

# **What is the difference in the quality of education provided by Government and Private Primary schools in Tanzania?**

*A comparative study*

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## **Abstract**

The establishment of private primary schools (PPS) in Tanzania came after the introduction of liberalisation and privatisation policies. However there has been a question on the differences of the quality of education provided by the PPS and Government primary schools (GPS). And therefore, the purpose of this study was to investigate the differences between the quality of education provided in the GPS and PPS in Tanzania. 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, skilful 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.

From the results we see that the PPS provide better quality of education as compared to GPS. It is therefore recommended that the government should increase its budget on primary education sector and improve conditions of its schools, value the teachers and improve their working conditions. It should as well have a full control and pay attention on what transpires in PPS.

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## List of Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BBC	British Broadcasting Corporation
BEST	Basic Education Statistics in Tanzania
CSEE	Certificate of Secondary Education Examination
EFA	Education for All
EMS	English Medium Schools
ESAPs	Economic Structural Adjustment Programmes
ESDP	Education Sector Development Program
ESR	Education for Self Reliance
GPS	Government Primary School
HIV	Human Immune Virus
LOI	Language of Instruction
LOITASA	Language of Instruction in Tanzania and South Africa
MoE	Ministry of Education
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NGO	Non-Governmental Organization
NUFU	Norwegian University Fund
OST	Open System Theory
PEDP	Primary Education Development Program
PPS	Private Primary School
PSLCE	Primary School Leaving Certificate Education
SEDP	Secondary Education Development Programme
TANU	Tanganyika African National Union
TGSS	Tanzania Government Salary Scale
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URoT	United Republic of Tanzania

## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

### **1.0 Introduction**

This chapter is divided into several sections. The first section presents an overview of the LOITASA Project. This overview is important because the study was conducted as part of the project which is now dealing with an investigation to establish the extent which students in GPS may make significant improvements in their performance in Primary School Leaving Certificate Examination (PSLCE) upon being assisted to fill the existing resource gaps with the PPS. It is also important that this study used the schools which are under the LOITASA project. The next section consists of the background to the study, followed by statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study and lastly structure of the thesis.

### **1.1 The LOITASA project, an overview**

LOITASA stands for Language of Instruction in Tanzania and South Africa. LOITASA is a Norwegian University Fund project (NUFU) which started in January 2002 and operates in two countries, Tanzania and South Africa. It is a South –South - North cooperation project. The project is a collaboration of three universities namely; the University of Dar es Salaam, Tanzania, the University of Oslo, Norway, and the University of Western Cape, South Africa.

The project has both a research and a training component. The research part is both descriptive and action oriented. The descriptive research part is concerned with the analysis and description of language in education in South Africa and in Tanzania. It also dealt with the implementation of language policies at secondary levels in Tanzania and in elementary schools in South Africa (Brock-Utne, Desai, & Qorro, 2004). The action research focuses on learning in classrooms being taught through a familiar language (Kiswahili, in the case of Tanzania and isi-Xhosa in South Africa). The focus lies in the styles, teacher-learner interaction and the amount of understanding. The training component aims at building the competences within Tanzania and South African school systems (Brock-Utne, Desai, & Qorro, 2003).

This project is divided into two phases. The first phase ended in 2006, in which studies relating the Language of Instruction and performance in secondary schools were conducted.

In the first phase the LOITASA project conducted studies in Tanzanian secondary school classrooms with Kiswahili as LOI in some classes while other classes were taught the same topic in English. The same was done in South African elementary schools in which some classes were taught in isiXhosa while others were taught in English. The results from this phase and other studies concluded that, students perform better when they are taught in a familiar language; Kiswahili for Tanzania and isiXhosa for South Africa. It was suggested that there is a need to change the LOI. English should be replaced by Kiswahili in Tanzania and isiXhosa in South Africa (Brock-Utne, 2000, 2006, 2007; Brock-Utne et al., 2003; Mwinshekhe, 2001, 2003; Qorro, 2006; Vuzo, 2002) to mention but a few.

During the first phase of the project, five Books were published four in English and one in Kiswahili as mentioned below:

- Language of Instruction in Tanzania and South Africa (2003). This book is a product of academic papers which were written for the purpose of launching the LOITASA project in Morogoro, Tanzania 21-24 April, 2002 (Brock-Utne et al., 2003). The main issues discussed in this book are the current language of instruction policies in the two countries. The implementation of these policies, the underlying reasons behind the current policies, the development of policies over time and the actual situation concerning the language in education policy in the classrooms in both countries.
- Researching the Language of Instruction in Tanzania and South Africa (2004). This was the product of the work done in the second year of the project. The book focuses on the discussion of research projects in both countries. The centre of attention stems on the language of instruction issues. The chapters in this book consist of language policies, students' performance in Certificate of Secondary Education Examination (CSEE), a comparison between English and Kiswahili and preliminary findings from experimental classes in South Africa. Other issues include mother tongue education and the search for appropriate theory.
- LOITASA Research in Progress (2005). This is the reflection of the work done in third year of the project. The issues discussed in this book are comparative analysis of student performance in English and Kiswahili in Tanzania and isiXhosa in South Africa SCIENCE SUBJECTS and chapters on parents, students and teachers views on language of instruction particularly in Tanzania.

- Focus on fresh data on the language of instruction debate in Tanzania and South Africa (2006). This book provides the report on the research carried out in Tanzania and South Africa in 2004/5 by researchers and post graduate students incorporated in the project.
- *Kurejea katika asili yetu* (2005) by Kwesi Kwaa Prah is the fifth book.

All the books were edited by Prof. Birgit Brock-Utne, the Norwegian LOITASA project leader, Prof. Zubeida Desai, the South African project leader and Martha Qorro, who is on the project steering committee in Tanzania. Having described the research part of the project, the training component intends to build competence with Tanzania and South Africa school systems. It involves staff development whereby masters and doctoral students are sponsored by the project in both countries.

The project is now into its second phase which commenced in 2007 and goes on until 2011. The main objective of phase II is to conduct five years action researches in primary schools. In this phase, a pilot study was done in 2007 to compare the resource gap between the Private Primary schools (PPS) and Government/ Public Primary schools selected by LOITASA researchers in Tanzania. The pilot study included 37 primary schools whereby 20 were public, 16 private and 1 seminary. These schools were from Dar es Salaam, Morogoro, Coast region, Dodoma and Arusha regions. It primarily focused on finding out the resource gaps available between PPS and GPS in Tanzania, which accounts for PPS to outperform the GPS in the Primary School Leaving Certificate of Education Examination (PSLCE). The preliminary results show a huge gap in terms of resources (Galabawa & Lwaitama, 2008, May; Vuzo, 2008, May).

Phase II seeks to establish the extent which students in GPS may make significant improvements in their performance in Primary School Leaving Certificate Examination (PSLCE), upon being assisted to fill the existing resource gaps with the PPS. This phase is already in effect from mid 2008. In its initial stage, it has provided books recommended by the Tanzania Institute of Education to GPS in three subject areas; Kiswahili, English and Mathematics. I have attended one of the workshops in which LOITASA supplied books to one of the schools. The total number of textbooks given was 650, of which 250 for English, 200 for Kiswahili and 200 for mathematics. All books were for grade six. These schools will

be under study until 2010 when the first cohort will sit for the PSLCE. Other teaching and learning materials which were provided were manila sheets, flip charts, marker pens and rulers. On the same day, the project conducted in – Service teacher training. It is therefore expected that in the year 2010 the performance of pupils in GPS- PSLCE will improve due to the availability of teaching and learning materials and regular teacher in-service training.

## **1.2 Background to the study**

Following the overview of the LOITASA (the project I work for), this section presents the background to this study. The purpose of this background is to show the trend of the Tanzanian education system before colonialism, during colonialism and the present's state. Furthermore, this background shows the challenges which faced the educational system and contributed to the falling in the standard of the quality of education in primary schools. However, the LOITASA project dealt with the studies on the LOI and how it affected the quality of education in Tanzanian secondary schools and the studies on the resource gap in the PPS and GPS. Therefore this background is linked with the LOITASA overview in a way that it shows how the GPS are poorly resourced leading to the low quality of education provision.

Tanzanian educational system is based on the philosophy of the late Mwalimu<sup>1</sup> Julius K. Nyerere, *Education for self reliance* (Nyerere, 1968). It focused on the argument that primary education should be terminal for the majority. Its curriculum intended to equip primary school leavers with the skills required for self-reliant, rural livelihood, rather than for future academic education.

Secondary education was to be limited in quantity to produce enough graduates to fill the gap of the needed manpower of the formal sector and no more (Wedgwood, 2007). Following the self reliance policy, Universal Primary Education (UPE) policy was brought into effect by the late 1970s. Its aim was to ensure that every child of school going age would be registered in school. The policy became successful in the sense that there was a drastic increase in the number of pupils enrolled in school (Leshabari & Masesa, 2000).

Conversely, Wedgwood (2000) points out that, the push for UPE was the major cause of the decline in quality of education at all levels of education in Tanzania. She adds that UPE was

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<sup>1</sup> Mwalimu is a Kiswahili word referring to a teacher at any level of education. Nyerere was a teacher by training and looked himself as a teacher. This is how people in Tanzania looked at him and still look at him.

associated with low quality of education rather than with universal education. The reason behind this had to do with low transition rates caused by expansion of primary education without considering the secondary education sector. Malekela (2000) notes that in spite of low transition rates from primary to secondary, entrants to secondary education still had very low level of competency in key skills (Malekela, 2000). It was also noted that the poor quality of primary education affects secondary, vocational, tertiary and higher education (Mosha, 2000). Mosha contends that poor higher education also affects lower level education especially in terms of weak human resource inputs into low levels (Mosha, 2000).

To date, there is an outcry that the quality of education in Tanzania government primary schools has declined and much has been said about this decline even in the higher levels of education. The decline in the standard of primary schools education, is reported to have begun in the 1960s (Mwampeta, 1978). Mwampeta further writes that the standard of education decline was amplified by the decentralisation of the Government administration period which began in 1972. Other studies report inadequate teaching and learning conditions, increased pupils' enrolments, low performance, shortage of facilities and teachers, unfavourable working conditions to mention but a few as some of the contributory factors to the decline in the quality of education (Chonjo, 1994; Leshabari & Masesa, 2000; Mahenge, 1985; Mosha, 1988).

Consequently, most parents lost faith with the Government Primary Schools (GPS) and in the value of sending their children to GPS. Wedgwood (2007) writes that, one symptom of parent's lack of faith in public schools quality is the rise of the private tuition industry. This is an outcome of poorly paid teachers who feel that they needed to supplement their income with extra work. The rise of private tuition is the result of Tanzanian parents becoming dissatisfied with the quality of education offered by the Government primary education system. They therefore preferred to send their children to Private Primary Schools (PPS) (Rubagumya, 2003).

These PPS came into establishment after the transformation of 1995 Education Amendment Act into the new Education and Training policy. As the act states;

*“The establishment, management and ownership of primary schools shall be liberalized” (MoEC, 1995, p. 5).*

Following the act, individuals, Non-Governmental Organizations (NGOs) and Private initiatives were allowed to invest in education. The PPS use English as the LOI, and this has attracted many parents to enroll their children into these schools (Rubagumya, 2003; Rugemalira, 2005). Parents believe that the quality of education in GPS is low and children can not speak English well by the time they complete primary education (Senkoro, 2005, December). It is further believed that, English medium primary school ( PPS) pupils are prepared to do well on the national primary school leaving certificate examination than Kiswahili medium schools (GPS) (Galabawa & Lwaitama, 2008, May). The performance and product of PPS is considered to be of high quality as compared to the GPS in the extent that they can compete with their peers abroad (Mbilinyi, 2000).

However, the parents argue that those pupils from GPS who make it to secondary schools find it difficult to follow the lessons since the language of instruction used is English. Parents consider English language competency as a measure of quality education (Neke, 2003; Senkoro, 2005, December). They further argue that despite mastery of curriculum content, the child must also master the English language and the best way to achieve that is through private primary schools which use English as the Language of Instruction (Rugemalira, 2005).

Following the above descriptions, this study therefore seeks to investigate the differences in the quality of education provided by the PPS and GPS.

### **1.3 Statement of the problem**

Quality education is considered a high priority (Tillya, 2006). Tillya notes that, quality education is expected to provide high level of knowledge, competencies and skills which are basic conditions for active citizenship, employment and social cohesion.

Since Tanzania got her independence in 1961, measures have been taken to make sure that primary school children are provided with a relevant and good quality education. In Tanzania, the education that can be guaranteed to all Tanzanians is primary education (Chonjo, 1994). This education has officially been and is still free, compulsory, and universal particularly extends from grade one through grade seven. Kiswahili is used as the language of instruction

and it is a Tanzania's national language as well. English is studied as a foreign language and as a subject (Malekela, 2006).

The Tanzanian government strives to provide basic knowledge and life skills for all school age children but the provision of primary education is still characterised by under achievement and low quality (MoE, 2001). Efforts were made however through the Primary Education Development Programme (PEDP) to rehabilitate primary schools, raise the enrolment and improve the quality of education offered with a target of reaching Universal Primary Education (UPE) by 2005. Despite the good objectives of the program, statistics show that by the year 2007 there was a population of about 8,316,925 primary school pupils and 156,664 teachers, a teacher-pupil ratio of 1:53 and net enrolment rate was 89.58% (MoEVT, 2007). Teachers were overburdened and it is almost impossible to deliver the good education with such a huge number in class. Too large classes were among the many challenges of the primary education sector in Tanzania; other challenges were high dropout rates, dilapidated buildings and uncomfortable learning environment, and low performances in national examinations. In this situation, the private primary schools were brought into the scene in order to help the Government in the provision of education which is the right of every Tanzanian.

Most parents flock to these schools in search of good quality of education for their children. In this case, does it mean Private Primary Schools are better off compared to Government primary schools simply because English is the LOI? What is the difference in the quality of education offered in Private Primary schools and Government Primary schools?

#### **1.4 Purpose of the study**

As a student researcher working in the LOITASA project, this study seeks to investigate the differences in the quality of Education in terms of learning conditions and learning outcomes found in Government primary schools (GPS) and Private primary schools (PPS) in Tanzania. This was done by eliciting the views from the teachers, students and parents about the differences in the quality of education provided by the PPS and GPS as well as observing classroom interaction.

## **1.5 Research Questions**

To achieve the above the following questions were fundamental to the investigation of the study:

- i. What is the difference in the quality of education provided by the PPS and GPS?
- ii. What role does the language of instruction play in providing quality education?
- iii. What are the criteria for determining quality education?
- iv. What are the factors to take into consideration when designing a given education programme as a quality programme?

## **1.6 Significance of the study**

Quality education is a state of education a society strives to attain (Qorro, 2006). The findings from this study will contribute to literature about the factors necessary for the provision of good quality of education. Secondly, it will hopefully help to further the existing body of knowledge on the language issue in Tanzania and provide an insight into whether the language of instruction has an influence on the quality of education obtained in primary schools. Thirdly, it will help the society to know what is going on in the Private primary schools compared to Government primary schools.

## **1.7 Limitation of the study**

- i. The first and main limitation in this study was a delayed research permit. I received the research permit late which made me begin my study about three weeks behind schedule. In order to cope with the delayed permit I had to squeeze myself and work extra hours. I had to change the interview schedule for example where I was supposed to interview teachers for a day, I had to interview both teachers and students. However maximum care was taken not to affect the results.
- ii. The second limitation was the access to get the informants especially the parents. Most of the approached parents put forward several excuses mainly lack of time for interviews. To overcome this I had to hunt and plead to those who came to collect their children after school hours.

## **1.8 Delimitations of the study**

The study was specifically conducted in schools which are under the LOITASA project and focused on to the phenomena of quality of education in Tanzanian Private and Government primary schools. The main and fundamental point of the study was to elicit views, reasons, opinions, thoughts and suggestions from the school heads, teachers, parents and pupils about the differences in the quality of education between the private and government primary schools.

The phenomenon in question was chosen as an object of study due to the researcher's background and working experience in Tanzania. I have been a teacher in several private primary and secondary schools and I realised that, not much has been done on the comparison of the education provided in PPS and GPS. Thus, I was interested to conduct a study on this part.

## **1.9 Structure of the thesis**

This thesis is divided into six chapters. This chapter provides the introduction to the study by presenting an overview of the LOITASA project, the background, problem statement, purpose and significance of the study, research questions which guide the study, limitations and delimitations of the study. Chapter two consists of literature review which discusses the structure of education in Tanzania and the trend of primary education from independence to date, the challenges faced and measures taken to improve the quality of primary education. Other issues included are the establishment of the private primary schools and their status in the society. The following chapter will discuss the theoretical framework that guided the study. The theoretical framework discussed was based on Open System Theory and Education for Self Reliance. Chapter four entails the research methodology. It will display how the research was conducted, strategy used, the research setting, data collection methods, population and sampling techniques, accessibility of the informants. The issue of reliability and validity is also given weight. The next chapter which is the fifth chapter will present the whole process from data analysis, interpretation and discussion of the findings. The last chapter (six) presents the summary, recommendations and suggestions for future research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents a literature review which was conducted through document analysis. The purpose of this review is to show what has been done before and what has not yet been done regarding the quality of education in the GPS and PPS. The chapter is divided into several sections. The first section defines the words quality and quality of education. The following section consists of the structure of education in Tanzania and its evolution, starting from before colonialism to present time. The next section presents the effects brought by UPE and SAPs on education in Tanzania. The fourth section consists of the government efforts to revisit and reform the primary education sector. In this section, the issues of privatisation, liberalisation, and PEDP have been stipulated. Empirical studies concerning the quality of primary education in Tanzania are covered in section five. Here, studies which were done in GPS, PPS and Comparative studies which included both PPS and GPS have been presented, and the last section which is section six concludes the chapter.

### **2.1 Defining Quality of Education**

#### **2.1.1 Quality**

Quality comes from the Greek word “*qualitas*” which stands for a distinguishing characteristic of a thing. The word quality can be defined in several dimensions depending on the context. In the context of education, many definitions exist, testifying to the complexity and multifaceted nature of the concept (Colby & Witt, 2000). Synonymously, the term quality has also been related to efficient, effectiveness and equity and quality (*ibid*). Quality can be measured by establishing acceptable benchmarks or criteria and standards which are explicit, reliable, realistic, valid, and clear (Mosha, 2000). According to Mosha, the criteria of merit constitute the dimensions along which an individual, unit, school, college, an institute, a university, an organization or a system of education has to perform well to achieve the overall merit. Standards, on the other hand, are the levels of excellence, the ideal state, or acceptable results of goals. In the same context of education, quality addresses the levels of achievement, and it is viewed in terms of the association between the goals, or expectations of the society and changes that takes place in the learners, education system and the society as a whole. Therefore there is a need to link the goals and objectives of education in that particular society in order to achieve the expected quality.

### **2.1.2 Quality of education defined**

In this study, quality of education is referred to as striving to improve state of education a society seeks to attain (Qorro, 2006). However, in the process of improving the state of education, there are numbers of factors that come in between. Factors such as the setting of the institution like a school, inputs, the processing of inputs into outputs and outcomes of a given institution play a significant role in the quality of education (Otieno, 2000). And when the contextual factors, inputs, processes and outcome are combined quality is the outcome (Mosha, 2000).

Different educational stakeholders have different perceptions and interpretations on quality of education (Motala, 2001). Literature indicate that, each one of us evaluates the school system in terms of the final goals we have set for our children, community and ourselves (Beeby, 1966). For instance, parents may interpret quality of education in relation to the learning outcomes particularly end of cycle examination results of their children; school managers or inspectors may focus in the improvements of the standards of reading, or handwriting, or mathematics; while a classroom teacher may refer quality to improved conditions of service.

## **2.2 Education in Tanzania and its structure**

The United Republic of Tanzania (URoT) realizes that, quality education is the pillar of national development, for it is through education that the nation obtains skilled manpower to serve in various sector in the nation's economy (URoT, 2009). The education sector is much the largest component of the public sector. Tanzania believes that, through quality education it will be able to create a strong and competitive economy which can effectively cope with the challenges of development and which can easily and confidently adapt to the changing market and technological conditions in the region and global economy (*ibid*).

