority of teachers were Bachelor holders (53%) while 27% holds Diploma in education with fewest 20% who holds postgraduate diploma in Education and Management. There is much to do in this regard, including the employment and training of teachers in the field of education.

Therefore, the results of the study agreed with Ashu (2014) said that the professional and academic quality of the teacher determines the teacher's delivery effect in his teaching career. Joshi and Gaddis, (2015) states that teachers are central to delivery as well as the quality of education. In other words, the academic and professional training of teachers has a direct and positive impact on the quality of their performance and consequently the achievement of students.

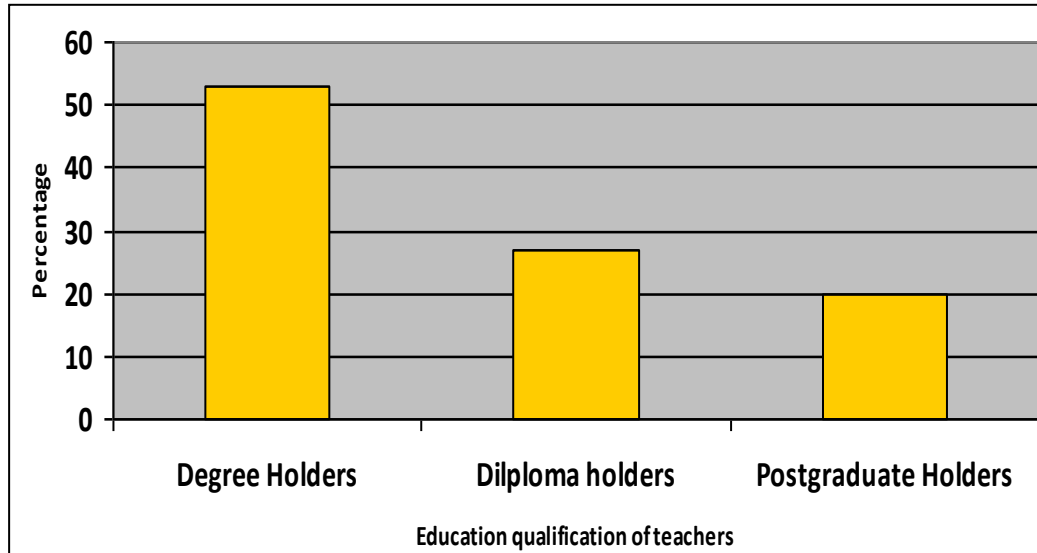


Figure 4.1: Distribution of Professional Qualification of Teachers

Source: Field data (2021)

Figure 4.1 shows the percentage distribution of professional qualifications of head teachers and teachers. The majority of teachers were confirmed as holders of Bachelor degree (53%) and diploma holders 27%, only 20% were postgraduate holders.

Despite the good number of head teachers who holds Bachelor Degree, they said “As head teachers we need short administrative courses to update ourselves administratively and technologically with new ideas and information technology; such courses would improve us as administrators with new management skills”.

Therefore the results shows that head teachers are qualified up to degree level. For teachers shows that only 12.8% had diploma and degree holder. These findings related with other studies made by Kalunda and Otanga. The study was carried out in 9 public primary schools in Mombasa city, Coast province. The sample consisted of 9 head teachers, 36 teachers, and 18 pupils randomly selected.

The study adopted a descriptive survey design. The study findings were that though teachers were highly qualified and experienced they were inadequate, and that teacher-pupil ratio, inadequate physical facilities and teacher professionalism all hindered provision of free primary education. The main challenges the school administration faced were high pupil enrolment, inadequate teachers and instructional materials.

4.3.2 Teachers' Years of Teaching Experience

The researcher also wanted to establish the experience of teachers from the first year of their designation to the moment of the investigation. It was considered very important, since it assured the experience of the professors, a factor that would determine its progress and professional development. The following Table 4.2 summarizes the findings related to years of teaching experience for teachers.