Education in Tanzania is formal, non-formal or informal. The Formal Education and Training System in Tanzania constitutes 2 years of pre-primary education, 7 years of primary education, 4 years of Junior Secondary (ordinary Level), 2 years of Senior Secondary (Advanced Level) and up to 3 or more years of Tertiary Education which includes programmes and courses offered by non-higher and higher education institutions (MoEC, 1995).

Non-formal education is provided through different programs, intending to serve a variety of learning needs of different groups of youths and adults in the society. It is provided through various delivery systems, such as informal education, the different stages of adult literacy, evening schools, libraries, correspondence, radio, televisions and other forms of media and distance education (MoEC, 1995; Temu, 1995).

### **2.2.1 Evolution of Education System in Tanzania**

The evolution of Education system in Tanzania took place in phases depending on who was ruling the country at a particular time. The phases include before colonialism, during colonialism and after independence to date.

#### **2.2.1.1 Before colonialism**

Before the colonial conquest in the late 19<sup>th</sup> century, Tanzania had an indigenous education like other African societies with the clan or tribe as the basic unit (Mosha & Omari, 1987). Within each clan or tribe, knowledge, attitudes, values and skills were transmitted to the children with emphasis on certain essential skills for survival and continuation of the group and the individual. Children learned by living and doing, where by in the homes and on the farms, the skills of the society and behaviours expected of its members were taught to them (Nyerere, 1968). Indigenous education was mainly oral and non-formal with elders being the teachers. Tribal histories and relationships with other tribes and with the spirits were taught through story telling, which was conducted in the evenings around the fire place. Thus, the death of elders /grand parents was equated to the burning of the library because they were the carriers of wisdom and storage of knowledge (Brock-Utne, 2006). However, in some societies, this education was structured, for instance the Maasai ethnic group. They practised rites of passage to mark an advancement of an individual from one stage of life to another, for example initiation ceremonies (Brock-Utne, 2006; Mosha & Omari, 1987; Nyerere, 1968).

On the other hand, indigenous education was vocational, in that boys were prepared to become warriors as well as hunters (e.g. Maasai tribe), fisherman (e.g. waha) or farmers (wasukuma) while girls were prepared for the performance of domestic and agricultural roles with emphasis on their roles as future wives and mothers. Indigenous education encompassed what local people knew and did, and what they have known and been doing for generations

(Semali & Stambach, 1997). The education provided was verbally and mainly depended on memory skills and circumstances (Mosha & Omari, 1987). It aimed at fitting individuals into their prescribed places in the society, through a process of conditioning and coercion and discouraged individualistic social attitudes (Brock-Utne, 2006; Mosha & Omari, 1987).

During this period, Mother tongue<sup>2</sup> was used as the LOI and the learning was effective. As it has been stipulated in the literature, children learn better when taught through mother tongue or the language they are most competent (Cummins, 2000; Skutnab-Kangas, 1984). Meaningful learning took place because both parents/elders and children spoke the same language. This helped to facilitate thinking, reasoning, keeping memory and self expression to the learners (Mosha & Omari, 1987).

#### **2.2.1.2 During colonialism**

According to Mosha (1987), classroom education in Tanzania was brought by the Arabs rather than the missionaries or colonial administrators. They were established along the coast and in Zanzibar. It is estimated that, when the First World War broke, *there were 700 Koranic schools with about 8000 students in organized classes (Mosha & Omari, 1987, p. 12)*. The smooth transmission of Koranic education was due to the fact that, the Arabs did not interfere with the traditional belief systems. It emphasized group feelings and collectivity and relied on memory skills like in the indigenous education. Koranic schools introduced the skills of reading, writing and arithmetic but in the Arabic language. The people along the coast of Tanzania were the first to be the literate group. Because of their literacy, they were incorporated into the colonial apparatus as lower echelons rulers or akidas as they were called during the Germany period.

Furthermore, Modern Education was pioneered by the missionaries who came before the formal colonizers. Their beliefs ranged from Catholicism to Protestantism, and their converts had to know how to read and write because the knowledge of the Bible was fundamental to the religion (Mosha & Omari, 1987). Thus education was affiliated to Christianity, and the

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<sup>2</sup> Mother tongue language is the first language learnt by a human being from birth and it is the basis for sociolinguistic identity. Sometimes it is referred to as the native language.

churches acted as schools. Its distinguishing characteristics were emphasis on individualism, hard work, thrift, purity and monogamous nuclear family structure.

Conversely, Nyerere, 1968 writes that this education “*emphasized and encouraged individualistic instincts of mankind, instead of his cooperative instincts*” (Nyerere, 1968, p. 47). This emphasis in colonial education, according to Nyerere’s statement, was against the traditional education and value systems and norms which stressed clan or village based collective activities and shared values such as extended families. Consequently, the introduction of classroom based education was the beginning of alienation of the educational process from the realities of the rural life. It aimed at recruiting a few people who could work as clerks, messengers, interpreters, preachers and junior officials at districts and provincial levels. Additionally, Brock-Utne notes that;

*“... colonial education was used as an ideological tool to create feelings of inferiority in Africans, to create dependence on white people and spread the thinking, ideas and the concept of the ‘master...’” (Brock-Utne, 2006, p. 19).*

The Germany colonial period which begun in 1886-1919, had a Three-tier<sup>3</sup> education system which included primary, central schools and high school. The primary schools provided three years of instruction in reading, writing and arithmetic. These schools were owned by the missionaries, and they were centres of evangelic work. The centre school gave a two year course which emphasized vocational skills in local crafts and agriculture. The high school lasted between two and three years, and it was located in Tanga. The courses offered include clerical work, industrial arts and teacher training. The LOI in these schools was Kiswahili and German was taught as a foreign language (Mosha & Omari, 1987).

By 1900, there were 600 missionary schools with an enrollment of over 50,000 students. In 1914, about 95 percent of the students who were in Tanganyika’s schools were in mission schools. The number of schools grew to over 1,000, and total enrollment increased to 150,000 students. There were 99 German colonial government sponsored schools and 1,852 missionary schools. Government schools educated 6,100 students, while missionary schools educated 155,287 students. The majority of Tanganyikan pupils were educated by the missionaries during the German colonial period. However, the government schools aimed to produce clerks, tax collectors, interpreters, artisans, and craftsmen, whilst missionaries aimed

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<sup>3</sup> Three tier education systems is the one in which three distinct schooling types are involved.

to produce westernized christian converts, isolated from their own traditional culture (Jimenez & Lockheed, 1995). Furthermore, Education was used as an instrument of facilitating and reinforcing the functioning of the colonial system (Brock-Utne, 2006; Ishumi, 1978; Nyerere, 1968; Temu, 1995).

The British took over in 1919 to 1961. In 1920, they stated that their educational purpose was to develop the people on their own line, depending on their values and customs. They collaborated with missionaries and allowed them to play a major role in education and subsidized schools, which gave them greater control over the curriculum. The system was changed from that which was used by the Germans into the one which was composed of four years of primary school which offered *reading, writing, arithmetic, religious knowledge, general knowledge, health and hygiene, physical education, agriculture, handwork, singing and Kiswahili* (Mosha & Omari, 1987, p. 14). This was followed by two years of district school, with a continuation of primary school syllabus and history, geography and English as distinct subjects. Then, there were four years of secondary school for the selected few, with arts and science subjects example was Tabora school (Jimenez & Lockheed, 1995; Mosha & Omari, 1987) British Education was based on race, gender and economic status. There were schools for European children (quite few), Indian schools, Asian schools and schools for Africans (Ishumi, 1978; Temu, 1995).

The British used an indirect rule approach and they used sons of chiefs and kings as allies in colonial administration. These allies were trained in English to serve as middle-men between the Africans and the colonial administrators(Brock-Utne, 2006). They opened a school at Tabora in 1924 for sons of chiefs. The motive behind was to produce future administrators, clerks, and artisans. The British continued to use Kiswahili as the LOI. The use of vernacular languages, for instruction was losing ground and were regarded as inferior languages and succeeded by associating knowledge in English language with higher pay (Brock-Utne, 2006). This forced out Kiswahili as the LOI in schools and it has armoured the status of English in Tanzania and instilled in the minds of Tanzanians that English is the language of hegemony, resulting into the perpetuated crisis of the LOI today (Brock-Utne, 2006; Neke, 2003; I. M. Omari, 1995). Additionally, Nyerere (1968) writes that colonial education hindered Africans to be independent, critical thinkers as well as underdeveloped in all aspects of life (Nyerere, 1968).

### 2.2.1.3 From independence to present time

The Education system inherited at the time of independence was inadequate and inappropriate in many respects. For example it was elitist education designed to meet the needs and interests of the few, discouraged the intergration of pupils into the society and it encouraged inequality, intellectual arrogance and individualisim (Nyerere, 1968). Its pyramid was four years of primary education, four years of middle school education and four years of secondary education. Those who performed well in secondary school had a possibility of pursuing three years of university education. However, before independence few people received university education (Mosha & Omari, 1987).

Since independence, actions have been taken to reform the education system into the one which would be relevant to the needs of Tanzanian. These measures included making the education provided in all schools more Tanzanian in content, free of racism and expanding the available facilities especially at secondary and post secondary levels (Nyerere, 1968).

In order to achieve this, Nyerere introduced Education for Self Reliance (ESR) philosophy in 1967, under the Arusha Declaration which outlined the principles of Ujamaa<sup>4</sup> to develop the nation's economy. The declaration called for renovation of the economic system, through African socialism and self-reliance in locally administered villages through a villagization program. The aims of socialism according to Nyerere was to build a society in which all members have equal rights and equal opportunities; in which all can live in peace with their neighbours, without suffering or imposing injustice, being exploited, or exploiting; and in which all have a gradually increasing basic level of material welfare before any individual lives in luxury (Nyerere, 1968). This objective was made practical through ESR.

ESR was meant to determine and shape the goals, content and structure of education system in Tanzania, particularly formal education. The changes in the education system proposed in the ESR policy were education should:

- *be oriented to rural life, incorporate theory and practice,*
- *help students to become self-confident and co-operative,*

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<sup>4</sup> Ujamaa (Togetherness) was a Nyerere's vision of African socialism of brotherhood; where respect for human dignity, sharing of the resources, work by everyone and exploitation by none, as stipulated by Arusha Declaration in 1967.

- *develop critical and inquiring minds, primary education should be complete in itself by making the graduates independent.*
- *Furthermore, Education had to work for the common good, foster co-operation, promote equity and address the realities of life in Tanzania (Nyerere, 1968, pp. 50-53).*

ESR was therefore meant to be a functional education to help the nation become self reliant.

#### **2.2.1.4 Universalization of Education**

The expansion of primary education as one among the objectives of ESR, was made practical under universalization of Education. In 1974, the ruling party Tanganyika Africa National Union (TANU) made a decision to implement Universal Primary Education (UPE) by 1977 with the aim of achieving it by 1989. Under UPE movement, basic education was given a priority and it was stipulated that all children regardless of their social, economic and ethnic grounds should have an access to education. This was followed by the 1978 Compulsory Education Act as reinforcement which made education for all school aged children (between 7 and 13 years) compulsory, universal and terminal (Mmbaga, 2002). The act however abolished the school fees and the result was the increased enrolment rate. The act stated that:

*Every citizen of the United Republic of Tanzania shall be entitled to receive such category, nature and level of education as the ability may permit (...) No fees, subscriptions or contributions shall be charged, levied or collected as a condition of admission into or attendance(...) (MoE, 1978, pp. 27 -28).*

When UPE begun, parents contributed physically in the construction of schools and financially by contributing UPE fee to the school which was meant to cover for teaching and learning material (Mbilinyi, 2000; Mmbaga, 2002). The expansion of primary education posed challenges to the government because of the rise in enrolment rates. More teachers, facilities and resources were needed to cope with the demands.

According to Mmbaga (2002) UPE succeeded quantitatively. From the year 1974 to 1978, the enrolment rose from 48% to 93.5% (Mmbaga, 2002) . The number of children enrolled in standard one increased from 248,000 to 878,321 ((Mmbaga, 2002). Furthermore, the overall numbers rose from 1,228,886 in 1974 to 3,553,144 in 1983 and 4,112,167 in 1999 (Mmbaga, 2002). On the other hand, in terms of gross enrolment rates (GER) the numbers decreased from 77.8 to 77.1 in 1999. While between 1979 and 1983 the net enrolment went up by

89.56%. In the same vein there was an increase in the number of schools from 5,185 to 10,042 (95.6%), the number of classrooms also rose from 29,448 to 48,496 (64.7%) (Mmbaga, 2002). Consequently, the demand for resources could not match the soaring numbers which led to the falling standards, a legacy that has perpetuated to the present time.

Despite the priority to expand and increase enrolments in primary schools, the expansion of secondary schools and establishment of a University were also given a priority. Nyerere (1968) writes that in 1961 there were 11,832 children in secondary schools of which only 176 were in Form six and 14 University students. The enrolment in public secondary school grew rapidly between 1960s and early 1970s but declined in 1977 (Temu, 1995). Also, the percentage of pupils selected for public secondary schools declined over the years (1961-1986) from 20 percent to 6 percent. This is due to the fact that the man power planning approach restricted educational expansion and training at secondary and tertiary levels rather than allowed for impartial expansion equivalent to the one that was taking place at the lower levels (Mmbaga, 2002).

#### **2.2.1.4.1 Universalization and Quality of Education**

The ESR provided an opportunity for all children, to be enrolled in school and receive quality education. Quality of primary education was mainly judged at ministerial level through mastery of the three basic functional skills, namely reading, writing, and arithmetic, with a few students being selected for secondary education according to the human power planning policy (Mmbaga, 2002).

However, the provision of quality education could not be sustained due to economic hardships, caused by increased oil prices, high level of debt servicing, hunger, drought and overall poor economic performance (Sitta, 2007). In the mid 1980s, the World Bank (WB) introduced the Economic Structural Adjustment Programs (ESAPs), which were meant to help developing countries to repay their debts, Tanzania was one among them. Tanzania signed the agreement with the WB and started to implement the ESAPs<sup>5</sup>. The SAPs came

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<sup>5</sup> ESAPs refer to policy changes implemented by the International Monetary Fund (IMF) and the World Bank (WB) in developing countries. These policy changes to the developed countries had conditionalities for getting loans or obtaining lower interest rates on existing loans from the IMF and WB. The conditionalities were implemented to make sure that the borrowed money will be spent according to the goal of the loan (Brock-Utne, 2006).

with conditions such as trade liberalization, privatization, devaluation of currency and reducing public expenditure in sectors like education and health (Brock-Utne, 2006).

Therefore, in response to the implementation of SAPs, the Government introduced cost-sharing measures, froze recruitment of teachers and reduced overall spending on education. These measures led to a shortage of teaching and learning materials, non-maintenance of school infrastructure, discontinued classroom construction, as well as a shortage of teachers. These effects resulted in low enrolment, high dropout rates, low performance at national examinations, dilapidated buildings, an uncomfortable learning environment and a decline in completion rates as well as the deterioration in the quality of education offered (Brock-Utne, 2006; Mbilinyi, 2000; Mmbaga, 2002; Sitta, 2007).

### **2.3 Effects of UPE and SAPs on Primary Education in Tanzania**

The increased enrolment which could not match with the available resources, together with the failure of the government to support the education sector in Tanzania, resulted into an outcry about the poor quality of education in most GPS (Leshabari & Masesa, 2000; Sumra, 2000). Most primary schools suffered from poor conditions of learning, including the dilapidated buildings, overcrowded classrooms, inadequate desks, chairs, books, and shortage of teachers to the extent that pupils in the higher classes, were asked to teach those in the lower classes. Also, there were not enough schools to accommodate the enrolled pupils. Furthermore, pupils used classrooms whose quality varied from a shade of a tree to unfurnished structures. Shortage of desks, made pupils to sit on their bags or stones during classes (Leshabari & Masesa, 2000).

The above described situation, made parents to be dissatisfied by the education provided in the GPS. Some parents dared to take their children abroad in search for a good quality of education. For example, people flocked to Kenya and Uganda looking for schools which provided better quality of education (Mulokozi, 2004).

Private Tuition prompted by social demand for quality education was another problem. It was manifested by affluent parents who discovered that, GPS were no longer providing good quality of education for their children (Mosha, 1995; Temu, 1995). The expansion of primary

education, made it difficult for teachers to meet the needs of weak students and lead to poor teaching and learning. Thus, private tuition was meant to bridge the knowledge and skills gap, arising from poor teaching during normal school hours. It has however been criticized that, it promoted inequalities between the children of the haves and the have not, encouraged teachers to use minimum effort in classroom teaching, while reserving some energy for private tutoring which was more paying, introduced drilling of students for passing examinations, deprived children time for extra curricular activities essential for their physical, mental, psychological and spiritual well being, and deprived parents time to be with their children (Mosha, 1995).

## **2.4 Measures to reform the Education Sector**

In this section I focus on the attempts to reform the education sector in Tanzania by looking at the liberalization and privatization process and Primary education development plans.

### **2.4.1 Liberalization and privatization of Education**

Since the quality of education service declined, the government had to withdraw as a key actor in the provision of education. Rural and Urban communities were asked to share the costs of education, private and individual organizations were allowed and encouraged to invest in Education as it has been at independence (Mmbaga, 2002). In the same line, the Ministry of education introduced a new Education and Training Policy document in 1995. In this document, the ownership and establishment of private schools was made legal as it is stated that:

*“...The establishment, management and ownership of primary schools shall be liberalized...” (MoEC, 1995)*

Thus, private initiatives in creating new educational institutions were encouraged. The result was the mushrooming of private institutions, from the nursery school to the university level with a major thrust at the secondary cycle. The private schools created a dual system of schooling where by the children of the elites and the haves were taken into these schools, leaving the majority who come from low income background to attend the poorly financed GPS with inferior education (Brock-Utne, 2006; Mbilinyi, 2000).

In these private schools, English is the LOI from pre-school up through primary and secondary school levels. Child centred pedagogy is used and student achievement and performance in these schools improve rapidly once they are enrolled. The growing demand for English medium on one side reflects globalizing forces in Tanzania, and on the other side, it is against the emphasis of using Kiswahili as LOI and a means to build national unity and Tanzanian identity. Before liberalisation, there were only two schools named Olympio and Arusha primary schools which used English as the LOI. These schools were meant for the children of Diplomats and those who came from abroad (Rubagumya, 2003). However today there are few PPS which use Kiswahili as the LOI such as Chimala, (Mbeya region) and Huruma (Mbinga-Ruvuma region) (Rugemalira, 2005), as well as St. Therese Mbezi Luisi, (Dar es Salaam). To date, there is a massive influx of PPS/ English Medium Schools (EMS) in Dar es Salaam and other urban centers (Mbilinyi, 2000) (see table 1).

**Table 1: The English Medium Schools owned by the Government and Private Organizations in Tanzania**

Region	Registered EMS		Registered English Medium Schools						Total Religious EMS	Grand Total
	GPS	PPS	Muslim	Catholic	Lutheran	Anglican	SDA	Assemblies		
Arusha	1	48	2	5	2	0	4	2	15	64
Dar es Salaam	2	74	9	3	0	1	0	1	14	90
Dodoma	0	2	1	1	1	2	0	0	5	7
Iringa	1	9	1	2	0	0	0	0	3	13
Kagera	0	12	14	4	2	0	0	0	10	22
Kigoma	0	1	0	1	0	0	0	0	1	2
Kilimanjaro	0	18	3	6	2	0	2	1	14	32
Manyara	0	3	0	1	0	0	0	0	1	4
Mara	0	8	0	4	0	2	1	0	7	15
Mbeya	2	9	0	0	1	0	0	0	1	12
Morogoro	0	5	1	5	0	0	1	0	7	12
Mtwara	0	2	0	0	0	0	0	0	0	2
Mwanza	0	15	3	8	0	1	0	0	12	27
Pwani	0	6	0	0	0	0	0	0	0	6
Rukwa	0	0	0	0	0	0	0	0	0	0
Ruvuma	1	0	0	4	0	0	0	0	4	5
Shinyanga	0	10	1	3	1	0	0	0	5	15
Singida	0	3	0	0	0	0	0	0	0	3
Tabora	0	2	0	2	0	0	0	0	2	4
Tanga	1	16	3	0	0	0	1	0	4	21
<b>Total</b>	8	243	28	49	9	6	9	4	105	356

Government runs 2.2% of English Medium Primary Schools, Private owned English Medium primary Schools 68.3 % and Religious English Medium Primary Schools 29.5%. The Region with the highest number of English Medium Primary Schools is Dar es salaam (90) followed by Arusha (64) while Rukwa has none and Kigoma and Mtwara each has only 2 Primary Schools.

**Source:** Basic Education Statistics (MoEVT, 2007).

The liberalization of education services came at a time, when ordinary Tanzanian real incomes were declining drastically and made education more expensive. It meant the shifting of education costs and decisions, from the government, to parents and their communities.

This shift was named cost sharing. The expenses involved fees, boarding expenses, transport, stationery and, in some cases, construction and maintenance costs. This shift, therefore, meant that families wishing to educate their children had to put in substantial resources to fill the gap left by withdrawal of government funding (Brock-Utne, 2006; Mbilinyi, 2000; Mmbaga, 2002). Thus, privatisation and liberalization in education, contradicts the principles of equity and justice promoted by Mwalimu Nyerere as stipulated in education reforms of the 1970s. The indicator of difference in the provision of education became no longer race as in the colonial days, but class and class inequalities (Mbilinyi, 2000).

#### **2.4.2 Primary Education Development Plan (PEDP) 2002-2006**

PEDP is the programme which was launched in 2002 by the government aiming at improving primary education for all children in the country. The program lasted for five years and ended in 2006. Currently, another phase of PEDP has been launched and is run throughout the country. PEDP came into operation in Tanzania, under the Education Sector Development Plan (ESDP)<sup>6</sup>, which came after Tanzania signed the World Declaration on Education for All resulting from the UNESCO conference in Jomtien, Thailand in 1990 (Euan, 2004). Following the conference, Tanzania re-introduced UPE through PEDP.

The first PEDP phase had the following objectives:

- Promoting access to quality education for all children, by abolishing school fees and building of more classes to accommodate the enrolment levels.
- Improving quality of primary education by training and recruiting additional teachers, aimed to provide in-service training and pre-service training for teachers that focuses on academically sound, child-friendly and gender sensitive teaching methods and supply adequate textbooks to the schools.
- Improving capacity building within the education system, by increasing the budget of education sector, and
- Improve management, accountability and efficiency throughout the system so that children receive a better education by providing training to head teachers, school committees, ward education coordinators, inspectors, and to Local Government

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<sup>6</sup> ESDP is a programme which was established to help the Tanzanian Government to achieve its long term human development and poverty reduction targets as well as addressing problems facing the education sector in relation to quality of the education process, access and equity for all children, internal efficiency, management and funding. It operated under Primary Education Development Programme (PEDP) and Secondary Education Development Programme (SEDP).

Authorities, regional and national staff (Euan, 2004; HakiElimu, 2005; Sekwao, 2004, September; Sumra, 2007).

From the above mentioned objectives, PEDP succeeded to increase enrolment from 6,562,772 pupils, in year 2003 to 8,316,925 pupils, in year 2007. This was an increase of 26.7% (URoT, 2007), built 12,868 classrooms and 11,651 teachers were recruited (Sumra, 2007). Regardless of the achievements made, PEDP was characterised by the following challenges: low performances in national examinations especially among girls, overcrowded classrooms, caused by massive enrolments due to abolition of fees and low transition rates from primary to secondary (Sekwao, 2004, September). In addition, the programme paid unequal attention to enrolment expansion, quality improvement, capacity building and institutional arrangement or management. The five years were not enough to meet the millennium development goals. Therefore, a second phase has been introduced (PEDP II from 2007-2011) and has got three areas of attention, based on the lessons learnt in PEDP I, which includes cross cutting issues such as HIV and AIDS, Environmental Education and Gender Equality. The second is Educational Research, while monitoring and evaluation are the last (URoT, 2008).

Despite the successes of PEDP I and introduction of PEDP II, the quality of education offered in GPS is still downgraded. Most parents feel dissatisfied and unwilling to send their children to GPS, instead they opt for PPS (Euan, 2004; Rubagumya, 2003). However, it is difficult to determine whether the quality of education provided by the PPS is relevant to the society, because there are no set benchmarks which guarantee the uniformity and quality of education offered by the PPS (Tenga, 1999).

## **2.5 Empirical studies about the low quality of primary education in Tanzania**

After describing the attempts to reform the education sector in the previous section, I here by discuss some empirical studies about the low quality of education in the Tanzanian primary schools.

According to Mahenge (1985), the decline in the standards of education in GPS seems to have started in the 1960s. It was amplified by the decentralisation of Government

administration which begun in 1972. During the decentralisation power was given to people with clearly established and defined responsibilities, coordination and direction of the work of all ministries and regions. In the same vein the decline in the standards of education was due to the effects brought about by the UPE which aimed at, giving everyone better opportunities to acquire knowledge, skills and attitudes. The UPE programme succeeded to provide children with places in the schools for seven years but it did not take long to show that it was stressed due to rapid and sudden increase of students' population, and the country could not afford to meet the demands due to lack of funds. Therefore, the result was deteriorating in the quality of education in primary schools (Chonjo, 1994; Mahenge, 1985; Mmbaga, 2002; Mosha, 1988). The outcry towards the low quality of education triggered researchers to conduct studies to investigate the factors that led to low quality of education. The following are some of the studies which were carried out to investigate the falling in the quality of education and some recommendations that were given.

### **2.5.1 Mahenge study 1985**

This study was undertaken as part of a Masters thesis. Mahenge (1985) carried out a study in Mbeya and Iringa regions to investigate the educational problems in Tanzanian mainland primary schools in terms of facilities and instructional materials. The aim was to investigate the real situation, regarding basic instructional materials and facilities in rural GPS. In this study, teachers were the main informants. Data from discussions, interviews and questionnaires were systematically analysed and discussed.

His findings showed that, the teaching and learning conditions inside the primary schools in the selected regions were critical. There was lack of resources compared to the number of pupils in classes, no enough desks and chairs, books and buildings were old and in bad shape. He recommended for the government to rehabilitate the primary school sector by organizing a campaign for a specified period of years.

The above mentioned findings are sound because the quality of education has not yet been improved or changed and the sector is still in crisis. However the study does not deal with the situation in urban GPS.

### **2.5.2 Omari and Mosha 1987**

This was a collaborative study commissioned by the 1980 workshop on Decentralisation of Education Research and Evaluation Capacities in Tanzania. It was conducted to investigate into factors affecting the quality of Primary education in Tanzania and it was based on review of literature and field investigation. Five regions were covered including Coast, Dodoma, Kilimanjaro, Lindi and Tabora.

The study revealed that, there was an interaction of many factors that led to low quality of education in primary schools. These include policy formulation style which emphasized quantity than quality, staff reshufflings in the key positions in the Ministry of Education, poor funding allocated to education sector, changes in the content of primary education curricular, school staffing and resource consideration and primary education results as an indicator of low quality of education.

The study recommended that, there should be enough time for reflection and rational decision making in the policy formulation and implementation, key staff members should have enough and fixed tenure to stay on the job, curricular examination and more funding should be directed to education, sector in order to improve the learning conditions as well as provision of enough resources and facilities to schools.

The study reflected the real situation facing the primary school education sector. However the study does not indicate why it involved two rural districts from each region. I suppose it was better to have equal number of districts for each region.

### **2.5.3 Mosha study 1988**

Mosha (1988) undertook a reassessment study to find out the factors affecting the quality of primary education in five regions of Tanzania. The purpose of the study was to identify, through an extensive review of literature and empirical evidence, factors affecting the quality of primary education in general, and to develop critical indicators of primary education quality in Tanzania. Furthermore, the study aimed at exploring, through field investigation, the manner in which specific factors and variables interact and militate against the achievement of excellence or effectiveness in Tanzanian primary education.

His study revealed that, there was poor performance in mathematics and English, frequent staff reshuffling, declining financial support for primary education, ineffective curricula, shortage of teachers guides and textbooks and unfavourable working conditions for teachers in rural areas.

He suggested that, his study was just a foundation stone and that school administrators and inspectors should constantly monitor excellence in primary education, to check the preparation for life and for future education.

The study has shown that there is an interaction of different factors leading to poor performance and low quality of education in schools. On the other hand the study succeeded to mention and describe the factors but does not describe how they are interacted leading to poor quality of education.

#### **2.5.4 Chonjo study 1994**

Chonjo (1994) conducted another study on the quality of Tanzanian primary schools to assess the physical facilities and learning materials. The study was mainly based on review of the research reports. The aim of the study was to answer whether or not minimal resources for successful teaching are available in the schools. The study revealed that, the sudden increase of students' population due to UPE created a crisis, because the amount of money which was channelled to primary education was low. This led to limitation on the teaching and learning materials, hence the result was the low quality of education. He also recommended that, more fund should be directed to primary education if it is the only education the country can afford to offer to its citizens.

The study managed to give a general picture concerning the poor financing of Tanzanian primary school education. However poor funding is not the only cause for low quality of education. The study does not indicate other factors which might contribute to poor quality of education provision.

### **2.5.5 Rubagumya study 2003**

Rubagumya conducted a study to investigate into a new linguistic market in education as a factor behind the establishment the EMS in Tanzania. In his study 10 EMS were sampled from three regions named Arusha, Dar es Salaam and Kilimanjaro. The study found out that, English as a LOI attracts more parents to these schools. Parents want their children to master English more than any other subject. Also, it was found out that parents are dissatisfied by the quality of education in GPS. Rubagumya also mentioned other studies which came up with the same results concerning the use of English in PPS as the most noticeable motivation for parents to send their children to these schools. The studies included Mbise and Masoud (1999), Kanigi (2002) and Muhdhar (2002). He suggested that, the government has the capacity to make the real impact by making the resources available in the GPS including the competent English teachers to improve the quality of education.

I do agree with the researcher's point of view that the government is capable of providing resources to schools but this can only be possible if there is proper planning and management in the allocation of these resources. However the study seems to be based more to schools in the urban areas because most of the EMS are found in urban areas.

### **2.5.6 Erik Björkdahl and Patrick Lundqvist 2006**

This study was conducted as a part of Masters Thesis by two students from Goteborgs University, School of Global Studies and Centre for African Studies under Africa and International Development Cooperation in Sweden.

The study investigated the effects of abolishing school fees, on the quality of education in GPS. The main focus was to examine different educational actors' view to what extent the quality of education has been affected since the abolishment of the school fees in primary schools. The study involved a senior official at the Swedish Embassy in Tanzania, an employee from Tanzania Teachers Union and a primary school teacher in Dar es Salaam. In this study, statistical data, interviews, policies from the Tanzanian Government and other published material were systematically employed, analysed and interpreted for discussions.

The study revealed that, the quality has declined since the abolishment of the school fees and that the quality in general is rather low. Erick and Patrick (2006) also believe that the

abolishment has led to increased burden for the teachers. They further reported that, the quantity has been given higher priority than the quality.

I agree with their findings that more priority has been given to quantity than quality. This is because now there are more children in schools as compared to number of teachers and resources available to schools.

In this study among other suggestions, Erick and Patrick (2006) recommended that, it would be interesting to follow up what happens with the children who go through primary education to see what they are achieving and if they manage to cope with the next level of education. This is because, the children in primary school today, are the future resource for development in Tanzania (Björkdahl & Lundqvist, 2006).

Following the above recommendation, it might be difficult to make a follow up, because only few who are in the urban areas continue to the next level of education. Most of the students in rural areas end up with primary education.

### **2.5.7 Comparative studies on quality of education between PPS and GPS**

So far, there is little literature or rather studies that have been done concerning the issue of quality of education between the PPS and GPS in Tanzania and therefore this review relies mostly on the two known studies which compared PPS and GPS.

#### **2.5.7.1 Vuzo study 2008**

Vuzo (2008) conducted a study under LOITASA project phase II to compare the teaching and learning resources in some selected PPS and GPS in Dar es Salaam and Morogoro regions. She found out that, there is a gap in terms of resources though some government schools seem to be having resources, but they could not compete with the private primary schools. The gap ranged from human to material resources. PPS appeared to have well paid teachers, enough books with 1:1 ratio, small class size of maximum 25 students, computer labs, additional subjects such as French, Art and Craft, Music were taught. Vuzo (2008) recommended that, there is a need to invest quite a lot in government owned schools in terms of books, teaching

aids, improving working condition for teachers, improving cooperation among teachers, parents, and students and increasing the number of classrooms and desks if possible.

#### **2.5.7.2 Lwaitama and Galabawa study 2008**

Lwaitama and Galabawa conducted another study under LOITASA phase II to compare Equity and Quality between the PPS and GPS in Tanzania. Their preliminary results revealed a huge resource gap between PPS and GPS which could have an effect on the quality of education provided. The gap was mainly in human and material resources. The human resources deficiency stemmed on teachers, and non teaching staffs while the material resources deficiency included the classrooms, number and adequacy of administrative spaces, sanitary facilities and teaching and learning materials. The PPS tended deployed teachers with a satisfactory educational background, provided in-service teacher training and employed various non teaching staffs to assist in extracurricular activities. These include librarians, security guards and matron/patron. On the other hand the GPS appeared to have none of the mentioned.

The above researches are similar to this study but they focused more on what is available in schools as resources. They did not deal with what exactly happens in the classroom which is the focus of my study. Furthermore, the findings reflect the resources quantitatively but not the quality of the resources. However, the recommendation that, there is a need to invest in government schools looks biased because even the private schools need to be well resourced, because the PPS have got their weaknesses also.

## **2.6 Conclusion**

We have seen that PPS came when the government failed to support the education sector and decided to introduce the liberalisation and privatization policy. The PPS use English as the LOI and many people flock to them (especially the haves) in search of good quality of education for their children which they measure in terms of mastery of English language (Neke, 2003). Purposeful efforts have been made to improve the quality of education offered in GPS in order attract both pupils and parents. Though the target of providing adequate resources and good quality of education has not yet been reached, there are some observable

improvements like more and better classrooms have been built, increase in performance, more schools were built and enrolments have risen etc.

My query lies in the fact that does it mean PPS are excellent in the provision of the quality of education? This study seeks to determine the differences in the quality of education provided between the GPS and PPS.

## CHAPTER THREE: THEORETICAL FRAMEWORK

### 3.0 Introduction

This chapter presents theories that were used as a guide to the study. The chapter is broken down into several sections. The first section presents the Open System Theory (OS-Theory). In this section, an account of the theory and its relevance to the study has been displayed. This is followed by the Education for Self-Reliance Theory (ESR-Theory) in section two. The section provides an account of the theory and its relevance to the study. Section three presents the general conceptualization of the central concepts in the study. In this section, the major concepts include the Inputs, Process and Product/Outcome have been thoroughly conceptualized. The last section concludes the chapter.

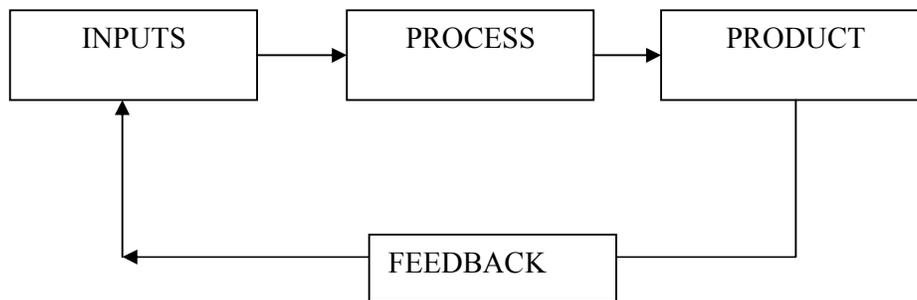
The two theories appeared to be relevant to this study in the sense that first, the OST describes the interaction of Inputs, process and outcome in bringing up the desired quality of product through feedback mechanism. The theory shows how the feedback sends the signal to the inputs and process for improvements. Secondly, the ESR theory talks about inequalities in the provision of education during the colonial era in Tanzania, and today there are schools of the haves (PPS) and for the poor and middle class (GPS). Therefore, following these reasons I opted for the two theories.

### 3.1 Open System Theory (OST)

#### 3.1.1 A brief account on OS-Theory

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 *system* is a kind of interaction among various elements, and is constructed by the boundary between *input* and *output* (Barrien, 1968). The system can either be open or closed, and for it to be categorised as an open or closed system, it depends upon the access of the boundary (Hsiao, 2007). Therefore, an open system is the one which can import resources into its boundary from external circumstances, through the function of *input*, and generate the production out of the boundary through the function of *output* (See Figure 1).

According to open systems theory, the operation of an organisation would be affected by, and respond to, external circumstances. The organisation 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 organisation returns to and affects the external circumstance. Simultaneously, the external circumstances would respond to the products of the organisation. These responses return to the system again through the procedure of *feedback*. The function of *feedback*, which allows external circumstances to recognise the operation of the system, can stimulate the system to adjust itself based upon responses from the external circumstances(Barrien, 1968; Hsiao, 2007).



**Figure 1: Open system model**

Hsiao (2007) 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 organisation 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.

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 (Hsiao, 2007; I. M. Omari, 1995). 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 (Hamza, 1998; Hsiao, 2007; Madaus, Kellaghan, & Stufflebeam, 2000).

### **3.1.2 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 (Munishi, 2000). 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 organisation 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.

In Tanzania, there has been an outcry that the quality of education has deteriorated to very low levels (Mosha, 2000). 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 (Chonjo, 1994; Leshabari & Masesa, 2000; Mahenge, 1985; Mosha, 1988, 2000; Munishi, 2000; Mwampeta,

1978; I. M. Omari, 1995; Otieno, 2000; Sumra, 2000). These were the effects of rapid growth in enrolment rates brought by UPE and economic decline of the 1980s (Sumra, 2000).

Since Tanzania got her independence in 1961, education has always been seen as the core of national development (Chonjo, 1994). 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 can not afford to invest in human 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, how can the present Tanzanian pupils/ students be able to bring the changes while the education system and the education provided are all ill equipped?

### **3.2 Education for Self Reliance Theory (ESR-Theory)**

#### **3.2.1 A brief account on ESR-Theory**

The ESR-Theory was found by the late Mwalimu Julius Kambarage Nyerere, first President of the United Republic of Tanzania and launched in 1967 during the Arusha declaration. The objectives of ESR were rooted in the need for relevance of education to rural life, need to correct elitist bias in education and the need to change the negative attitudes among students toward agriculture and rural life (Nyerere, 1968). Nyerere believed in the development and preservation of true freedom and human dignity among the people, promotion of equality and un-exploitation, promotion of literacy and building political consciousness among the people through schooling. ESR was meant to transmit knowledge in theory and practice through efficient and effective teaching and learning process (*ibid*).

In order to achieve the above, schools as units of education should be well equipped to carry out the operated procedure of inputs, process and outcome in a system of education. ESR was a national building concept which focused on the provision of a complete education to individuals.

#### **3.2.2 Relevance of Education for Self Reliance to this study**

Quality of education provision is of paramount importance in order to bring about change and development in all aspects of human life. To demonstrate provision of good quality of

education in a school, the integration of inputs, process and products is necessary (Hsiao, 2007). Munisi 2000 writes that, inputs have to be well combined and managed together with some indicative amounts, such as quality process attributes of management characteristics and behaviour, administered teacher-time amounts in resourcing for and assisting in the administration of the school. The input and process categories of quality of education will eventually lead to output and outcomes.

Relevance of ESR in this study rests on the fact that, ESR aimed at providing a complete education which will enable the graduates to cope and be functional in the society. But it has been noted that, the quality of education in Tanzanian primary schools has deteriorated, and those who complete primary education are not able to sustain themselves and be productive in the society (Leshabari & Masesa, 2000). Researchers and educationist have been reporting that the low quality of education in Tanzanian primary schools (GPS) caused by inadequate inputs, poor teaching and learning process and weak product (Chonjo, 1994; Euan, 2004; Leshabari & Masesa, 2000; Mahenge, 1985; Mosha, 1988, 1995, 2000; Mosha & Omari, 1987; Mwampeta, 1978; I. M. Omari, 1995), just to mention a few. In this situation, how can Tanzanian students bring the mentioned change, and development while their learning environment is ill equipped?

Another relevance of ESR to this study, stems on its critique about the inadequacy and inappropriateness of colonial education, that it promotes the attitudes of inequality, intellectual arrogance and individualism. Today there are PPS which were introduced during the liberalisation and privatisation policy. The presence of these schools has created a dual school system in which the elites and the haves enrol their children, while the poor majority are enrolled in the GPS (Brock-Utne, 2006).