Table 4.2: Teachers' Years of Teaching Experience

S/N	Years of Experience	Frequency	Percentage
1.	1-3 Years	6	12
2.	4-6 years	8	16
3.	7-9 years	10	20
4.	10-12 Years	16	32
5.	13-15 Years	7	14
6.	More than 16 years	3	6
Total		50	100.0

Source: Field data (2021)

Table 4.3 shows that 28% of teachers had taught for a period of 1 to 6 years, while 52% of them had experience between 7 and 12 years, whereas 14% had taught for a period of 13 to 15 years and 6% of teachers had been in their work for more than 16 years. This meant that a very small number of teachers had a long experience in the profession. The findings indicated that most teachers had a good teaching experience. This proved that they were able to prepare students academically. In other words, they were capable of treating students smoothly, they had a good class or government or management control, had confidence and teaching skills, good communication skills and applied different methods and teaching abilities. Teachers who take a long time in the field of education are conversant and versed with what they are expected to do, unlike those who have little experience in the teaching profession.

Therefore, the study coincided with Kember (2015) quoted by Lugalla and Ngwaru (2019) that says teachers 'experience affects students' performance in national examinations because these teachers have a long experience in teaching and know the techniques necessary to prepare students adequately for exams.

4.3.3 Teachers – Students' Ratio

Sometimes crowded classes lead to mismanagement of students by teachers, for example, when enforcing discipline and assistance. In addition, overcrowding may lead to a lack of concentration and low commitment on the part of students. The teacher-student ratio is, therefore, a critical factor in studying in terms of quality education training. In table 4.4 below, we show the relationship between teachers and students in the schools studied.

Table 4.3: Teacher-Student' Ratio

Teacher-Studentratio	Frequency	Percentage
40 – 45 Students	7	17.5
46 –70 Students	13	32.5
Above70 Students	20	50.0
Total	40	100.0

Source: Field data (2021)

Table 4.3 findings shows that most classes had more than 50% of the population, which exceed the standard population required in providing quality education, compared with 17.5% that meets standard requirement in providing quality education. Several studies have reported that control of the classroom and the discipline of students are often more difficult in large classes and that such large classes are an obstacle to the teaching and learning process and negatively affects quality. Instead, smaller classes are often more relaxed and easily managed (Ashu, 2014).

According to the Ashu (2014), the size of the class is a topic debated and an important element in education policy. Subsequent reviews of Calas (2010) research found that smaller classes benefit all students because of the individualized attention of teachers.

In other words, students of the big classes are taught by the teacher's instruction in the whole class instead of individualized attention and slow students are most affected. The researcher agrees with the argument that smaller classes are often perceived that allow teachers to focus more on the needs of students and reduce the amount of time they dedicate to class before alterations. UNESCO (2016) emphasize that smaller class sizes can also influence parents when they choose schools for their children. In this sense, the size of the class can be considered as an indicator of the quality of the school.

From these findings results show that most of schools have a very little number of teachers, books are not sufficient, schools has no enough classrooms and teachers morale is very low. Which seen in these schools also has shown in tifferent literature leview such as Lawrent, 2012 and Mashunda2014

4.4 Parents or Community Member's Partnership in Schools

4.4.1 The Extent School Management Effects the Provision of Quality Education

Collaboration between school administration, parents and community members plays an important role in achieving their school goals and increasing performance, hence quality education. The study sought to establish the cooperation of parents and community members in school activities, especially in the delivery of quality education in terms of discipline and decision making of students at school. The following Table 4.4 shows the findings based on parents and community members' partnership in schools.

Table 4.4: Parents/Community Members' Partnership in Schools

Statements	To no extent	To an extent	To neither extent	To some extent	To most extent
	%	%	%	%	%
Parents and community members are involved in school activities.	35.5	22.6	9.7	22.6	9.8
Teachers always ask the help and support of Parents and community members for students' good behavior.	6.5	25.8	-	29.0	38.7
In school, there is a good staff-parents/Community working relationship.	19.4	29.0	3.2	35.8	22.6
In school issues, parents/ guardians and community members are always consulted.	32.3	19.4	6.5	29.0	12.9
Parents and community members are involved in school decision-making.	38.7	22.6	6.5	22.6	9.7
Apart from school fees, parents and community members contribute financially for extra school expenses.	54.8	6.5	19.4	9.7	9.7

Source: Field data, (2021)

35.5% of the majority of respondents said that in no case were parents and community members involved in school activities, 22.6% considered that participation was to a certain extent, while that 9.8% said that for the most part the parents and community members were involved and 9.7% stated that parents / guardians and community members did not they were active in school affairs.