According to Rubagumya (2003), the PPS counted for less than 1%. These schools are well resourced in terms of teachers and other physical facilities. The LOI used is English, this has made Kiswahili to be despised and regarded as the inferior language. “...*Language is an instrument of culture and when you learn a new language, you also learn a new culture...*” (Brock-Utne, 2006, p. 150). Those who attend PPS adopt the western culture by becoming isolated to the majority who speak Kiswahili (Brock-Utne, 2006).

Conclusively, ESR remains important because it emphasized equity and justice, while discouraged classes in the society. The privatisation and liberalisation policies have created inequalities in the provision of education, and promoted classes of the haves and have not in the society.

### **3.3 Conceptualization of central themes in the study**

Having presented the two theoretical perspectives and their significance for this study in the previous section, I now discuss some central themes underlying my study. Such themes include: input, the process of education and education output/ outcome.

#### **Conceptualizing Inputs**

According to Mosha (2000), inputs are the requirements that are used to facilitate the realisation of quality outcomes in the teaching and learning process. In order to attain quality education, the schools should be provided with all necessary inputs, to allow teachers and students to engage in teaching and learning activities (Kalembo, 2000). Inputs to the education system includes, financing, strong parent and stakeholders support, quality of students, academic environment, quality of infrastructure, teaching and learning materials and equipments, quality of staffs, organization culture and effective management (Mosha, 2000; Otieno, 2000). To enhance the provision of good quality of education in schools, the quantity and quality of inputs fed to the education process matters a lot.

#### **3.3.1 Conceptualising the process of education**

This refers to what happens in the classroom. It includes the tangible and intangible characteristics and interaction within the classroom situation such as teacher's morale, attitudes, expectations of students, teaching methods, assignments, and level of interest and motivation of students' body in learning (Mosha, 2000; I. M. Omari, 1995; Otieno, 2000). To have an effective process of education in the classroom, both the teacher and students should be well motivated and be provided with good learning conditions.

#### **3.3.2 Conceptualising Education output /outcome**

This refers to learning, knowledge, skills, behaviours and attitudes which are demonstrated, either by passes of examinations, or how the school succeed to transfer students to the next

level of education, and skills for self employment. The quality of school products can be used to send the feedback to the education system, about the status of education offered and help the school to make adjustments.

### **3.4 Conclusion**

So far we have seen the Open System Theory and Education for Self-Reliance as essential theories that have guided this study. A closer look at these theories has shown that there is a difference in the quality of education provided in GPS and PPS. While the Open System Theory shows that education is an industry whose effectiveness stems on the interaction inputs, process and outcome in the cultivation of human resource. Furthermore, the school is a system where by its effectiveness relies on the environment, which feeds it with inputs to be processed so as to produce output for realisation of outcome. The Education for Self Reliance, on the other hand, insisted that education should be complete and effective learning is achieved through theory and practice, furthermore, ESR criticized inequalities in the provision of education, which is the right of every Tanzanian.

The two theories will also be used in the analysis and discussion of the findings by linking what the theory says and what the study has revealed.

## **CHAPTER FOUR: RESEARCH METHODOLOGY**

### **4.0 Introduction**

This chapter deals with the research methodology. It represents how the study was conducted, the choice and reasons for choosing the research strategy, data collection methods and procedures used in conducting the study, and population and sampling techniques. Other issues covered, include accessibility of the informants and how they were selected, interview and observation guides and how they were administered. The issue of validity and reliability was also considered in relation to the data collected. The chapter concludes with the challenges encountered during the data collection.

### **4.1 Research strategy**

A research strategy refers to a general orientation to the conduct of social research. There are two types of research strategies, namely; quantitative research strategy and qualitative research strategy (Bryman, 2004). Quantitative research strategy is based on quantification in collection and analysis of data, and it entails a deductive approach to the relationship between theory and research, in which the accent is placed on the testing of theories. On the other hand, qualitative research strategy is the one, which the emphasis is based on words rather than quantification in the collection and analysis of data. The qualitative strategy is inductive in the sense that, a researcher develops concepts, insights and understanding from the patterns in the data rather than collecting data to assess preconceived models, hypotheses or theories (Bryman, 2004; Silverman, 2001; Taylor & Bogdan, 1984).

Looking at the nature of the topic and objectives of this study, I opted to make use of the qualitative research strategy. The strategy focuses on understanding the social reality naturally and how the social order is formed and organised, also suitable to get peoples' insights about their world view (Miles & Huberman, 1994). Patton (2002) adds that qualitative research is a naturalistic inquiry in the sense that the researcher studies the real-world situations as they unfold naturally, it is non-manipulative and noncontrolling and provides openness to whatever emerges. The information gathered in this study is both descriptive and qualitative.

In order to increase the validity of the data collected, I decided to triangulate the data sources. Patton (2002) asserts that, triangulation of qualitative data sources is done by comparing and cross checking the consistency of information derived at different times, and by different means within the same study. I therefore in this study, compared observations and interview responses, also compared the interviews against documents to check if there is corroboration. These documents were list of teachers and their qualifications, examination results and lists of the available resources in the schools.

## **4.2 Research Design**

Bryman (2004) describes the research design as a framework for collection and analysis of subsequent data. The research design shows major parts of the research, gives direction and structures the research. Research design is important in any study as it results into a systematized knowledge which is the content of science (Kvale, 1996). According to Bryman (2004), the choice of research design shows decisions about the priority given to a range of dimensions of the research process such as:

- *Expressing causal connections between variables*
- *Generalising to larger groups of individuals than those actually forming part of the study*
- *Understanding behaviour and the meaning of that behaviour in its specific social context, and*
- *Having a temporal appreciation of social phenomena and their interconnection* (Bryman, 2004, p. 27).

Adding more to the definition, the research design provides the glue that holds the research project together. Apart from structuring the research it is also used to show how all of the major parts of the research project i.e. the samples or groups, measures, treatments or programs, and methods of assignment work together in addressing the central research questions (De Vaus, 2001).

As the interest of this research was to have an intensive and detailed examination of a setting or case (Bryman, 2004), a case study design was used to achieve the target. Bryman (2004)

writes that a case study entails a detailed and intensive analysis of a single case and it is concerned with the complexity of particular nature of the case in question. Furthermore, the case can be a community or organization like a single school. In this study the case was two selected primary schools a Private primary school (PPS) and Government primary school (GPS) all situated in Dar Es Salaam.

### **4.3 Research setting**

Research setting is a place where the study is going to be conducted (Glesne, 2006; Maxwell, 1996). This study was conducted in Dar Es Salaam which is the commercial and former capital city of Tanzania. The region is one among the regions chosen by the LOITASA project to conduct their second phase research which involves primary schools. In the first phase, the project concentrated in the secondary schools to investigate about the relationship between the language of instruction and performance.

I opted to conduct my study in Dar es Salaam because the selected primary schools for this study were located in there. The region was convenient for me due to financial and time constraints.

### **4.4 Data collection procedures**

Data collection was conducted in Tanzania during the field work which was conducted in October 2008 and was done in line with the on going LOITASA project. Distinguishing it from laboratory work, field work involves interaction with people and society and therefore one may encounter some uncontrollable factors here and there (Glesne, 2006). Things like not meeting appointments of both interviewee and the researcher due to poor public transport system, personal problems, public holidays, etc may happen in the process during data collection.

Before carrying out the field study, I reported to the University of Dar Es salaam and met the Coordinator for the LOITASA project and handed in my proposal. I had to wait for sometime before I could get the research permit from the coordinator who followed it up from the Research and Publication Unit at the University of Dar es salaam. After getting the research

permit, I was introduced to the heads of schools where I collected the data by the LOITASA coordinator in Tanzania. The introduction happened while participating in the workshop which was conducted and attended by regular teachers and headteachers of the selected schools in one among the schools endorsed in the project. The obtained research permit and a copy of the letter from Oslo University were used as introductory letters stating who I am and what am I doing. The two letters were submitted to the primary schools visited for official purposes (See Appendices C&D). Data collection involved interviews, observation and documentation.

#### **4.4.1 Interviews**

Interview is conversational, a basic mode of human interaction that researcher and interviewee use to communicate (Kvale, 1996). It is both structured and purposeful, involving careful questioning and listening with the purpose of obtaining thoroughly tested knowledge. Kvale (1996) adds that, research interview is an attempt to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations. The main task in interviewing is to understand the meaning of what the interviewees say. He further adds that, qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Creswell (1994) notes that, interviews can either be face to face, telephone or group interviews.

I employed face to face interview with a semi-structured form of questions in order to get experiences, feelings, opinions, views and insights from students, teachers and parents about the differences in the quality of education in both Private and Government primary schools. The semi structured interview is the one in which the researcher has a list of questions or fairly specific topics to be covered, often called interview guide, but the interviewee has a great deal of scope in how to apply. Further more, the questions may not follow on exactly the same sequence as outlined in the schedule (Bryman, 2004). I therefore employed the open ended questions with probes to explore the thoughts concerning the PPS and GPS and the type of education offered by these educational institutions.

The structured interview was also used in this study. It involved asking respondents a series of pre established questions with a limited set of response categories (Fontana & James, 1994).

Bryman (2004) asserts that, a structured interview entails the administration of an interview schedule by an interviewer aiming at giving all interviewees exactly the same context of questioning. In this case, the respondents received exactly the same interview stimulus as any other.

#### **4.4.1.1 Interview guide**

According to Bryman (2004), interview guide is referred to the brief list of memory prompts of areas to be covered often employed in unstructured interviewing, or to the somewhat more structured list of issues to be addressed, or questions to be asked in semi-structured interviewing. Adding to Bryman's definition, Patton (2002) notes that, the interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Interview guide should consist of questions which are prepared to ensure that the same basic lines of inquiry are pursued with each person interviewed. In order to explore the views about the differences in the quality of education provided by the PPS and GPS, I used face to face interview technique with questions which were semi-structured and open ended to allow flexibility.

I prepared three different interview guides, one was for the parents; the second was for the teachers and third was for the pupils (See appendix A). The questions in these guides focused on the concept of quality of education in the primary schools, the motives behind selection criteria of schools by the parents and students, and teachers' views about the education found in the respective schools.

#### **4.4.1.2 Administration of interviews**

Since I had already been introduced to the school heads during the LOITASA workshop that I am a Masters Student from the University of Oslo doing a research under the umbrella of LOITASA, it was easy for me to face the interviewees (the teachers) because some of them were among the participants in the workshop organized by LOITASA. For the case of parents, I had to give a brief introduction about myself and what has brought me particularly in those primary schools, this was done to every single parent approached. In addition, I assured the informants about the anonymity and confidentiality of their responses before I could get their consent.

The interviews with the school heads were conducted in their offices during the working hours; it took about 45minutes for each interview done with the school head. The interview with other teachers was conducted during break times to avoid interrupting the school timetable. I spent about 20 minutes with each interviewee. Students were also interviewed during the break.

For the case of parents in the GPS I had to hunt for those who came to see the head teacher or class teacher. For those parents with children in the PPS it was a bit easy to get hold of them when they came to collect their children, though it was also a hunt. I conducted all my interviews in Kiswahili language, since it is the national language spoken by almost every Tanzanian and was easy for parents to express themselves freely. I used the interview guide prepared before hand.

As the field note book is the primary recording tool of the qualitative researcher (Glesne, 2006), all the relevant information gathered during the interview was stored in my field note book through note taking. Basically the field notebook was filled with descriptions of people, places, events, activities, and conversations. Ideas, reflections, hunches, and notes about emerging patterns were noted down. I tried to my level best to note down all the necessary information simultaneously during the interview session when the respondents were narrating or explaining their views. If it happened that the point was not clear I hesitated not to ask for repetition or clarification from the informant.

#### **4.4.2 Document analysis**

The interview process was followed up by, document analysis as it has been observed that most of the educational projects requires the analysis of documentary evidence. The documentary analysis of educational files and records can prove to be an extremely valuable source of data (Bryman, 2004; Judith, 1987). Judith (1987) divides documents into two categories; primary and secondary sources. She defines primary source as a document or physical object which was written or created during the time under study, those which came into existence in the period under research, things such as minutes of a meeting, diaries, speeches, manuscripts, letters, interviews and autobiographies. Secondary sources are the ones which interpret and analyze primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary

sources in them. Some types of secondary sources include; publications such as textbooks, magazine articles, histories, criticisms, commentaries and encyclopaedias’.

However, Bryman (2004) categorizes documents into personal documents such as diaries, letters and photographs, where as official documents includes public inquires and those derived from private sources. Other documents mentioned by Bryman are mass media outputs and virtual outputs such as internet. In this study I used official documents found in the respective schools to check the number of resources available and the examination results of the past two years. The resources included the buildings, human resources, furniture and instructional materials. I also used news paper articles in order to get the public views on the question under the study.

#### **4.4.3 Observation**

Apart from interviewing and document analysis, Observation method was employed and both non-participant and participant observations were used in order to complement each other. According to Bryman (2004), a participant observer immerses himself inn a group for extended period of time, observing behavior, listening to what is said in conversations and asking questions. As a participant observer, I immersed myself in the day to day activities of the school, while attempting to understand what happens in and outside the classroom. I conducted informal conversations and interacted with students and teachers. I attended the classes in which English, Kiswahili and Mathematics lessons were taught. These subjects have been proposed by the LOITASA project and since my study is connected to the project, it was relevant for me to concentrate on these subjects. I also involved myself in the activities outside the classroom like in the playing grounds to observe other informal practices. I made a careful observation and wrote objective notes about what I saw, recording all accounts and observations as field notes in a field note book.

Apart from being a participant observer I also acted as a non-participant observer. A non participant observation is the one in which the observer observes with minimum interaction and interference (Bryman, 2004). Therefore as a non- participant observer, I used to sit at the back of the classroom to avoid interfering and desensitizing the students in the teaching and learning process. I observed the teaching methodology, use of language of instruction, student participation, what was not happening (things which were in the timetable but never

happened). Outside the classroom, I went around the school compound to see the compound and what is available as facilities, the way it is organized, neighborhoods and what happens during the break times. I also observed the activities of the teachers in the staff rooms especially what were they doing when they did not have lessons to teach.

#### **4.4.3.1 Observation guide/schedule**

As noted by Bryman (2004), devising a schedule for the recording of observations is clearly a crucial step in structured observation. From this contention, I prepared a schedule of pre-determined units of analysis which was divided into three parts. The first part was based on what happened in the classrooms; the second focused on the happenings outside the school and third was based on the teachers in the staffroom (See Appendix B).

### **4.5 Population and Sampling**

#### **4.5.1 Target population**

The target population in this study was the school heads, subject and class teachers, students and parents. From the school heads, I collected information concerning the history of the school, the last two years examination results, documents which tell about the statistics of the school, number of teachers available in the school (teaching staff) and their respective subjects they were teaching in addition to their educational backgrounds. From the class and subject teachers, I gathered information on the number of students in the classrooms, relationship among the students, between teachers and students, and between teachers and parents.

From the parents, I collected the information about their views concerning private and public primary schools, relationship among parents and teachers in the schools and how often are they were involved in the school matters.

#### **4.5.2 Accessibility of the target population**

According to Glesne (2006), access is a process, it refers to acquisition of consent to go where you want, observe what you want, talk to whomever you want, obtain and read whatever document you require and do all the mentioned for the period of time allowed to

satisfy your research purpose. Since the study was conducted in Dar es Salaam, it was easy for me to reach most of the informants, with exception of parents who seemed to be very busy and difficult to find them. Due to time constrain, it was not possible to get hold of each and every informant in the target population. Therefore, a representative sample of potential informants was drawn from the target population as stipulated in the table that follows in the section 5.3. Indeed, the selected informants were interviewed by face to face.

### **4.5.3 Sampling techniques**

Since the main purpose of the study is to compare the quality of education provided in the government and private primary schools in Tanzania, purposeful sampling was used to get the information required. Purposeful sampling is a non-random sampling technique based on member characteristics relevant to the research problem (Glesne, 2006). It is well known that, qualitative inquiry focuses on relatively small samples selected purposefully. According to Patton (2002), purposeful sampling is powerful in the selection of information rich cases for in depth study. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. In the same vein, purposeful sampling selects informants that will best answer the research question (John W Creswell, 1994). Patton (2002) indicates various sampling strategies, which serve purposes other than representativeness or randomness. Among these are purposefully random sampling and convenience sampling.

According to Patton (2002), purposeful random sampling strategy is the one in which a target population is identified and a systematic way of selecting cases that is not based on advanced knowledge of how the outcomes would appear is developed. The use of randomized purposive sampling is to increase credibility of the results, even when the identified sample is small. Patton insists that a small, purposeful random sample aims at reducing the suspicion about why certain cases were selected for study, but such a small sample does not allow generalizations. Accordingly, I employed this strategy in selecting teachers and students from both schools.

Bryman (2004) defines convenience sampling as the one in which selection is done by virtue of its accessibility. It is neither purposeful nor strategic. Bryman adds that the context in which this strategy can be useful is, when a chance presents itself to gather data from a

convenient sample and it represents too good an opportunity to miss. Therefore, I found it useful to employ this strategy as well when collecting information from parents, particularly parents with children in the PPS who were interviewed when they came to collect their children after school, and whilst parents with children in the GPS were interviewed when they came to see class teachers or school head on matters concerning their children.

The research informants used were three parents with children in PPS and three parents with children in GPS, three teachers from PPS of which one among them was a school head and three teachers from GPS including the school head, ten students of which five were from the PPS and the other five from GPS all were in grade five (see table 2).

**Table 2: Distribution of participants**

	GPS	PPS	Total
Parents	03	03	06
Teachers	01 head teacher	01 head teacher	02
	02 subject teachers	02 subject teachers	04
Students	05	05	10
Total	11	11	22

Source: field notes

#### 4.6 Validity and reliability

According to Bryman (2004), each research strategy is considered in terms of the criteria for evaluation of research findings. Patton (2002) writes that reliability and validity are two factors which any qualitative researcher should be concerned about when designing, analyzing and judging the quality of the study. But Lincoln and Guba, (1985) ask “How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to? Responding to this question, Healy and Perry (2000) write that, the quality of a study be it qualitative or quantitative should be judged by its own paradigm's terms(Healy & Perry, 2000). For example, in quantitative research reliability and validity are the essential criteria for assessing the quality, while qualitative researchers use terms such as; Credibility, Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability as the essential criteria for quality (Lincoln & Guba, 1985). To make it more specific with reliability in qualitative research, Lincoln and Guba use the term dependability.

They further insist that, in order to facilitate the dependability of qualitative research, inquiry audit should be employed. In the same line, inquiry audit is used to examine the process and the product of the research for consistency (Hoepfl, 1997). Moreover, verification of research steps through examination of raw data, data reduction, and product and process notes is crucial in order to achieve the consistency of data in qualitative research (Campbell, 1996).

It is important to examine trustworthiness in qualitative research in order to ensure reliability. To support this statement, it is asserted that, trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability (Seale, 1999). In conceptualizing reliability and unfolding the congruence of validity and reliability in qualitative research, Lincoln and Guba (1985) notes that, there is no validity without reliability; a demonstration of validity is sufficient in establishing reliability.

Creswell and Miller (2000) pointed out that there is a general consensus that qualitative inquirers need to demonstrate that, their studies are credible (J.W Creswell & Miller, 2000). Following this contention some procedures for establishing reliability and validity were used in this study. Different ways of collecting data such as participant observation, face to face interviews and documentation were used. This is called *triangulation*. Creswell and Miller (2000) maintains that triangulation is a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study. Dexter (1970) in Maxwell argue that:

*No one should plan or finance an entire study in advance with the expectation of relying chiefly upon interviews for data unless the interviewers have enough relevant background to be sure that they can make sense out of interview conversations or unless there is a reasonable hope of being able to hang around or in some way observe so as to learn what it is meaningful and significant to ask Dexter (1970, as cited in Maxwell, 1996, p. 75).*

I do agree with Maxwell that interviews can not be the only source for data collection because through conversation it is not possible to gather informations which deal with behaviours as an example.

I therefore, used triangulation because it is a strategy that reduces the risk of chance associations, and systematic biases due to specific methods and allows a better assessment of the generality of the explanations to be developed (Maxwell, 1996).