Parents and community support and teacher support were also determined. Most teachers, 38.7% said that, for the most part, teachers sought support from parents and the community regarding student behavior issues, 29.0% said they had support, up to the point that 25.8% said that parents and the community were in favor of the school administration and teachers. Only 6.5% of teachers reported no support from parents and community members.

In addition, the study also investigated the involvement of parents and community members in decision-making in schools. The results show that most teachers 38.7% said parents and community members were not involved in the decision-making of schools, 22.6% said that this happened to a certain extent, while 9.7% said there was mutual involvement of parents and the members of the community in decision making and 6.5% of teachers remained neutral.

The participation of parents and community members in schools was expanded to include contributions such as financial support for additional expenses or contingencies. The results indicate that 54.8% of the majority of teachers said parents and community members did not contribute financially, 19.4% remained undecided, while 9.7 % said that, for the most part, parents and the community contributed for additional expenses in schools. 6.5% said that there were contributions provided the school budgets were exhausted.

Based on the findings, it is clear that parents and community members of the were rarely involved in school activities, decision making, and consultation. Also, parents and community members rarely contributed financially for additional expenses. Instead, they became involved in subjects of discipline and their employment relationship with the school administrations was considered as good. In short, there has been little participation of parents and community members in practical activities in schools.

Therefore, with regard to the limited involvement of both parents and the community in schools, the researcher agrees with Mulford (2003), who argues that there is a new kind of partnership in schools, where both the school and the community directly

contribute to strengthening and developing each other. This can provide a solid foundation for both educational renewal and community regeneration. It emphasizes that in order to achieve this important partnership goal, creative education and innovative community builders must begin working together to discover new ways of mobilizing the many and diverse resources of local schools as essential components of ongoing community development efforts.

It was also emphasized that parents were involved in the discipline and behavior of the students. But this small-scale involvement of parents and community members was only to ensure the administration's part of the fear of being accused of punishing or sending student's home without the consent or knowledge of parents / guardians. Otherwise, the most crucial involvement in schools is in the common management and decision making, as well as the involvement of parents and the community in school committees, where the roles and responsibilities are divided into concrete educational problems.

UNESCO (2016) argues that involving parents and the community in the school gives a strong voice in school management, enhances the participation of teachers and students, improves resource efficiency and mobilizes community support for schools for student learning.

4.4.2 Students' Response Based on Parents / Guardians Participation in Academic Arena

4.4.2.1 External Environment and its Impact on Provision of Quality Education

The researcher was also interested in students' experiences of their involvement or lack of parent / guardian and community members in school activities. Of particular

interest to the researchers were administrative issues and financial support for schools.

The obtained data were analyzed statistically and are presented in Table 4.5.

Table 4.5: Students' Response Based on Parents / Guardians Participation in Academic Arena

Statements	To no Extent	To an Extent	To neither Extent	To some Extent	To most Extent
	%	%	%	%	%
My parents/ guardians and community members visit our school.	42.2	21.1	11.2	13.0	12.2
At home and in school, parents/ guardians and Community members talk to us about academic performance.	9.9	13.5	4.0	21.1	51.5
My parents, guardians and community Members contribute for extra school expenses.	21.1	17.5	11.7	17.9	28.7
Parents, guardians and community members participate in school meetings and other activities.	24.7	19.3	10.8	13.7	28.7
Parents, guardians and community members are involved in school decision making.	39.4	13.0	13.5	17.0	17.0
Parents, guardians and community members help school administration in issues of students' discipline.	22.0	14.8	11.7	18.4	28.8

Source: Field data (2021)

The researcher was also interested to find out whether at home or at school parents, guardians and community members discussed the academic performance of their sons and daughters. The findings show that most students 51.5% said most parents and community leaders spoke with students at home and in schools about their performance, 21.1% said this happened in some way, while 13.5% reported that in some as far as their parents and guardians are concerned about their academic performance. Similarly, 10% of respondents said parents / guardians as well as

community leaders do not care about their results and 4.0% of students remained hesitant.

The contribution of parents / guardians and community leaders to extra school expenses was also estimated, 28.7% of students said that most of their parents or guardians and community leaders contributed to extra school expenses; 21.1% said they made no contribution. About 18% said that to some extent parents / guardians and community leaders contributed to extra expenses; 17.5% said this happened gradually, while 11.7% remained hesitant.