Secondly, I used a comprehensive data treatment procedure. Silverman (2001) defines it as a process of working with smaller data sets open to repeat inspection until the generalization is applicable to every single gobbet of relevant data collected. Since I had a small sample size selected purposefully, I used to check the obtained data from time to time by asking the same questions repeatedly in order to have a general picture.

Thirdly, I employed a feedback approach in order to get different views from other people who were not in the sample and strangers to the phenomena under study. Maxwell (1996) explains that soliciting feedback from others is an extremely useful strategy for identifying validity threats, your own biases, and assumptions and flaws in your logic or methods. In addition to Maxwell's explanation, I opted for feedback approach because I am an insider, and I wanted to avoid being "culturally blind". Literature defines culture blindness as the tendency of becoming blind to whatever happens to you everyday (Brock-Utne, 1996). Therefore in this study I regarded myself as an insider as well as an outsider and I developed analytical distance that helped me to see things in different perspectives. I also developed relational closeness, critical look and asked critical questions to the respondents.

Lastly, I considered the issue of ecological validity. Brock-Utne, 1996 writes that maximization of ecological validity by qualitative researchers is one among the rationales of their approaches. She writes that for the study to qualify for high ecological validity it is important to address as many characteristics as possible. I am aware that in order to attain high score of ecological validity a detailed account of findings which are applicable to the daily life of the phenomena under study is required. I therefore observed the anonymity and confidentiality in names and status of the interviewee, and the place where I collected the data, so that I could get the in depth information concerning the difference in the quality of education found in PPS and GPS.

#### **4.7 Major Challenges**

There were challenges I faced during the data collection. To begin with, it was a delayed research permit which took more than three weeks to get.

The second challenge was how to get the parents. It was difficult to reach most of the parents, as many were busy with responsibilities in their offices. Those parents I managed to find gave me limited time.

The third challenge I encountered was that, when I visited one of the schools, I found no students and the reason behind was that, the primary school students were required to stay at home for one week, to provide a room for secondary school form four students who were doing their final examination in secondary education. So I had to obey the authority, and returned after one week for data collection.

The fourth challenge was, transcribing and translating data into English. In order to avoid the danger of being biased during these processes I transcribed my data through a close observation and repeated reading of the field notes. In order to avoid biasness, I made a clear distinction between my own interpretations, informants' interpretations and the description of actual events.

The last challenging thing was being a new researcher, and it was my first experience. Establishing a rapport was difficult at the beginning. This is because I am an insider (Tanzanian) and it was difficult for the informants to accept me as a researcher, since they knew that I had been in the same system of education, to them this meant I know everything, so why coming to ask them?

## **CHAPTER FIVE: EXPLICITATION OF THE DATA AND DISCUSSION OF RESEARCH FINDINGS**

### **5.0 Introduction**

In the previous chapter which entailed methodological aspects, I have discussed how this study was conducted during the field work. This chapter presents the explicitation of the data and discussion of the findings using a phenomenological method of qualitative data analysis. The chapter is broken down into different sections. Following the introductory part is the description of the phenomenological approach and its relevance to this study. The next section explains the reason why I opted to use explicitation, and the whole process of explicitation. The characteristics of the participants have also been described. These were parents, teachers and pupils.

The following section presents the themes extracted and analysed from the interviews. Thereafter follows the discussion of the themes with regard to the purpose of the study. In this part, the views, opinions and insights from the research participants are discussed in relation to other information, collected from observations and documentation.

### **5.1 Phenomenology and its relevance to the study**

According to Kvale (1996), phenomenology was founded as a philosophy by Husserl at the turn of the century and further developed as existential philosophy by Heidegger, and then in an existential and dialectical way by Sartre and by Merleau-Ponty. Kvale adds that the subject matter of phenomenology which began with consciousness and experience was by Heidegger expanded to include the human life world and by Sartre to include human action.

Phenomenology appears to be relevant for clarifying the mode of understanding in qualitative interview, which focuses on the experienced meanings of subjects' life world. It is interested in elucidating both that which appears and the manner in which it appears (Kvale, 1996; Moustakas, 1994). Phenomenology studies the subjects' perspectives on their world; attempts to describe in detail the content and structure of the subjects' consciousness, to grasp the qualitative diversity of their experiences and to explicate their essential meanings (Kvale, 1996).

Following the above descriptions, Kvale (1996) defines phenomenological analysis as a method of qualitative data analysis in which phenomenological emphasis lies on how subjects experience their world. Patton (2002) adds that phenomenological analysis seeks to grasp and elucidate the meaning, structure and essence of the lived experience of a phenomenon for a person or group of people. Since the phenomenon in question lies in the investigation of the quality of education offered by GPS and PPS in Tanzania, I found this approach to be relevant.

Through the phenomenological method, I managed to elicit views and explore people's experiences within the phenomenon of differences in the quality of education offered in Tanzanian PPS and GPS.

## **5.2 Explicitation of the data**

I have used the word 'explicitation' of the data instead of 'analysis' of data deliberately for clarity. On one hand, Hycner (1999) cautions that the term 'analysis' means breaking down into parts which often means a loss of the whole phenomenon, while on the other hand he describes explicitation as an investigation of the constituents of a phenomenon while keeping the context of the whole. According to Hycner (1999), the explicitation process using the phenomenological method has five steps, which are:

- *Bracketing and phenomenological reduction.*
- *Delineating units of meaning.*
- *Clustering units of meaning to form themes.*
- *Summarizing each interview, validating it and where necessary modifying it.*
- *Extracting general and unique themes from all the interviews and making a composite summary (Hycner, 1999, pp. 144 - 146).*

### **5.2.1 Bracketing and phenomenological reduction**

Kvale (1996) writes that, a phenomenological reduction is the first stage of analysis. The reduction can be pictured as a *bracketing*, an attempt to place the commonsense and scientific foreknowledge about the phenomena within parentheses in order to arrive at an unprejudiced description of the essence of the phenomenon. Kvale (1996) further adds that, the

phenomenological reduction does not involve an absolute absence of presuppositions, but rather a critical analysis of one's own presuppositions. In the same vein, phenomenological reduction is described as a deliberate and purposeful opening by the researcher to the phenomenon in its own right with its own meaning (Fouche, 1993). It further points to suspension or *bracketing* out or *epoche*<sup>7</sup> in the sense that, in its regard no position is taken either for or against the researcher's own presuppositions and not allowing the researcher's meanings and interpretations to enter the unique world of informant/participant (John W. Creswell, 1998; Langdridge, 2004). In this stage, I had to repeatedly read the interview notes to become familiar with the words of informants in order to develop a holistic view.

### **5.2.2 Delineating units of meaning**

This is a critical phase of explicating the data, in that, all those statements that are seen to illuminate the phenomena in question are isolated or extracted. The researcher is required to make substantial amount of judgement calls, while consciously bracketing his/her own presuppositions in order to avoid inappropriate subjective judgements. In this second stage, the relevant emergent units which relate to the phenomena were extracted from the interviews, and scrutinized while eliminating the clearly redundant units. I also considered the number of times a meaning was mentioned and how it was stated (John W. Creswell, 1998; Holloway, 1997; Hycner, 1999).

### **5.2.3 Clustering of units of meaning to form themes**

In this phase, with the list of non-redundant units of meaning in hand, the researcher must make effort to bracket her or his presuppositions in order to remain true to the phenomenon. The researcher should try to elicit the essence of meaning of units by thoroughly examining the list of units of meaning in the given context. Hycner (1999) notes that, this call for even more judgment and skill on the part of the researcher. Colaizzi (1978) makes the following remark about the researcher's artistic judgement that:

*“Particularly in this step is the phenomenological researcher engaged in something which cannot be precisely delineated, for here he/she is involved in creative insight”*Colaizzi (1978, as cited in Hycner, 1999, pp. 150 - 151).

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<sup>7</sup> Epoche is a greek word used by Husserl (1931) to mean a process by which we attempt to abstain from our beliefs or those preconceived ideas we might have about the things we are investigating.

Following Colaizzi's remark, at this stage the researcher has to be creative and avoid his/her presuppositions to interfere with the construction of units of meaning.

Clusters of themes are typically formed by grouping units of meaning together (John W. Creswell, 1998; King, 1994; Moustakas, 1994) and the researcher identifies significant topics, also called units of significance (Sadala & Adorno, 2001). Both Holloway (1997) and Hycner (1999) insist on the importance of the researcher, going back and forth to the recorded interview (the gestalt) and to the list of non-redundant units of meaning, to derive clusters of appropriate meaning. Often there is overlap in the clusters, which can be expected, considering the nature of human phenomena. It is also noted that central themes which express the essence of clusters are determined by interrogating the meaning of various clusters by the researcher (Hycner, 1999). In this aspect, I managed to combine the thoughts from interview responses and form the themes for analysis and discussion.

#### **5.2.4 Summarize each interview, validate and modify**

Ellenberger (1958) asserts that:

*Whatever the method used for a phenomenological analysis the aim of the investigator is the reconstruction of the inner world of experience of the subject. Each individual has his own way of experiencing temporality, spatiality, materiality, but each of these coordinates must be understood in relation to the others and to the total inner 'world' Ellenberger (1958, as cited in Hycner, 1999, pp. 153 - 154).*

Following the above assertion, here the researcher has to revisit the interview transcription and write a summary of the interview which incorporates the themes elucidated from the data. The written summary is expected to give a sense of the whole and provide the context of the emerged themes.

In this case I was able to revise the interview transcriptions in search for what exactly has been revealed. Also a validity check was conducted by talking to some informants and asked them if they agreed with the summary and all the necessary modifications were done as a result of validity check.

### 5.2.5 Extracting general and unique themes from all the interviews and making a composite summary

In this last phase, of analysis the researcher looks for the themes common to most or all of the interviews as well as individual variations (Hycner, 1999). This is done after the outlined process in points 5.2.1 through 5.2.4 has been done. The researcher must be careful to avoid clustering common themes if significant differences appear. The unique and minority voices are important counterpoints to bring out regarding the phenomenon in question. I therefore keenly followed the instructions given by Hycner (1999) to extract themes from twenty two interviewees (see section 5.3). There after, I concluded the explication by writing a composite summary to reflect the context from which the themes emerged (Hycner, 1999; Moustakas, 1994). The summary will be presented in the concluding chapter.

## 5.3 Characteristics of research participants

*“The phenomenon dictates the method and (not vice-versa) including even the type of participants” (Hycner, 1999, p. 156).*

This means the chosen participants should be able to describe the experience being researched. Thus, from the above quotation, a total of twenty two research participants were interviewed and used in the explication and discussion. They include parents, teachers and pupils (see table 3).

**Table 3: Representation of research participants**

Category	School type		Total	%
	GPS	PPS		
Parents	3	3	6	27.27%
Teachers	3	3	6	27.27%
Students	5	5	10	45.45%
Total	11	11	22	
%	50%	50%	100%	100%

GPS- Government primary school; PPS- Private primary school

Source: Field notes.

Having seen the characteristics of research participants, the next section represents the themes extracted after the explication of the data from the interviews and the discussion.

## **5.4 Major themes identified and their discussion**

This part represents the themes which are discussed based on the theoretical framework that stems on the OST and ESR-Theory. In this study, the discussion focuses on the inputs, process and product or outcome.

### **5.4.1 Different perceptions about quality of education**

During the interviews, quality of education was defined in many different ways as illustrated below:

#### **5.4.1.1 Quality of education as teacher- students' ratio**

This theme was common among six parents, 54% of all the informants. One among the interviewed parent had this to say:

Kwa mtazamo wangu mimi ubora wa elimu unategemea darasani kuna wanafunzi wangapi wanaohudumiwa na mwalimu mmoja. Ukiangalia shule za msingi za serikali utashangaa sana mwalimu anawezaje kumudu idadi kubwa ya wanafunzi darasani; wako wengi, na pengine hata vitabu haviwatoshi. Ni vigumu sana kwa mwalimu kuweza kumhudumia kila mwanafunzi darasani. Matokeo yake anawapitia wachache na wengi wanaachwa, wale dhaifu ndio wanadidimia. Katika hali kama hii hata matokeo ya mtihani yatakuwa duni kwani walioelewa darasani ni wachache tu. Shule za watu binafsi angalau wanafunzi ni wachache japo pia ziko zenye wanafunzi wengi darasani mfano shule X.

Author's translation:

From my view, quality of education depends on the number of students available for one teacher in a classroom. Looking at GPS, you will be amazed as to how the teacher manages such a huge number of students in one class and sometimes the books are not enough. It is difficult for a teacher to interact with every student, only few are attended to, the weak continue to lag behind. In this situation, the results will definitely be poor. Looking at PPS, at least there are few students although there are some which have many pupils in class like school X.

Respondents mentioned the large number of students in classes of GPS. They defined the quality of education by looking at the ratio between the teacher and the students in the class. If the class has a big number of students whom the teacher cannot manage, obviously teaching will be difficult and ineffective. It will take place among the few students who are most interested. The slow learners will remain behind because the teacher cannot manage to meet the needs of every one in class. As a result, the quality of teaching will decline because the teacher will probably get tired and frustrated. This situation was also reported by one teacher from Mivinjeni Primary School in Dar es Salaam who was interviewed by a British Broadcastin Corporation (BBC) correspondent she had this to say:

*The children are attentive and eager to learn, but the size of the class is putting pressure on their teacher... (...). I feel tired every day - its difficult monitoring 60 children at a time, she says (Milton, 2005, July 15).*

My observations in PPS revealed that the teacher-student ratio was 1/20 at maximum whilst in the GPS the ratio ranged between 1/35 and 1/40. The crowding of primary school pupils in classes seen today in GPS came when Tanzania introduced the Primary Education Reform Programme in 2001, which became effective in 2002 operating through the Primary Education Development Plan (PEDP). PEDP is an outcome of the efforts to translate Tanzania's Education and Training Policy and the goals of the Education Sector Development Programme (ESDP), together with the international Education for All (EFA)<sup>8</sup> 2000 goals into feasible strategies and actions for the development of primary education(MoEC, 2001)

PEDP has shown a significant quantitative number of achievements such as repairing and building new classrooms, teachers' offices and houses as well as re-introducing free Universal Primary Education (UPE) for all (Mmbaga, 2002). UPE requires all school age children to be enrolled in schools and no fees to be charged. Ultimately this resulted into massive influx of children in GPS who became unmanageable by the teachers.

Teaching must be designed to meet the needs of each individual child. Effective teaching can lift readers from struggle to success. The high teacher-students ratio observed in GPS, which

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<sup>8</sup> EFA refers to as an educational movement which took off at the World Conference on Education for All in 1990 Jomtien, Thailand. It was established to promote and monitor progress toward Education for All. It aimed at making sure that children, youth, and adults would benefit from educational opportunitiesdesigned to meet their basic learning needs.

is also reported by MoEVT (2007) to be 1:53 in Tanzania, hinders the provision of quality education. The highly populated GPS sends a signal that something needs to be done. The Government should think of regulating the number of pupils to a lower ratio which will be suitable for teachers and make the classroom manageable for effective teaching and learning process to take place.

#### **5.4.1.2 Quality of education as inputs**

Another theme identified was the perception of quality of education, as the availability of infrastructures in the school such as good buildings, playgrounds, enough desks for students, availability of books, teaching aids, qualified teachers, and teachers' preparation before embarking on teaching, time on task, classroom milieu, toilets and a library. One of the interviewees reported this:

Mimi naona kwenye elimu bora ni pale ambapo kuna walimu wenye mafunzo ya kutosha, jinsi mwalimu anavyojiandaa kwenda kufundisha, muda unaotumika katika kazi za darasani, madarasa ya kutosha, mazingira bora ya darasani, madawati kwa wanafunzi, vitabu, zana za kufundishia, maktaba, vyoo kwa wanafunzi na viwanja vya michezo. Hivi vitu vimepungua au havipo katika shule za msingi za serikali haswa maeneo ya vijijini. Shule zilizoko mijini angalau vipo japo pia sio vyote.

Author's translation:

In order to attain good quality of education, there should be qualified teachers, teachers who prepare themselves well to teach, enough time spent in the classrooms work, enough classrooms conducive for learning, desks, books, teaching aids, a library, toilets and playing grounds. These things are either few or not available in GPS especially those schools in the rural areas. Whereas for schools in urban areas, at least some have some infrastructure but not all.

Here I learnt that, most respondents equated quality of education with human and material resources available as inputs to the schools. The inputs in both schools differed in many ways. The PPS had much infrastructure than the GPS in which the scarcity was evident even to the naked eyes. My observation during the visits to the PPS and GPS revealed the following:

#### **5.4.1.2.1 Books as inputs varied between GPS and PPS**

In the visited PPS, the class size varied between 18 and 20 pupils per class. The pupil/book ratio was 1:1. In contrast, in the GPS the class size ranged from 35 to 40 pupils per class. The pupil/book ratio varied from 1:6 to 1: 9 depending on the subjects.

The 1:1 pupil/book ratio in PPS shows the desired state which the Government strives to attain. This was found to be possible in PPS because parents are able and willing to incur costs of books for their children as it is one of the requirements provided by the school administration. As it is reported by the head teacher in the PPS:

Sisi huwa tunatoa orodha ya vitabu kila mwanzo wa mwaka ili wazazi wakawanunulie watoto wao. Shule haitoi vitabu, mzigo huo unabebwa na wazazi wenyewe. Pia tunashukuru kwa sababu wamelipokea suala hili na wanafanya inavyotakiwa.

Author's translation:

We usually provide a booklist at the beginning of every academic year to parents so that they buy books for their children. The school does not provide books; it is the responsibility of the parents. We are grateful that parents have responded positively to this and do it as required.

As the numbers of books are inadequate or unavailable to cater for all, GPS pupils had to share the available books provided by the school. The books were collected by the class monitor at the end of each lesson. There were organized groups for which students shared a book. The groups were formed by a subject teacher. No criterion however was used during their formulation. In some cases, some of the students had to sit and listen while others read loudly. This was observed during the Kiswahili lesson in class five at GPS.

I also noted that the parents in GPS were not used to buying educational related materials for their children. None of the parent interviewees in GPS had bought text books for his or her school child, so the children depended entirely on books provided by the school.

In a study about textbook situation in Tanzanian primary education by (B. Omari & Moshi, 1995) it was noted that the shortage of textbooks in GPS has been one of the most chronic problems faced by the Tanzanian education system. Their study reported a ratio of 1:13 pupil/book ratio. In another study reported by Lukumbo (2008) in the newspaper called The Guardian of 29 September 2008, it was noted that the country's pupil-book ratio in GPS for the

year 2005 was impressive because it had reached 3:1. In some places the pupil-book ratio reached 2:1 and even in others 1:1. It is disgusting to note that today, some schools have ten students using one book as noted by (Lukumbo, 2008, August 26) or like what was observed in this study.

Textbooks are important and consistent contributor to enhance quality of schooling. It is the main pedagogical tool in the classroom (B. Omari & Moshi, 1995). Furthermore, nothing has ever replaced the printed word as the key element in the educational process and, as a result textbooks are central to schooling at all levels. Yet textbooks are seldom taken into account by those who plan educational reforms or expansion of school system. In situation where there is a shortage of teachers, and where teacher training is sometimes limited in scope, textbooks are crucial in maintaining standards of quality and giving direction to the curriculum (Altbach, 2003).

From my observation, the situation in GPS does not predict a good future for the provision of quality education. The quality of education offered is still in question because teachers use a lot of energy to make sure pupils follow the lesson. In the process time is wasted, students fail to follow the lesson properly since one book has to pass through many hands in different times, and pupils cannot concentrate due to a lot of disruptions. At the end little is learnt in class.

#### **5.4.1.2.2 The quality of desks, tables and chairs vary between GPS and PPS**

During the visits to schools, I found out that the GPS had old and small desks that according to my observation were meant to be for two pupils, however, three/four pupils shared one desk. Pupils seemed to be uncomfortable when they wanted to write as they had to squeeze themselves to fit and those on the sides were half seated. The desks didn't have much writing space. On the other hand in PPS, the pupils sat comfortably each having his/her a table and a chair.