This was also supported by Sifuna and Sawamula (2010) the study was conducted in South Sudan and the findings shows that in private schools parents were involved and they involved much in discussing education matters which shows that in private schools, parent participation is different from public primary school.

Therefore, response from parents/community was; low involvement in school activities where about 9.8% were participating out of 100% of participants, behavior of pupils only 6.5% said teachers are not asking about behavior, failure of parents to attend discussing school meetings, teachers low consulting to parents on pupils' problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings of factors that influence the provision of quality education in public primary schools in Mbeya District Council, Tanzania. It also presents conclusions, suggestions for improvement and recommendations for further research.

5.2 Summary

The study examined the determination of quality education provision in Tanzania. It said the quality of education in public schools in Tanzania was hindered by the lack of trained and qualified teachers, the lack of educational facilities such as libraries, science and computer laboratories, textbooks and hygiene as well as clean water supply. In the statement of the problem, the researcher pointed to experiences and examples of how the Tanzanian graduates are judged to be inadequate by neighboring countries.

In the theoretical framework, the study establishes how and to what extent each independent variable interacts with dependent variables and enables quality education in terms of teacher delivery to improve student performance. The study was guided by four research questions on the provision of quality education in primary education provision in Tanzania.

Research gaps are established that the reviewed studies were conducted in developed countries and Africa and are often considered enrollment, completion rates, and

retention, equity and dropout rates. It has been shown that in Tanzania, few studies have been made on the quality of education provision. This study addresses different from those studies where it examines determinants of quality primary education provision in Mbeya district council through relating those not show the importance of school management, community leader, religious leaders how affect provision of quality education. This study, therefore, intends to fill this empirical research gap.

Regarding the methodology 240 respondent who were pupils, parents/community members, religious leaders, local leaders, had teachers and teachers. Method used to obtain such sample was purposive and simple random. Method of data correction was questionnaire, interviews and observation. Data as analysed using SPSSSS soft ware, content analysis and Microsoft excel.

5.3 Conclusions

From the findings of this study, the conclusions are drawn based on examining the determination of quality primary education provision in Tanzania where the findings.

First, assessing internal learning environment affects provision of quality education where it reviled that discovered that provision of quality education in Tanzania is hindered by the lack of adequate and qualified professional and trained teachers, lack of adequate teaching materials, high teacher-student ratio, shortage of books and computer labs.

Secondly, assessing internal learning environment how affects provision of quality education, findings shows that teachers are not affording to teach all periods, most of teachers have not mastered all competences there fore they fail, also shows that most of teachers are newly employed with no experience.

Third, school management how affect provision of quality education, findings revealed that head teachers need short administrative courses to update themselves administratively and technologically this meant that head teachers has no enough managerial skills, overcrowded classes, inadequate test books.

Finally, it has been suggested that in order to improve the provision of quality education, the government should employ more teachers and motivate the trainees by paying them well. It should also provide ample resources for teaching and learning, ensure a pleasant environment in schools, involve all stakeholders in decision making and provide adequate physical facilities in schools.

5.4 Recommendations

The government is a key player in providing quality education to the nation. Interviewees made the following recommendations, which the researcher also deemed important to address the challenges to quality education provision in primary schools in Tanzania.

- (i) Ministry of Education and science and technology has to ensure that schools have a sufficient number of teachers with professional and well-trained qualifications. It is the caliber of teachers who can give quality instructions and achieve good academic results.
- (ii) The government should employ other teachers in the public schools on various teaching subjects.
- (iii) The improvements should be made to the working conditions of teachers. They should be motivated by paying them well and handing out thank you tokens for a good job.

- (iv) The government should provide adequate textbooks, scientific and computer labs and libraries, provide safe drinking water and sanitation, and build fences around schools. A public library should be set up and equipped with relevant textbooks so that students can read in depth.
- (v) We propose that guidance and counseling services be provided to students and teachers, particularly with regard to career guidance, good time management techniques and physical development issues, especially for girls. . In addition, administrative systems should be streamlined to focus primarily on achieving the school's goals.
- (vi) The government of Tanzania should only oversee and implement the policies defined by the single Board of Education. The government should delegate some of its powers by appointing a commission to look at education issues in the region to improve the implementation of the program in schools.
- (vii) Ministry of education, science and technology should provide school heads with on-job training programs in supervision areas, and skills on administration, teaching methodology and other teaching skills program.