Teaching and learning process should be organized properly to get productive and efficient results. A classroom is a formal environment for learning and so the atmosphere needs to be healthy, safe and comfortable. A conducive and comfortable classroom environment motivates the students to perform better and encourages the learning process. A comfortable place to sit in the classroom helps the learner to concentrate on lessons, think well and be

creative. It is important that furniture at school permit space for flexible movements of the body, provides space for all the education activities and posses adequate storage for pupils personal belongings used by them during their work in classrooms (Khanam, Reddy, & Mrunalini, 2006).

Literature indicates that sitting furniture should provide stable body support in a posture that is comfortable over a period of time, physiologically satisfactory and is appropriate to the task or activity being considered (Pheasant, 1986). It is also stated that less attentive and less successful pupils are particularly affected by the desk arrangement (Higgins, Hall, Wall, Woolner, & McCaughey, 2005). The situation in GPS makes it difficult for learners to follow lessons, because oneneeds to find out how to adjust and the uncomfortable feeling interferes with the learning process. It is therefore difficult to achieve good quality of education in an uncomfortable environment.

#### 5.4.1.2.3 The Quality of teachers vary between GPS and PPS

The quality of teaching personnel determines the quality of education offered (URoT, 2001). Teachers with sound quality were also among the mentioned inputs to the quality of education. Through observation I found out that there were differences in teacher qualifications between the two schools as stipulated in the tables (See Table 4).

**Table 4: Teachers qualifications in PPS and GPS**

Qualification	Diploma		Grade IIIA		Grade IIIB/C		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
PPS	1	-	6	8	-	-	7	8	15
GPS	-	3	4	30		1	4	34	38

Source: Field notes

In PPS there is only one teacher with a diploma, the rest are Grade IIIA<sup>9</sup>. During the interview session a probing question was asked to find out about the employing process. It was revealed that teachers are interviewed orally and practically before they are accepted to teach. The issue of experience in teaching was also taken into consideration.

<sup>9</sup> Grade IIIA teachers are those with a minimum of four years of secondary schooling and at least Grade three pass (Divison III) in the Certificate of Secondary Education Examination (CSEE).

In the GPS there were Diploma<sup>10</sup>, Grade IIIA and Grade IIIB/C11 teachers. Also, it was revealed that there were some teachers who were recruited by a two-tier procedure<sup>12</sup> in order to fill the shortage of teachers and awarded with Grade IIIA certificate. The employment procedure in the GPS schools is controlled by the Ministry of Education and Vocational training. Teachers are posted to schools by the ministry without any kind of interview or screening provided they have passed the teachers' college examination (Mosha, 2004).

During the interview one of the teacher said:

Mimi ni mwalimu wa daraja la IIIA. Nilianza kazi baada tu ya kumaliza chuo cha ualimu nikapangiwa kuja hapa.

Author's translation:

I am a grade IIIA teacher, immediately after completing teachers' teaching college I was posted to this school and started to teach.

It was also found out that, primary school teachers were under-skilled, with only basic training and have remained in the same grade with little or no chance to upgrade themselves.

This was confessed during the interview and one of the teachers from GPS had this to say:

Mimi sijawahi kuhudhuria mafunzo zaidi ya yale niliyopata chuo cha ualimu. Kwa sasa angalau kuna huu mradi wa LOITASA unatupiga msasa katika mambo ya ufundishaji. Kweli tunajifunza vitu amabavyo vinatusaidia sana katika kufundisha.

Author's translation:

I have not received any training apart from the one I received in the college. As for now we are grateful that the LOITASA project is giving us in service training in issues about ways to improve our teaching. We are learning quite a lot, that is helpful in teaching.

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<sup>10</sup> Diploma teachers are those who enter the teaching profession after the completion of Advanced Certificate of Secondary Education Examination (ACSEE) and are awarded at least Division three.

<sup>11</sup> Grade IIIC are those teachers who were recruited in the teaching profession after completing standard seven whilst Grade IIIB were the standard seven leavers who were enrolled for three years training in Teachers colleges and became teachers. This was done during the time when Universal Primary Education(UPE) was introduced in 1970s (Olouch, 2006, September).

<sup>12</sup> Two tier teacher training procedure is the one in which student teachers spend one year in the college and another year in the school to teach. While teaching, they are regarded as in the field work at the same time they get wages.

The statement above is supported by the URT (2006) progress report. It is written from the report that for the 2005-2006 period, no in-service teacher training was conducted at all “due to unavailability of funds (Sumra, 2007).

Interviewed parents by HAKI ELIMU<sup>13</sup> emphasized the role of the teachers as well as the importance of well prepared teachers for the task of teaching. Interviewed government officials also expressed their concern. They indicated that, most of the teachers did not have good knowledge of teaching approaches, and the researchers expressed particular concern about the competencies of English teachers (Sumra & Scholl, 2008).

In Tanzania, many new teachers are employed in GPS without being subjected to vigorous screening exams or eligibility tests, to check their ability as stated by one of the interviewee above and also reported by (Mosha, 2004). They are being posted to schools because they hold paper qualification, without one having a proof of their ability for quality teaching. This is referred to as conceptual confusion between quality and qualification (Altbach, 2003).

In order to cater for the deficit of teachers in primary schools, which was attributed by free education for all, the Government through PEDP introduced a pre service teacher training programme. In this crash programme, instead of two years of college based training, a two tier system was introduced to prepare grade “A” teachers for GPS. The student-teachers were in college for one year and in the second year they were sent to working stations. This practice lowered the quality of education. According to Mosha (2004), these crash programmes of teacher education, coupled with lack of coherent policy and programmes, on induction/mentoring, development and poor terms and conditions of service, have eroded the system of providing high quality teachers (Mosha, 2004).

To have a well trained teacher, the teacher training course should last for two years in both Diploma and Grade IIIA as it has been before the crash programme above. This is because teacher training includes a practical part, where by the student teacher undergoes practical training before he/she finishes the course. Short of this, the system has been producing

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<sup>13</sup> Haki Elimu is an independent Non-Governmental Organization founded in 2001 with an objective of enabling every person in Tanzania to enjoy his or her right to basic quality education in schools that respecting a person’s dignity, foster creativity, emphasize critical learning, and Haki Elimu wants to advance the notions of equity, human rights and democracy.

candidates with no quality who consequently deter the provision of good quality of education (Mosha, 2004).

Teachers in PPS are screened through interviews before they are employed. They are carefully recruited through a rigorous selection process, which involves a demonstration lesson in actual classroom settings during which teaching skills of the teacher to be employed are assessed. Criteria used include among others: commitment to student-centred learning, competence and experience in the subject area, understanding of modern teaching methods, and motivation towards the teaching learning process, and openness to change.

Teachers interviewed from PPS reported that, they went through a series of assessments before they were employed, and if one failed during the process, he was turned down right on the spot. This finding concurred with what was stated by one of the owner of PPS. He writes that the recruitment of teachers in his school, includes oral interviews, a writing assignment in English, and an assessment of actual teaching in the classroom (Rugemalira, 2005). With such screening system it has made PPS to end up with teachers of good quality as compared to GPS.

It is understood that developing countries have problems with their economy, but this should not jeopardize the quality of teachers. Without professional development, it is difficult for teachers to develop and improve their pedagogical skills. This deters the quality of education they offer (Sumra, 2007). Henceforth, seminars, workshops and in-service training ought to be conducted to sharpen the teachers' teaching skills.

#### **5.4.1.3 Quality of education as a process**

About 50% of both parents and teachers said that quality of education is directly related to what exactly happens in the classroom between a teacher and a student. They further argued that, if the relationship in the classroom is not conducive for a student, no meaningful learning would take place, leading to poor performance and quality. They also raised the issue of the language of instruction as a key factor in enhancing good quality of education. One respondent mentioned that, the language used in the classroom ought to be comfortable for both students and the teacher. They should be able to understand each other and create a free learning environment. In one of the interviews a parent from a GPS had this to say:

Kwa mtazamo wangu mimi kama mzazi naona ubora wa elimu unaanzia darasani. Inategemea uhusiano uliopo kati ya mwalimu na wanafunzi, mwalimu anafanya nini darasani, lugha gani anatumia? Je wanaelewana na wanafunzi au kila mtu na lugha yake? Utakuta wakati mwingine mwalimu anaongea akifikiri kuwa wanafunzi wanamuelewa kumbe hawamuelewi, hasa katika somo la kiingereza kwa mfano. Sasa hapa sijui kama kuna kujifunza! Pia ubora wa elimu unategemea ni kwa kiasi gani mwalimu anajituma na anaweza kulimiliki darasa, ufundishaji wa mwalimu je ni mtundu katika kutafuta mbinu za kuwafanya wanafunzi waelewe au la? , Zana za kufundishia hakuna au kama zipo basi ni duni hazichangamshi akili za wanafunzi na kuwa fanya watundu wa kufikiri.

Author's translation:

My own view as a parent, is that the quality of education begins in the classroom. It all depends on the teacher-student relationship, what the teacher does in a classroom and which language is used? Do they understand each other or not? You may sometimes find that the teacher thinks he is understood by the students but the opposite is true, especially in the English subject for example. In such a situation I don't think there is learning taking place! Also, the quality of education depends on how much the teacher is committed in his work, how much he is able to manage the class, teaching practices and is s/he creative in making sure that students understand? There are hardly any teaching aids, and if available they are old or outdated to the extent that they can not activate creative thinking.

The above response indicates that the teacher-student relationship, language of instruction as well as the actual teaching-learning process together makes up the complete process of education in the classroom. The parents' expressions emphasize the importance of LOI for the meaningful learning to take place. Their concerns show that, if LOI is not clear between the pupils and teacher then their children are just wasting their time at school. They also mention the use of teaching aids in classrooms.

Omari (1995) defines education as what happens in the classroom, in an individual school, in its totality and complexity. What happens in the classroom can be viewed as teaching – learning processes which among other things include: classroom interaction, teaching strategies and resourcefulness of teachers, home works and test as well as the language of instruction.

#### **5.4.1.3.1 The teaching-learning process**

No one knows exactly what happens in the classroom except teachers as the classroom is a dedicated place and privy to them. However, what happens to the children we are obliged to know (I. M. Omari, 1995).

##### **5.4.1.3.1.1 Classroom interaction matters in the process**

In a classroom, the quality of the interaction between teacher and learner carries more weight, particularly during the process of learning. In GPS, the sitting pattern was always the same for the whole period the school was visited, the teacher in front of the class and occasionally walking between the rows to draw pupils' attention. In this school, it was found out that classroom interaction was not effective. Classes were dominated by teachers with little participation from the students particularly during English lessons which were taught in English. During other lessons which were taught in Kiswahili language such as Kiswahili (as a subject) and Mathematics, students' participation was good; teacher-students interaction was abundant, copying of notes by students and joking was observed. However, the type of interaction was either collective or between the teacher and an individual learner with the formal and rigid student-teacher relationship.

The findings above coincide with what Osaki noted in his study. He found out also that GPS teachers had poor lesson presentation skills as well as classroom management ability (Osaki, 2000).

In PPS there was a more meaningful dialogue and some mimicking. Teachers employed different methods to help pupils understand lessons. For example, I observed group discussions formed the use of cards as teaching aids in one of the English lessons and student centred methods of teaching. Students used to sit in groups around the table, or in pairs, the interaction was between the teacher and an individual pupil. During the observation, I recognized about five different kinds of interactions as proposed by Oliver and McLoughlin (1996): *social, procedural, expository, explanatory and cognitive* (Oliver & McLoughlin, 1996:5):

- *Social interaction*: teachers were seen interacting with learners in order to create social relations. Such as a teacher greeting a student by addressing his or her by name.

- *Procedural interaction*: this was expressed during a dialogue between a teacher and a learner, for example when the teacher asked the student, “have you done your homework?”
- *Expository interaction*: This was noted when the teacher or pupil expressed his knowledge to answer questions that come up during the teaching and learning process.
- *Explanatory interaction*: This was noted when the teacher used the pupil’s reaction to explain some new information.
- *Cognitive interaction*: Teachers tried to give some constructive reactions to the students which led the students to reconsider their own ideas and make some changes based on alternative information.

These types of interactions were more emphasized in PPS than GPS. They took place however in Kiswahili.

To improve the quality of education in Tanzania, interaction in classrooms needs to be taken as a dominant and important factor during the teaching-learning process. It can make students be an active part of the learning process as well as encourages them to make decisions and analyse the knowledge transferred (Offir & Lev, 2000). The teacher-student interaction is of vital importance, as it helps to evaluate whether the objectives of the subject delivered have been reached or not.

#### **5.4.1.3.1.2 Teaching strategies and resourcefulness of teachers matter in the process**

In the PPS, teachers used a variety of teaching strategies, like group work, working out problems, peer teaching, and quizzes. Apart from the strategies used, PPS teachers were found to be using teaching aids that helped students learn faster. They were resourceful in improvising, creative and were good facilitators of learning.

In GPS teachers relied on very boring old-fashioned methods of teaching. Most of the time pupils were passive recipients of transmitted information from the teachers; they just sat and listened to the teacher. Very few activities were observed. The teachers relied and stuck unto their notes which were written on the chalkboard for the pupils to copy them down in their exercise books. Teaching aids were rarely used; the few that were used were old and often kept in lockers.

Several studies have also noted the quality of classroom teaching to be poor in GPS. They show that GPS teachers use more of teacher centred rather than child focused methods (Mbunda, Mbise, & Komba, 1991; Sumra, 2000; Temu, 1995). When the quality of classroom teaching is effective, it is possible to raise students' achievement to a new level.

The fundamental importance behind teaching strategies in a classroom, is to make it easier for the teacher to implement a variety of teaching methods and techniques. As a teacher, one should understand that, students have different learning abilities. As it was mentioned by Temu (1995) that "*teaching is an art*" (Temu, 1995, p. 172), teachers therefore, need to vary their teaching approaches. In so doing, they will have a big opportunity of meeting the needs of all of the students. As all students can be successful learners, when teaching strategies combined with the available resources are well used, the quality of education offered is certainly assured (Temu, 1995).

Another observation was on the use of a lesson plan. PPS teachers prepared their lesson plans and made sure that they were meeting their objectives on that particular lesson. In one case, I observed pupils withdrawing the teachers out of the topic, but later he managed to bring them back to the line. This was done in a very professional way. On the other hand in the GPS, not even a single teacher bothered to use a lesson plan, teachers depended either directly on teachers guide book made by the Tanzania Institute of Education or on their own experience. They were easily drawn away from the subject matter by students. In several occasions, it was observed that the teacher was carried away and never came back. Instead she continued with the pupil's idea which was not connected to what she started with. When teachers were asked about the use of lesson plan, several excuses were made. They excused themselves by saying that the school does not have enough funds to buy exercise books to prepare lesson plan.

From my experience as a teacher, a lesson plan helps the teacher to be focused, organised and know what and how s/he is going to teach before attempting to do so. It helps the teacher to monitor what was done and to what extent, and also helps in the management of time. Without having a lesson plan, it is easy for one to lose the track leading into teaching either irrelevant things or things which are higher than pupils' capacities to understand. Getting into the classroom without a lesson plan can make someone teach anything that comes from his or her mind or from the students. At the end of the lesson nothing is achieved.

#### **5.4.1.3.1.3 Homework and tests are good enhancers in the teaching process**

During observation, it was found out that, all schools were providing homework to their pupils. On the other hand, pupils in PPS were given homework frequently and on a daily basis. The homework was written in separate exercise books and they were collected and marked by the subject teachers the next day when the pupils come to school. Corrections were done before the teacher delivered a new lesson, and where pupil/pupils did not understand, the teacher took a further step in clarifying. A strong and positive point on the side of the pupils was the commitment they had in doing their homework. Furthermore, when a pupil was asked if he got assistance from any of his relatives, he/she responded by showing that he/she did his work alone.

On the other hand, GPS teachers gave home works once or twice a week and, only few pupils were noted to be serious in completing the given tasks. Teachers were very *laissez-faire* as none bothered to find out who did and who did not do the homework. Marking of the home works was done using pencils, either each pupil marking his/her exercise book or by exchanging their exercise books. In no single case were the teachers observed cross checking their student exercise books. The teacher's work was to write the correct answers on the chalk board. In case a pupil did not understand the question and wanted more clarification, the teacher had no time to respond.

In addition to home work provision, both schools were noted to be administering monthly tests as a way of formative evaluation of pupils' progress. This was appreciated by parents interviewed from both schools.

Frequent student assessment and feedback is important for the pupils to know where they stand and what is required of them. A regular and integrated assessment helps pupils to know areas in which they are strong or weak (Sumra, 2000). What GPS teachers are doing is of course one among many factors that have eroded the quality of education in Tanzania. What GPS teachers are doing has also been condemned by (Mosha, 2000). He states that, regular student assessment is important for quality of education for various reasons; it provides useful information that can be used to judge progress made and, for feedback which can be used to improve the performance in classroom. It is therefore necessary that teachers employ various methods of teaching, provide frequent exercises, be curious, visionary and

imaginative, cross check students' work and that student's value the feedback they are getting from the classroom for the success of the teaching and learning process.

#### **5.4.1.3.1.4 The Language of instruction plays a great role in the teaching and learning process**

According to the policy document it is stated that:

*(...) Kiswahili is the medium of instruction at pre-primary and primary levels. In this policy document it has been proposed that English be taught as a subject from Std. I (MoEC, 1995, p. 35)*

In the GPS, on the other hand, teachers use Kiswahili to communicate with students in and outside the classroom. English is used as a means of communication during the English lesson only. On the other hand, the PPS use English as the LOI inside and outside the classrooms with the entire subjects being taught in English.

My observation revealed that, most of the teachers were not competent in using English as LOI. In GPS, I attended the English lesson with the topic "*writing invitation cards*" and found out that the teacher was not comfortable in using English. Instead, she was using Kiswahili to teach English, this was noted when she instructed the pupils. Most of the clarifications given to pupils were in Kiswahili. Pupils in the groups were discussing in Kiswahili. They were uncomfortable and few participated in the lesson while the majority were quiet. The teacher did not correct the wrong pronunciations of the pupils. Personally, she had problems with spellings; for example she wrote on the blackboard "*weeding*" to mean wedding, "*kitchern part*" to mean kitchen party.

In the samples of cards written by pupils I managed to get two of them and I have presented them below:

Card 1:

*Dear Cathy,*

*Please, can yo come to my birthday party on Saturday 10<sup>th</sup> December? The party will start at 6pm. There will be music and a little food.*

*My friend,*

Martha.

Card 2:

*Dear Lilian,*

*Can you come to party for the Merry Christmas part? The party will start at 6pm 25<sup>th</sup> December. There will music, drink, food, dance, game.*

*Welcome.*

*From your my best friend,*

*Zainab.*

From this encounter, I wondered what type of education the pupils are getting? The teacher is not conversant with the use of the language. If this is happening every time they have an English lesson, how many mistakes are pupils learning from the teacher and from each other? What about the quality of education in the long run?

Coming to the PPS where the LOI is English, I observed that, teachers used code switching<sup>14</sup>. It is argued that code switching in the classroom may be a fruitful path towards more effective bilingual education. Interjections in the local language serve to recapture the attention of learners, even if the phrases themselves carry no content. In addition, the local language can be used to clarify details of the lesson that were not understood when explained in English (Cleghorn & Rollnick, 2002). Teachers in PPS were not conversant with the English as LOI and were uncomfortable. Pupils spoke in Kiswahili when outside the classroom and, only conversed in English when they saw a teacher close by. This was because of ‘English only’ school regulation.

In some other studies, similar findings on the use of English in the school reported that, there is a lot of Kiswahili being spoken among pupils and sometimes between teachers and pupils in schools using English as LOI despite the “speak English” only regulation (Kanigi, 2002; Muhdhar, 2002).

The PPS which are sometimes called ‘academies’ are staffed mainly with certificate holders, which put them in the same group with the GPS teachers in terms of teachers’ qualifications. Some of the managers of PPS have acknowledged the problem of teachers’ lack of adequate

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<sup>14</sup> Code switching refers to shifting to another code, a change in languages within a single speech event, for example the use of Kiswahili terms and phrases within stretches of English speech.

qualification in English as a challenge to be confronted (Rubagumya, 2003). In this particular case, the use of English language by teachers in both schools weighs the same.