5.5 Suggestions for further research

The study was not able to exhaust all relevant areas regarding the provision of quality education in Tanzania. Therefore, after careful consideration of the results, the researcher suggests the following research areas:

- (i) The role, involvement and support of parents / guardians and community members in schools to provide quality education. The methodology of this type of study could be qualitative.

- (ii) A similar study that explores the school's leadership style in providing quality education in relation to students' academic performance. The methodology of this study could be qualitative; otherwise a qualitative study would provide more information inaccessible by a quantitative method or useful to decipher data.
- (iii) A study in other countries showing the use of quality education as part of a state examination, the school environment, school facilities and the role of the teacher in student achievement. From this type of research study, educators can provide more descriptions of how the physical environment can affect the provision of quality education and student achievement.
- (iv) Finally, it should be investigated whether or not teaching and learning facilities have an impact on the quality of education with regard to student achievement.

School leaders must continue to be aware of being communicators in the provision of quality education improvement processes. They must work to develop their skills to represent the needs, visions and expectations of their counties and their communities. School leaders and teachers need to focus on the school environment to promote school safety through an internal and external approach

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APPENDICES

Appendix A: Interview Schedule for the Head of Schools

My name is Kasala Ndafwani I am a student of Open University of Tanzania pursuing Masters of Education Administration, Planning and Policy studies (MEDAPPS). Please sir/madam will you help me to answer these few questions, which will be very helpful in my research.

Note: The information that you provide through this interview will be secret.

1. How do you explain the pupil's academic performance for the past three years (2014-2016) in your school?
2. What are the school factors that can affect pupil's academic performance in your school?
3. How do the school factors influence pupil's performance in your school?
4. What are the most common methods or techniques of teaching and learning used by teachers to impart knowledge and skills in your school ?
5. How does the use of these methods or techniques of teaching affect classrooms teaching and learning in your school?
6. What are the main challenges facing pupils academic performances in your school?
7. How do these challenges affect pupils academic performances in your school ?
8. How does your school address challenges to promote pupils academic performances in your school?
9. How does community participate in school development?
10. Do they contribute food for their school children?
11. Do the fund contributed from the government, does it enough?
12. How do religious leaders affect school quality?

Appendix B: Dodoso kwa Ajili ya Wanafunzi wa Shule za Msingi

Jina langu nailtwa Kasala Ndafwani Kazi yangu iliyonileta hapa ni kufanya utafiti kuhusiana na maswala ya masomo yako hapa shuleni kwenu. Naomba utoe majibu ya maswali yaliyopo kwenye karatasi hii.

ZINGATIA: Taarifa utakazo nipatia zitakuwa za siri kati yangu na wewe kwahiyo naomba unipatie ushirikiano.

1. Upo darasa la ngapi? _____
2. Umri wako ni miaka mingapi? _____
3. Me () Ke () (weka alama ya vema ✓)
4. Je shule yako ianvyo vifaa vya kufundishia na kujifunzia vinavyo tosha mahitaji ya wanafunzi wote?
Ndiyo () Hapana () (weka alama ya vema ✓)
5. A) Walimu wapo wa kutosha masomo yote?
Ndiyo () Hapana () (weka alama ya vema ✓)
B) Kama hapana ni masomo mangapi yenye upungufu wa walimu? _____
6. Je, walimu wana hudhuria darasani kwa wakati muda wa vipindi?
Ndiyo () Hapana () (weka alama ya vema ✓)
7. Mazoezzi na majaribio yanatolewa kwa kiwango gani darasani? ()
i) Kiwango kidogo
ii) Kiwango cha wastani
iii) Kiwango cha juu
8. Je madawati yanatosha?
Ndiyo () Hapana () (weka alama ya vema ✓)
9. (a) Vitabu vipo vya kutosha kwa masomo yote?
Ndiyo () Hapana () (weka alama ya vema ✓)
(b) Kama hapana taja masomo yenye upungufu wa vitabu?
i) _____
ii) _____
iii) _____
iv) _____