#### **5.4.1.4 Quality of education as a product/ outcome**

Respondents stated that, an indicator of quality education is the extent to which graduates are able to find good jobs and succeed in their work. Quality education also has to do with how much learning takes place in classroom, degree of mastery achieved by students and the degree to which students are learning and developing their abilities both for their own good, for the community and nation as a whole. This was revealed during the interview session and one parent from GPS had this to say:

(...) Ninaweza kusema mtu amepata elimu bora pale matokeo ya kuwepo kwake shuleni yatakavyoonekana. Kwa mfano; ubora wa elimu tunaweza kuuona kwa kuangalia je yale aliyojifunza akiwa shuleni anayatumia katika jamii aliyopo?(...) Pamoja na yote suala la kufaulu mtihani nalo ninaona linatokana na kuwepo kwa elimu bora inayotolewa katika shule.

Author's translation:

(...)I can say that a person has acquired quality education after seeing the outcome of his schooling. For instance, quality education can be seen by looking at the implementation of what was learnt during schooling in the immediate society (...) In addition, the issue of good performance in examinations is a product of quality of education offered by the school.

According to the respondents this belief has been prevalent within the society and the public in general. Many believe that quality of education is manifested as observable phenomena like good examination results, a good job and mastery of skills. They also regard PPS to be a place where there is higher quality of education than in GPS. This was again aired out during an interview with the head teacher in the PPS as follows:

Hapa shuleni kwetu tunatoa elimu bora, kwa sababu tuliwachukua wanafunzi wa darasa la sita na wakafanya usaili wa kuingia kidato cha kwanza, walifaulu na wakajiunga na shule ya sekondari. Mpaka sasa wanaendelea vizuri kabisa. Huwa tunawarusha madarasa wale wanafunzi ambao tunaona wana uwezo mkubwa.

Author's translation:

In our school, there is good quality of education offered, this is because we had taken some class six pupils for a Form one entrance interview. These students passed the interview very well and they are doing well in secondary school education. We usually promote those with high capabilities to higher levels.

The ability of a pupil to master lessons of the upper class in primary school is viewed as an element of high quality of education. To me, this can happen to any pupil even if the type of education at the school is of low quality. This is because the ability of one to master lessons in the higher grades depends on one's intelligence.

Comparing the performances in PPS and GPS, PPS are doing comparatively well. For example, in one of the Ministry of Education School Inspection Report of (1999/2000), EMP schools (PPS) were among the best schools with division one with four out of ten best schools were the PPS (Rubagumya, 2003; Rugemalira, 2005). This has also been noted by other scholars that English schools (PPS) outperform Kiswahili schools (GPS) in final results examinations. This has been written in news paper articles:

Article 1: The Express News Paper of January 13 to January 19, 2005

Students in English medium schools (EMS) have outperformed their counterparts meaning GPS in this year's final standard seven examination in Arusha region as reported by the Arusha Regional Educational Officer (REO). Actually nine out of ten best primary schools in last years Primary School Leaving Certificate Examination and only one GPS was in the top ten list. (...) (Mazula, 2005, January 13-19).

Article 2: The Guardian of 06 August 2007

The academic performance in many private schools and colleges is much better compared to government owned schools. This is because the teachers and other staff are well paid. This motivates them into performing better for the good of the students and the schools or colleges (Kihale, 2007, August 06).

Apart from the newspaper articles it has also been reported by Neke (2003) that:

It is known that the performance of some EMS (PPS) is much better compared to GPS. (...) those who are taught in English are likely to perform better because they have more books to read (...) (Neke, 2003).

The above comments from the news paper articles and Neke (2003) show a clear picture of how people define quality of education in terms of performance by giving credit to the PPS that they are better off than GPS. Their comments stem from the fact that, the PPS are better equipped than the GPS in terms of resources and they pay their man power much better. The theory guiding this study indicates that schools must be effective and efficient in imparting knowledge, skills, and values relevant to the society depending on their needs. But if the education provided by the school in the particular society fails to meet the needs, the quality of that schooling would be in question. Thus the GPS have failed to meet the needs of providing quality education to the society and they are downgraded.

#### **5.4.2 A belief that there is low quality of education in GPS and high quality of education in PPS**

The belief that GPS provide low quality of education was found to be deeply rooted in some of the informants' minds. These people mentioned a number of reasons other than the ones elucidated above. About ten respondents mentioned that the quality of education found in GPS is low because the schools belong to the government but nobody cares about the school infrastructure and its environment. They also remarked that teachers do not have zeal to teach since the government does not value them, for example they mentioned about the low salaries given to teachers. Some parents argued that:

Parent 1 had this to say:

Shule za msingi za serikali hazitoi elimu bora kwa sababu ni kama mali isiyo na mwenyewe na waliopo hawajali kabisa. Walimu hawana moyo wa kufanya kazi, serikali haiwathamini, wanalipwa mishahara midogo. Pia mazingira ya shule hayavutii wanafunzi kujifunza na madarasa hayahamasishi wanafunzi kujifunza na hadhi yake haivutii kabisa.

Author's translation:

GPS do not offer quality education because they belong to nobody and, teachers do not care much about them. Teachers are demoralised to work effectively due to the low salaries they get and the poor treatment they are getting from the government. Also, the school

environment does not motivate students to learn, and the status of the classrooms is not attractive at all.

Here we see three things mentioned: ownership of the GPS, Teachers' incentives, motivation, and the general school environment.

#### **5.4.2.1 Owner of GPS**

As the name indicates Government Primary School are owned by the government. The government is responsible for the provision of almost everything: hiring of teachers, transfer decisions, infrastructure like construction and renovation, supply of teaching and learning materials. However, due to lack of funds the government is overwhelmed and cannot meet all the demands of its schools. This has made GPS's to appear as if they are nobody's property.

According to Mosha (2000), financing is an input to educational institution. Ineffective financing to education affects the quality of education because it creates crises in schools for example premature closures and late starting of school terms due to lack of funds, lack of resources that further leads to poor teaching and learning process.

#### **5.4.2.2 Teachers' incentives, motivation and attitudes**

Incentives, motivation and attitudes affect the process of knowledge transmission (I. M. Omari, 1995). From my experience and from observations during field work, incentives that are given to GPS teachers in Tanzania are very low. A number of teachers were absent from school most of the time and absent from their classrooms even more frequently. It is a problem in a situation with very poor incentives to get teachers to show up at school. Incentives such as, promotions, payment of salary arrears, verbal praises and allowances for outstanding performances are not available. Moreover, respect and recognition are not accorded to teachers, understanding of personal problems and demonstration of willingness to help in solving them is not available in the school community. In this respect, teachers feel that their plight is undermined and hence they perform poorly.

In contrast, PPS do provide incentives to the teachers and make them work hard. For example, during the visit to PPS I found out that, teachers were paid for teaching extra classes. These classes were for slow learners and new incoming pupils and they were

conducted after school hours. In GPS there are slow learners but they are not given any extra classes because the school cannot afford.

From the interviews it is noted that, teachers in GPS are less motivated as compared to those in PPS. For teachers to remain in the school and function productively and efficiently, they must be assured economically (Temu, 1995). GPS teachers are lowly paid as compared to their colleagues in PPS. The government's failure to pay a decent wage, on schedule, has made many teachers to rely on other sources of raising their income such as private tutoring which in turn diminishes the time they can devote to their students in the classroom and to lesson planning, marking and the multitude of tasks that make up a teacher's working life (Bennel & Mukyanuzi, 2005; Mosha, 2004; Temu, 1995). Many working benefits such as holiday travel benefits and some allowances have been removed. An example of such allowances is teaching allowance. Teachers pay a premium for health benefits which they do not receive. Hence, this has contributed to teachers being demoralised and made them perform poorly.

To improve the quality of education in GPS, teachers' need to believe in themselves and feel confident. They should be committed to teaching and care for their students and school properties as well (Sumra, 2000). At GPS, there is no element of care, teachers worked the way they felt, and there was a social distance between teachers and students. They often report to school late, go late for class and when they are in the class, they waste time talking on phones and writing text messages. The teachers and the management of the PPS showed care for their students. They were concerned about the performances, and the general well being of the students. Teachers reported to school on time, and were punctual to start classes and most of them switch off their phones while in class. The tendency of GPS teachers being *laissez faire* has made most of the GPS to provide poor quality of education.

#### **5.4.2.3 School environment (Physical environment)**

Mosha (2000) and Omari (1995) write that, school infrastructure is a necessary input in any education institution, and the quality of the physical environment significantly affects student learning. From what was observed in the field, parents are concerned with the physical environment of schools. Both schools were found to have some shortcomings with GPS physical environment being worse as compared to PPS. The GPS lies close to the road and is subject to noise from vehicles

which distracts students' attention as well as rendering children to risks of car accidents. It is not well fenced a thing which allows intruders and by passers to cross through the school environment any time they wanted. The school buildings were not attractive outside and inside, inside they were unpainted, no ceilings as well as lack of enough illumination. The floor looked old and had some holes here and there. They were poorly constructed and looked like they were just there to serve a purpose. However, the surroundings in general looked smart as they were well taken care of, well swept and grass cut short.

In PPS, the school was well fenced, protected and had a security guard at the main entrance. The school looked attractive outside and inside; well-painted walls, had ceilings with suspended fans as well as enough light. The classrooms were well decorated with academic charts hanged on the walls. However, a strange thing was observed, some of the classes had no windows instead two doors were installed (one in front and the other in the back of the classroom). The classes were not spacious enough with respect to the number of students attending. The PPS observed is, one storey building, in which some of the walls in the classes were cracked, one of the observed cracks started from the ground floor to the summit.

The quality of the physical environment significantly affects the quality of education (Otieno, 2000). The physical school environment is linked to the general attitude to learning (Bunting, 2004). Bunting argues that if students do not leave school with a love of learning, they will be disadvantaged in today's 'knowledge society. In the like manner, however, Bradly (2005) and Bunting (2004) seem to be making the same point that, good and attractive physical environment in a learning institution including things like sittings, furnishings, spatial density, privacy, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and colour, have effects on students' engagement, attainment, attendance and wellbeing at school (Bradly, 2005; Bunting, 2004).

For meaningful learning to take place, temperature, heating and air quality are fundamental factors for student achievement at school. When students are subjected to chronic noise from their environment the learning process is distracted. Higgins et al., (2004) argue that chronic noise exposure impairs cognitive functioning, with numbers of studies finding noise-related reading problems, deficiencies in pre-reading skills, and more general cognitive deficits.

#### **5.4.2.4 Classroom environment, life skills and extra curricular activities**

A well organised classroom is essential for learning. A classroom should be colourful and appealing where learners should wish to be (Sumra, 2000). Colour use in classrooms should

depend on the age of children (brighter for younger students, more subdued for adolescents(Higgins et al., 2005). When colours are appropriately used, they make an impact on the quality of education delivered in schools. Finally, schools and classrooms can be more than a place to inhabit: they can also acquire an emotional significance. A school is a place where children spend most of their time away from home, and so the school environments play a significant role on the cognitive and behavioural development of the children. One parent had this to say:

Kwa mtazamo wangu mimi naona shule za watu binafsi zinatoa elimu bora ukilinganisha na ile inayopatikana kwenye shule za msingi za serikali. Kwa mfano ukimchukua mwanafunzi wa shule za binafsi utakuta anajua vitu vingi zaidi kama kompyuta, kutumia vyombo vya muziki kama vile kupiga kinanda. Kule watoto wanajifunza ujuzi na sio kwenda shule na kurudi nyumbani tu.

Author's translation:

On my view, I find that the PPS schools provide better education than the one found in GPS. For example, if you take a child from PPS, you will find that s/he is more knowledgeable, with skills like computer, ability to play musical instruments like keyboard. In PPS, they learn skills and it is not just a matter of going to school and coming back home.

The respondent mentioned about the importance of imparting skills to the pupils. He noted that in GPS there are no skills taught. This is true and the reason behind is due to lack of enough funds to enable the schools teach those skills. However, Nyerere's ESR philosophy insisted on imparting skills to school pupils so that when they finish their education they should be able to function in the society.

Life skills embrace a wide range of knowledge and skill interactions that are believed to be essential for independent living (Brolin, 1989). Literature indicates that a life skills curriculum approach blends academic, daily living, personal/social, and occupational skills into integrated lessons designed to help students learn to function independently in society (Goodship, 1990). The education system in Tanzania is based on the philosophy of Nyerere's Education for Self Reliance (Nyerere, 1968). In this philosophy, he indicated that education offered should address the realities of life in Tanzania. Among the many changes that he proposed were; primary education should be complete in itself rather than merely serving as a means to higher education. He added that when students leave school they should be sufficiently mature to engage in self-reliant and productive work. Life skills-based education

enhances the quality of education as it addresses issues relevant to the lives of learners, both boys and girls. When these skills are taught well, learners may achieve quality educational outcomes.

Learning of life skills at school is essential for job functioning. It is important that teachers include it during the teaching and learning process. From the parent's comment above, it shows that GPS students are not learning skills which are useful in their life after school. Parents views on the quality of education focuses on mastery of skills and the applicability of what is learnt from school in the real life situation. It is therefore important for teachers in Tanzania to observe that, life skills education is also taken into consideration during the teaching and learning process.

An interviewed teacher from PPS criticized GPS. As she puts it

Shule za serikali hazisaidii watoto kuwa na upeo zaidi; wanatumia mtindo wa kizamani wa kufundisha ambao ni wa darasani tu. Shule za binafsi huwa wanawatoa watoto nje na mazingira ya shule ili wawe na upeo zaidi, mfano kuwapeleka kuogelea, kuwa na siku za michezo, safari za kimasomo, kuwafundisha sanaa na ufundi, hii ni kuonyesha kwamba wanatoa elimu bora.

Author's translation:

GPS do not help students to have a wide scope of understanding of things outside the classroom,, they are stuck on old teaching methodology, classroom based. But in PPS students are exposed to the outside world, like going for swimming, sports days, excursions and learning art and craft, indicating that there is quality education.

As demonstrated by the interviewee above, extra curricular activities like sports, drama and music carry weight in defining what quality of education is. PPS involves their pupils in a number of extra curricular activities which also help them in their academic endeavour. In GPS, pupils spend most of their time in classroom learning. They hardly go for sports days instead they rely more on the breaks scheduled in the school timetable. No computer laboratories in GPS were found, no art and craft lessons, and nearly no study tours. It was noted from the school time table in GPS that they were supposed to have sport lessons at least once a week. Not a single day this was implemented however, probably due to lack of facilities and equipments.

Most parents would like to see their children get involved in some sort of extra curricular activity. Through extra curricular activities at school, the child's physical, spiritual and mental development is taken care of (Sumra, 2000). Extra curricular activities can help students gain experience in a variety of areas that will augment their future. For instance, through participation in sports, they are able to learn cooperation, teamwork and time management. In addition, students are able to discover hidden talents, understanding of their own abilities and career goals, meet people they might otherwise not encounter, and learn things outside their own immediate environment.

#### **5.4.3 Parental involvement in school matters enhances provision of good quality of education**

Six of all respondents from both schools said that in order to have good quality of education in educational institutions like primary schools; cooperation between the teachers and the parents is important. They added that, it is the parents who are able to provide immediate feedback to the school about the type of education offered to their children. This evaluation will help the school to mirror itself and rectify the weaknesses for improvement. One parent had this to say during the interview session:

Unajua mchango wa wazazi katika kuleta maendeleo ya shule ni wa muhimu sana. Mzazi ndiye anayeweza kujua leo mwalimu kafundisha au la, kwa kuangalia madaftari ya mwanae, au kwa kumuuliza maswali. Ikiwa wazazi watafuatilia maendeleo ya watoto kwa ukaribu, itasaidia kuwafanya walimu wachape kazi haswa katika hizi shule zetu za serikali ambazo kwa kweli zina elimu ya kiwango cha chini. Walimu wanatakiwa kuwa karibu na wazazi na watoto wanaowafundisha ili jambo hili lifanikiwe.

Author's translation:

You know, the contribution of parents is very important for school development. Through regular checks of his child's exercise books or by asking questions, a parent is the first person to know if the teacher is teaching or not. Should parents closely follow up their children progress, teachers will be forced to work hard especially among GPS where the quality of education offered is surely low (he insisted). To facilitate this, teachers should be close to both students and their parents.

In connection to the above, the head teacher at GPS added that:

Hapa shuleni kwa kusema ukweli mwikio wa wazazi ni mdogo au tunaweza kusema kama hakuna. Utakuta unamtuma mtoto na barua ya kumuomba mzazi wake aje ili mzungumze juu ya maendeleo ya mtoto lakini utashangaa anakujibu (...). “Sina muda” (...).bila hata kuonyesha matumaini kwamba atakuja siku fulani. Ukiitisha mikutano ya wazazi wanakuja wachahache mno.Wakati mwingine inakatisha tamaa!

Author’s translation:

Honestly parents’ response in this school is little. Sometimes it can happen that you send a letter to a parent through a child asking him/her to come so that you discuss matters pertaining to development of his/her child, but in return you are told that (...)“ I do not have time” (...) with no hope that he might show upon in the future. If you call a parents’ meeting, very few parents will turn up. It is discouraging!

The two respondents have shown that there is a need for parents to participate in school matters as it encourages the teachers and make them feel that their position is valued and this will help them feel more committed.

Literature defines parent involvement in school matters as parents’ commitment to the education of their children, and the role they play in school management (Mestry, 2004). Additionally, parental support is a necessary input to the school as well as a means of providing feedback to the education institution (Hsiao, 2007; I. M. Omari, 1995). Through my experience, most parents do not participate meaningfully in their children’s education. This can easily be seen not only by what the GPS teacher reports above, but also through poor attendance of parents at parent’s meetings, low attendance at parent-teacher meetings, and lack of interest in learner’s school work and homework.

Parents with children in GPS are not as cooperative as those with children in PPS. This has made teachers in GPS feel that their work is undervalued and, whilst it was considered professional to be undeterred by parental attitudes, clearly relationships with the parents and even community do impact on teachers’ morale (Barret, 2005). On the other hand, the relationship between teachers and parents in PPS looked to be unproblematic. Parents with children in PPS do communicate with teachers on regular bases through the student diary which they have to sign in every day. Through this type of collaboration parents are made to become effective advocates of education.

However, through talking with teachers at PPS, I found out that, their collaboration with parents was more or less artificial. From the outside, they seemed to be very cooperative however what was going on inside them was something else. Parents and Children are the consumers or customers who pay their money to the PPS and expect to receive good quality education in return. The teachers are accountable to the manager (owner of the school who can easily fire them out ), and through the manager to the parents (who can withdraw their children) (Barret, 2005). PPS teachers unwillingly have to collaborate with parents just to secure their job. It is the job security that facilitates this relationship and makes it look stronger. The manager puts pressure on the teachers who are to make sure that the customers are satisfied. These teachers consequently, work hard to ensure that they do the best in order to maintain the good quality of education offered and the market of the school.

The role of parents is crucial in efforts to provide good quality of education. Parents have to ensure that the child comes to school regularly, on time and does the home work. The school and parents need to build a relationship that ensures that this happens (Komba, 2008; Sumra, 2000). Furthermore, a parent-teacher relationship can be motivating and be productive in the sense that, sharing the parental role, values regarding upbringing and education of the child with the parents/guardians, make teachers find their work easy and serves to bring parents and teachers together in helping children to benefit from school. However, the link between home and school reduces the chances of truancy because, both parties cooperate in monitoring what the child does (Barret, 2005; Temu, 1995).

A positive parent-teacher relationship helps a child feel good about school and be successful in school. It is important that schools become a condominium of families and teachers(Komba, 2008). Furthermore, there is a need to encourage parents to attend the parents' meetings each time they are conducted. In the same vein, schools should establish a reliable means of communication, encouraging the parents to visit the school.

#### **5.4.3.1 Parents- children relationship**

The research findings revealed that, there is weak relationship between parents and school children in the GPS. It was noted that parents from GPS do not converse with their children about school matters, or even ask what happens in school. It was found out that, some children in GPS came from economically poor/moderate income families, so often,

mothers/fathers/guardians had to shoulder the family responsibilities, including the provision of basic amenities (food, clothes and shelter) for the whole family. As most of their time was spent looking for the means of survival, they were unable to find out what went on with regards to their children's education. During the interview with students in GPS, most of them mentioned that their parents came home late from work and being assisted by siblings in their homework. One student asserted:

Baba na mama wao huwa wanakuja usiku kutoka kazini, mara nyingine huwa wanatukuta tumeshalala. Kama mwalimu akitoa kazi ya kufanyia nyumbani mimi huwa namuomba dada anisaidie.