10. Hali ya nidhamu shuleni ikoje? ()
 i) Mbovu ii) wastani iii) nzuri
11. (a) Je shule inao utaratibu wa kutoa zawadi kwa mwanafunzi akifanya vizuri darasani?
 Ndiyo () Hapana () (weka alama ya vema ✓)
 (b) Kama ndiyo, taja aina za zawadi zitolewazo:
 i) _____ ii) _____ iii) _____
12. Je walimu wanaonesha kujali na kufundisha kwa bidii darasani?
 Ndiyo () Hapana () (weka alama ya vema ✓)
13. (a) Mnafundishwa masomo ya ziada?
 Ndiyo () Hapana () (weka alama ya vema ✓)
 (b) Kama ndiyo nani analipia masomo hayo? ()
 i) Mzazi ii) Shule iii) Sijui
14. Matokeo ya darasa la saba mwaka uliopita yakoje? ()
 i) Hafifu ii) Wastani iii) mazuri
15. Je una tatizo lolote ambalo ungependa litatuliwe ili kukupatia elimu bora kwa hapa shulen? Ndiyo () Hapana ()
16. Kama jibu lako ni ndio taja
 I.....
 II.....
 III.....
 IV.....

ASANTE KWA USHIRIKIANO

Appendix C: Questionnaire for Teachers

My name Kasala Ndafwani I am a student of Open University of Tanzania pursuing Masters of Education Administration, Planning and Policy studies (MEDAPPS). Please sir/madam will you help me to answer these few questions which will be very helpful in my research.

A: Personal General Information

1. Gender:
 - Male ()
 - Female ()
2. Age
 - Below 25
 - 25 – 34
 - 35 – 44
 - 45 – 54
 - 55 and above
3. Educational level
 - Certificate
 - Diploma
 - Degree
 - Masters
4. Working experience.....
 - Below 2 years
 - 2 – 5 years
 - 6 – 10 years
 - Above 10 years
5. Marital status.....
 - Single
 - Married
 - Divorced
 - Widow
 - Widower
6. Teaching subjects: _____, _____, _____

B: Research context

1. What is the average number pupils in classes in your school?.....
i) 10 – 30 ii) 31 – 50 iii) 51 – 70 iv) Above 70
2. What is the teacher to student ratio in your school? ()
i) 1:10 ii) 1: 30 iii) 1:50 iv) 1: 70 v) 1: 80
3. How do you rate the support of parents on your school? ()
i) Excellent ii) very Good iii) Good iv) Fair v) Poor
4. Show/ indicate the instructional materials in your school

Material	Adequate	Inadequate	Poor	Not Available
Textbooks				
Stationary				
Computer room				
Projectors				
Teaching/ learning aids				

5. Rate the following Physical facilities in your school

Physical facility	Adequate	Inadequate	Not Available
Class room			
Desks			
Store room			
Head of Departments offices			
Toilets			
Students Government office			

6. In your school how many times the education inspectors come to school to do inspection in a year? ()
i) One time ii) Twice iii) Three times iv) Four times

7. (a) Do the inspections have any impact on the quality of education?
 i) Yes ii) No ()
 (b) If yes, in what ways does inspection improve quality education?
 i) _____
 ii) _____
 iii) _____
 iv) _____
8. What aspects are being inspected?
 i) _____
 ii) _____
 iii) _____
 iv) _____
9. In what ways does the surrounding community participate in enhancing quality education in your school?
 i) _____
 ii) _____
 iii) _____
 iv) _____
 v) _____
 vi) _____
10. (a) Does your school have clear objectives on quality education? ()
 i) Yes
 ii) No
 (b) If yes, state the objectives
 I) _____
 II) _____
 III) _____
 IV) _____
 (c) What are the strategies to achieve the objectives mentioned in 10 (b) above?
 i) _____
 ii) _____
 iii) _____
 iv) _____
 v) _____
11. (a) Do the parents and community support the objectives? ()
 i) Yes ii) No

(b) If Yes, how?

12. How do you rate the following factors in enhancing quality education in your school?

	Factor	Highly Satisfying	Satisfying	Extremely Dissatisfying	dissatisfying	Neutral
1	Learning Environmental					
2	School administration support					
3	Teachers – administration relationship					
4	Parents participation					
5	Government Support					

13. (a) Are you satisfied with the attendance rate of students at your school? ()

(i) Yes (ii) No

(b) If No, why are the attendance rates not satisfying?

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

14. (a) Are there teachers who do not attend their duties effectively? ()

(i) Yes

(ii) No

(b) If yes, what could be the reasons for such behavior?

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

15. (a) Which method is commonly used to teach at your school? (you may tick more than one response)

- i) Lecture method
- ii) Participatory method
- iii) Group discussion
- iv) Question and answer method
- v) Practical method

b) Why do you think the method (s) you mentioned is preferred mostly?

16. How often tests are give to the students in your school? ()

- i) Weekly
- ii) monthly
- iii) Termllly

17. Do teachers discuss test results with students? ()

- i) Yes
- ii) No

18. a) Is there a system of rewarding teachers and students due to performance in individual subject? ()

- i) Yes
- ii) No

b) If yes, what type of rewards which are given to the teacher?

c) Do you think the reward given is motivating enough to enhance academic performance? ()

- ii) Yes
- ii) No

d) If No, What do you suggest?

19. How do you rank the rate of order and discipline of the students at your school? ()

- i) Excellent
- ii) Good
- iii) Fair
- iv) poor
- v) very poor

20. How do teachers attitude affect quality of education at your school?

21. What is the main source of fund to run your school? (you may tick more than one responses)

- i) Government subsidies
- ii) Parent's contribution
- iii) Sponsors
- iv) School fees

22. A) Is the fund obtained sufficient? ()

- i) Yes
- ii) No

B) If no how do you do to run the school in shortage of fund?

23. How do you rate the student's academic ability in your school? ()

- i) Excellent
- ii) Good
- iii) Average
- iv) Poor
- v) Very poor

Appendix D: Observation Tool

ITEMS	AVAILABILITY	UNAVAILABILITY
Toilets		
Libraries		
Number of books		
School furniture		
Playing ground		

Appendix G: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
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E-mail: dpgs@out.ac.tz

REF: PG201507058

2nd October 2019

District Executive Director,
Mbeya District Council,
P.O. Box 599,
MBEYA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Ndafwanyi Kasala William, Reg No: PG201507058** pursuing Master of Education in Administration, Planning and Policy Studies (**MED APPS**). We here by grant this clearance to conduct a research titled **“Examining the Determinants of Quality Primary Education Provision in Tanzania: A Case of Mbeya District Council”**. He will collect his data in your council between October 7th to 12th November, 2019.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

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

HALMASHAURI YA WILAYA YA MBEYA

SIMU: 025 - 2502260
Fax: 025 - 2500128



Ofisi ya Mkurugenzi Mtendaji (W)
S.L.P. 599
MBEYA.

Barua pepe: ded@mbeyadc.go.tz

31.10.2019

Kumb.Na.MDC/S.10/8VOL. II/

Mwalimu Mkuu,
Shule ya Msingi Madugu,
Halmashauri ya Wilaya ya Mbeya.

Mwalimu Mkuu,
Shule ya Msingi Isangati,
Halmashauri ya Wilaya ya Mbeya.

Mwalimu Mkuu,
Shule ya Msingi Itizi,
Halmashauri ya Wilaya ya Mbeya.

Mwalimu Mkuu,
Shule ya Msingi Izuo,
Halmashauri ya Wilaya ya Mbeya.

Mwalimu Mkuu,
Shule ya Msingi Jojo,
Halmashauri ya Wilaya ya Mbeya.

Mwalimu Mkuu,
Shule ya Msingi Maganjo,
Halmashauri ya Wilaya ya Mbeya.

YAH: KIBALI CHA KUFANYA UTAFITI BW. NDAFWANYI KASALA

Husika na kichwa cha habari hapo juu.

Napenda kumtambulisha Bw. Ndafwanyi Kasala William kutoka Chuo Kikuu cha C of Tanzania kwa ajili ya kufanya Utafiti kuanzia tarehe 07 Oktoba, 2019 -12 Nov, 20

Juu ya "Examining the Determinants of Quality Primary Education Provision" katika Halmashauri ya Wilaya ya Mbeya.

Tafadhali mpeni Ushirikiano.

(Siti Nyerenga)
Siti Nyerenga
Kny: Mkurugenzi Mtendaji (W)
MBEYA

Nakala:

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Dar es Salaam

Kny. MKURUGENZI MTENDAJI
**HALMASHAURI YA WILAYA
MBEYA**