Author's translation:

Dad and mom usually come back late sometimes when we are already asleep. When given home work from school, I ask my sister to assist me.

Parents in PPS seemed to have a close tie to their children. They communicated daily with their children pertaining to what happens at school, checked if the child was back with any school assignment and it was fully done. This was observed to be done through a diary which was also used as a means for communication between the teacher and parent.

Parent-child relationship has got significant implications for the pupils' schooling and quality of education offered in school (Komba, 2008). Children learn best when the significant adults in their lives such as parents and other family members work together to encourage and support them. The meaningful involvement and support from parents are essential to a child as schools alone cannot address all of a child's developmental needs.

#### **5.4.4 Type of administration determines the quality of education offered**

This theme was prevalent among the teachers. According to their general comment on the differences in the quality of education between the GPS and PPS, they said that it all depends on who is the driver (administrator). A good driver follows the traffic rules and vice versa. One of the teachers from PPS remarked that:

Kwa kweli kusema wapi kuna elimu bora au la inategemea na nani kiongozi. Kwa mfano sisi pale shuleni kwetu mwalimu mkuu ni kiongozi mzuri sana ambaye huwa anajitahidi kufuatilia ufundishaji na kuhakikisha kila mtu anamaliza mtaala ndani ya mwaka na anatumia na kututia moyo tufanye kazi. Amefanya watu waone ni

mahali pazuri pa kufanya kazi na watu wanampenda na tunashirikiana wote kuleta maendeleo ya shule.

Author's translation:

Honestly speaking, where there is good quality of education it depends on the existing administration. For example, where I work our head teacher is a good person who motivates us to work, and follows on how we work by making sure that each one of us completes the syllabus within a year. She has made the school a good place to work and enhances the cooperation among us.

The head teacher from PPS had this to add:

Shule hii zamani ilikuwa inasifika sana na ilikuwa inafaulisha, kwasababu yule mwalimu mkuu alikuwa mzuri. Alipohama mwenye shule akamleta mtu mwingine ambaye alifanya wanafunzi wengi wahamie kwingine maana inasemekana uongozi wake haukupendwa na walimu wengi waliondoka. Shule ikapoteza umaarufu.

Halafu bwana nikwambie ukweli (...). hizi shule za binafsi pia ubora wa elimu unategemea sana mwenye shule anakaaje na walimu wake. Akiweza kukaa nao muda mrefu na kuwawekea mazingira mazuri ya kazi, basi kwa vyovyote vile watafanya kazi nzuri (...).

Author's translation:

Previously, this school used to be popular and performed well in examinations because the head teacher was a good leader. After he left, the owner brought someone else who made most of the teachers and students leave to other schools because they did not like his leadership. This led to school deterioration and loss of its popularity.

Also let me tell you...”in these PPS, quality of education depends much on how the owner relates to his employees (teachers). If he manages to stay long with them and provide a conducive and peaceful working environment, definitely they would also deliver the best.

Most of respondents had a number of examples on their experiences with different school leaders. School leadership has a critical role in effecting an improvement of education (Temu, 1995). The school leader should be able to coordinate the work with confidence and establish a network in order to be able to accomplish the common desired goals.

The commitment and determination that needs to be achieved depends much on the values and beliefs of the school leader about education policy, and how h/she interprets and translates the policy into school objectives (Temu, 1995). Furthermore, as an input to the education

institution, effective leadership should have the courage and tenacity to take risk of making difficult decisions on individuals who are often physically absent leading to poor teaching and learning (Moshia, 2000).

Through observation of the two schools leadership, I found out that the head teachers (in PPS &GPS) tried to create good interpersonal relationships with relatively high social cohesion; there were weak social distances among teachers in the school. However, in the PPS the teachers complained about how the owner of the school relates to them, and some teachers had a thought of leaving in search of a new job. During an interview session the head teacher in PPS remarked:

Mwenye shule hatujali na wala hakubali ushauri wa walimu kuhusu mambo ya taaluma kwa maendeleo ya shule. Yeye hufanya mambo yake anavyojisikia na ukijifanya unamkosoa ujue na kibarua ndio kimekwisha (...). Sisi wengine tunafikiria kutafuta mahali pengine pa kwenda.

Author's translation:

The owner of this school neither cares nor accepts advice from teachers on academic matters. He does things the way he wishes, if you try to point a weakness, that is the end of your job. Some of us are looking for somewhere else to go.

The owners of PPS feel that they know how to run schools and can decide whatever they wish simply because it is their property. This is wrong as nobody is perfect. Many people have complained about this tendency. In one of the news papers named Tanzania Daima of 08 December 2007 it was noted that:

Walimu katika shule hizi wamekuwa kama kuku wa kienyeji wanaohamama kutoka shule moja kwenda nyingine. Wamiliki na wazazi hawajui kama hali hii inawaathiri watoto(...)(Stephen, 2007, December 08).

Author's translation:

Teachers in these PPS are like locally kept chicken who move from one school to another. The owners of these schools and parents do not know that this affects the pupils (...).

The tendency of having new teachers and firing others affects the students' progress as they are forced to study new people with new styles of teaching every now and then. It should be

noted that teachers' professional experience in an old school is not the same as in a new post (Gearard & Jee-Peng, 2001).

#### **5.4.5 Ability to speak in English as synonymous to being educated**

Three (27%) of the respondents indicated that the ability of the children to speak English meant that the quality of education provided in a particular school is high. Those who could speak the language fluently were considered as educated. In one interview session a parent mentioned that:

Elimu inayotolewa na shule za watu binafsi iko juu ukilinganisha na ile ya shule za msingi za serikali, kwa sababu wanafunzi wanaweza kuongea kwa kiingereza. Wale wa shule zetu hizi za kawaida hawajui hata kuunda sentensi unakuta mtoto anajikanyaga kwa kigugumizi. Hawajui kutamka maneno ya kiingereza vizuri, ukimwambia mtoto akusomee kifungu cha habari ni hatari kabisa. Hakuna chochote kule!

Author's translation:

PPS offer better education because, students are able to communicate in English. Students in GPS can not even construct a sentence, they stammer when asked. They cannot pronounce English words correctly. They cannot even read a paragraph when asked to. There is nothing in GPS!

According to the respondents' views on this theme, the quality of English spoken in GPS is poor as compared to PPS. This has made the GPS be devalued in terms of the quality of education offered simply because children cannot communicate in English, even in broken English.

People relate English to education. With the notion that no Education without English. English is not only a medium through which education can be accessed; it is equated with quality education. Furthermore, people believe that without English, the education offered can not meet the international standards and forces of globalization. To most parents, one sign of education is how well a student speaks the English language. They believe that once you master the language, then you know each and everything, a thing which is not true (Neke, 2003; Rubagumya, 2003; Senkoro, 2005, December).

People confuse quality of education with English proficiency and decide to take their children to PPS which use English as LOI. They would rather leave their children to be taught in broken and incomprehensive English. In the long run children end up with the ability of neither speaking English nor acquiring education as the teachers in these schools are not so competent in the language themselves. The teachers in PPS have the same qualifications and have gone through the same Teachers training Colleges as those in GPS.

#### **5.4.5.1 Why the demand for English?**

The above perceptions which equate English to education in Tanzania are perpetuated due to the following factors, which foster the higher demand for English:

- English language is used as a medium of instruction from secondary schools to university. Tanzanian primary schools use Kiswahili as the LOI, but once you start secondary education the LOI changes to English. Pupils find it difficult to follow the lessons at the beginning of secondary education. I personally had the same experience and a witness of this. Therefore the use of English as LOI in higher levels of learning fosters its higher demand.
- English is the language for academic and professional development. The possession of or knowledge of English is a resource and an asset to a person thus ensuring academic and professional development. This is because both academic (from secondary schools, universities and vocational training institutions) and most professional training institutions use English as the LOI. Also, most of relevant literatures and references used in researches are in English. Thus, this has made people to regard it as a necessity for academic and professional development because Kiswahili language does not qualify or has not reached this status.
- It is a resource and an asset for competition in the labour market as well as a basic requirement in obtaining employment. Knowledge of English is necessary in order to secure employment opportunity. From the job vacancy adverts to the job interviews and recruitments all are in English but once you are in the job/ working environment all the conversations are in Kiswahili except during the meetings. This is due to my personal experience. Therefore Kiswahili language needs to be promoted and become an official language for it to be a resource and an asset.
- It is the language of academics, elites and professionals as opposed to Kiswahili. Kiswahili lacks this capacity because it has not been integrated and promoted to attain this status. It is spoken by almost every Tanzanian and used as a LOI in Primary

education only (Neke, 2003). Therefore the elites and professionals should push and insist for the use of Kiswahili in the academic arena.

#### **5.4.6 A belief that PPS are business oriented**

The focus on business among PPS in Tanzania was another theme mentioned particularly by parents and teachers. Referring to one of the schools as a vivid example, one parent said that some of PPS are established as a way of earning money and not primarily as a provision of education by owners. Some of the owners of these schools are just laymen with no education. They run schools like a home and not an educational institution. He continued by saying that, he had a child in one of the schools, and the owner used to raise the fees every term with no concrete reason. There were not any improvements nor changes which were made at least to show that the money was used for something beneficial to the students.

Likewise one teacher had this to say:

Siku hizi kila mtu anakimbilia kuanzisha shule maana anajua hatakosa wanafunzi. Lakini wakati mwingine unakuta mtu amekodisha nyumba na anaitumia kama chekechea au shule ya msingi pasipo kuzingatia masharti ya kumiliki na kuendesha shule. Wanawaza pesa tu bila kuwafikiria wale wanaozitoa. Pia unakuta wenye hizo shule hawana kisomo mradi tu kazifumana hela basi biashara ni kuanzisha shule bila kujali thamani ya elimu anayoitoa.

Author's translation:

Nowadays most people invest in schools because they are sure of getting pupils. Sometimes you find that a person is renting a house and uses it as a kindergarten or primary school without considering the requirements for school establishment. They focus on getting money without considering those who pay it. Some of these owners are not educated or have little education; only that they have money and therefore they jump into starting a school business without valuing the quality of education they offer.

Most respondents who gave similar comments to the above had a lot of examples to refer to especially the parents. Apart from the interviewed respondents, the public has also shown concern about this as one of the newspaper named Tanzania Daima of 08 December 2007 reports:

Ndiyo maana shule hizi zimegeuka kuwa biashara badala ya kutimiza lengo lililokusudiwa la kusaidia serikali kutoa huduma hii (...)

Wamiliki wanachofanya ni kuchuma hela (...) (Stephen, 2007, December 08).

Author's translation:

No wonder these schools have become businesses investments instead of assisting the government in the provision of education (...). What the owners of these schools do is just minting of money (...)

Additionally, another article from Daily News of 05 June 2008 reports:

Hivi sasa watu wengi wanataka kuwekeza katika elimu, hasa ukizingatia kuwa miaka ya hivi karibuni kumezuka tabia ya wazazi kuamini kila shule binafsi hutoa elimu bora (...) bado kuna utitiri wa shule zinazofunguliwa kwa nia ya biashara tu, bila kujali elimu inayotolewa (...) (Theopista, 2008, June 05).

Author's translation:

Today, most people wish to invest in education, this is due to the fact that in recent years there is a tendency of parents to believe that every PPS offers quality education, but yet there are a number of schools opened for business without considering the quality of education they provide (...).

The establishment of PPS is motivated by the urge to provide a needed service to the community, an appetite by parents for English Medium Primary (EMP) schools, and the possibility of earning an income (Rubagumya, 2003). One owner of the PPS was quoted in Rubagumya (2003) that:

*The reason for starting the school is to make profit. I provide service for which there is a big demand. As the quality of education has gone poor, parents are demanding quality English medium education for their children. They are willing to pay for this service (...). I am here to provide quality education and parents are willing to pay for it. I am making ten times more money now than I was getting as a secondary school teacher (Rubagumya, 2003, p. 164).*

The use of English as LOI in PPS has made people blind to the extent that, they do not question the type of education offered in a school. They are prepared to incur costs charged by the owners of the schools who have pretended to be providing quality education by covering themselves in the blanket of the so called use of English in their schools.

The rise of the EMS, dubbed “Academies” by their owners is also partly due to the pathetic situation of government schools and partly as an expression of rejecting Kiswahili and promoting English as a language of elites. Parents who are rich are sending their children to these schools. So far, these schools are doing good business financially if not pedagogically. The hybrid products from these schools might eventually fit into neither Tanzanian nor English society. This situation does not seem to worry the parents at all (Mulokozi, 2004).

English has become a commodity which parents seek to buy for their children. They think that good quality of education is in the EMS (PPS) but in real sense they are buying an inadequate English language. English is seen as something which is very important and leads some well to do parents in Tanzania today to send their children to neighbouring countries just for primary education. Some send their children to Kenya where they study in English-medium primary schools (Neke, 2003).

#### **5.4.7 Choice of school**

Nine students were interviewed and responded that, their parents chose to enrol them in either GPS or PPS. It appeared that, children do not have a say when it comes to choosing where to study. They told that either a sister or brother is studying or studied in that school. Others said my father/mother told me this is the best school. This was disclosed by students in both schools (PPS &GPS) respectively as stipulated below:

PPS student:

Baba alinileta kuja kusoma hapa ,lakini kama ingekuwa amri yangu mimi ningechagua kusoma St.Mary’s international school kwa sababu nina rafiki yangu anasoma kule na wao huwa wana sports day,mimi napenda michezo.

The author’s translation:

My father brought me to this school, but I would wish to study at St.Mary’s because my friend goes there and they have a sports day and I love sports.

GPS student:

Baba kanileta kuja kusoma shule hii kwa sababu dada yangu alimaliza hapa na alifaulu mtihani wa darasa la saba kwenda sekondari, hata hivyo mdogo wangu pia anasoma hapa.

The author's translation:

My father brought me here because my sister was here before and she passed the standard seven examinations and was selected to continue for secondary school education. I also have a younger sibling in this school.

Only one student responded that it was his choice to go to GPS because, it was not far from his home and added that, he hates to study far from home because it would require him to board a *daladala*.<sup>15</sup> He also pointed out that:

Ninatoka katika familia masikini, wazazi wangu hawana uwezo wa kunipeleka kusoma kwenye shule wanayolipa ada kubwa.

Author's translation:

I come from a poor family; my parents cannot afford to take me to an expensive school.

The above responses show that, a child cannot decide or chose where to study. It is the parent who has the power to decide and know where to get a good quality education for the child. Parents' decision to choose where to send a child marks the differences in the type of education offered. This was also mentioned during the interviews with most of the parents. One among them had this to say:

Unajua ngoja nikwambie(...).siku hizi kuna shule nyingi zitoazo elimu nzuri kwa watoto, sasa kama mzazi inabidi uangalie mfuko wako kama unaruhusu, pia ufanye utafiti wapi ni bora kwa mwanao kupata elimu yenye manufaa(.....).

Author's translation:

You know, let me tell you (...) nowadays there are many schools providing good quality education, as a parent you should check what you are pockets allows you to do, also you need to investigate where to get good quality education for your child (...)

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<sup>15</sup> Daladala means commuter buses in Dar es Salaam, Tanzania.

**Teachers:**

Teachers seemed to have choices about where they wanted to work. One teacher from the PPS said:

Unajua tena hali ya walimu ilivyo nchini mwetu na mishahara wanayolipwa haitoshi kukidhi mahitaji. Mimi niliamua kuja kufundisha hapa kwenye shule ya binafsi kufuata maslahi. Kule kwenye shule ya serikali hali ilikuwa ngumu, halafu ni kijijini sana, nikaacha kazi serikalini nikaja hapa.

The author's translation:

As you know in our country, teachers are not valued; their salaries are low to the extent that it cannot satisfy the needs. I came to this school because of good salary. I was posted to teach in a government school in a remote village. The government school conditions were difficult and life was difficult for me, therefore I left working with the government and came here.

Another teacher from the GPS had this to say:

Mimi naona bora nivumilie hivyo hivyo ingawa mshahara kidogo kuliko kwenda shule za watu binafsi. Kule bwana hakuna usalama, mwenye shule anaweza kukufukuza kazi saa yoyote ile. Sasa ikitokea hivyo mtu utafanyaje na familia inakuangalia?

The author's translation:

I would rather endure and remain in a GPS, inspite of the low salary in spie of going to a private school. In the PPS there is no job security you can be fired at anytime when the owner decides. Imagine if it happens what would you do with the family that depends on you?

Student responses indicate that, they do not know much about the quality of education but they choose schools with regard to personal interests like attractive extra curricular activities such as sports, following peers or siblings. Parents however are concerned about the quality of education offered in schools and their financial status, they investigate about how much to pay and what are they going to get in return. Teachers remarked that, the GPS are not paying well and hence, teachers are not satisfied. Some tend to quit and look for greener pastures somewhere else. Despite the poor working environment in GPS, some teachers remain. The minimum salary in Government primary school in Tanzania is 163490 Tanzanian shillings (which is equivalent to USD 122.4186) according to Tanzanian Government Salary Scale

(TGSS) (Vuzo, 2008, May). In the Private primary schools, the minimum is 180000 Tanzanian shillings equivalent to USD 134.781(as per exchange rate of 1 USD to 1335.5TZS on 6<sup>th</sup> April 2009) but this varies from school to school depending on how one negotiates with the owner of the school. Hence, those who are well paid feel motivated to work and deliver the best as inputs in enhancing quality of education while the underpaid their input will be low.

## **CHAPTER SIX: SUMMARY, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

### **6.0 Introduction**

This study has shown that, there is a difference in the quality of education provided between the GPS and PPS. Different views and opinions concerning the quality of education provision in PPS and GPS were elicited from the research participants including the students, teachers and parents from both schools. Face to face interviews, documentation analysis and observation were used during the data collection process. A phenomenological approach was used as a guide to data analysis, interpretation and discussion of the findings. The study was guided by two theories particularly the Open System Theory (OST) and Education for Self reliance (ESR).

This chapter, which is the last chapter, consists of three sections. The first section provides a summary of research findings which were discussed in the fore gone chapter (see section 5.4). The next section consists of the recommendations to the government and stakeholders of education in Tanzania. The recommendations are in connection with the research questions, purpose of the study and the findings. The last section is composed of suggestions for further research.

### **6.1 Summary of major research findings**

This study was concerned with the investigation of the differences in the quality of education provided by the GPS and PPS. One PPS and one GPS were the units of this study. Through purposeful sampling, the research participants selected included six parents of which three came from each school, six teachers three from each school, and ten students five from each school. The participants were able to provide the necessary information pertaining to the research questions.

The phenomenological data analysis is presented in sections 5.1 and 5.2, and the discussion of the findings in section 5.4. There were seven major themes with various opinions on the difference in the quality of education provided by the PPS and GPS. The discussion of the main findings can be summarised as follows.

First, it was found out that, people have different perceptions about what constitutes the quality of education. They defined quality of education in different ways. Some saw the teacher-student ratio as the most important factor. They held that, the larger the number of students in the class attended by one teacher, the less the quality of education. Most respondents commented about the bigger classes in GPS. The second perception related to the provision of quality of education to availability of facilities and resources (as inputs) in the schools. It was noted that, GPS are poor in terms of material and human resources. The scarcity was evident in books, qualified teachers, desks, tables and chairs. Another perception was that, the quality of education is related to what exactly happens in the classroom between the teacher and the students. They mentioned the classroom interaction, LOI, teaching strategies and resourcefulness of teachers and tests as factors which facilitate an effective teaching-learning process that leads to the provision of good quality of education.

The product of an education process was another definition of quality education put forward by the respondents. How much learning has taken place, the degree of mastery achieved by students, good examination results and ability to master lessons of the higher grades count for good quality of education provided in a school. Most of the respondents mentioned the higher performances of PPS in national examinations as compared to GPS.

A belief that there is low quality of education in GPS and high quality of education in PPS was another observation put forward by 45% of all interviewees. Most parents lamented about the status of GPS that, they have poor infrastructure and in bad condition. They further mentioned about the lack of zeal to teach among the teachers in GPS, poor incentives and low motivation as well as poor physical environment. This is because the government does not have enough funds to support and meet the demand of its schools.

Twelve of all the participants mentioned that, parental involvement in school matters enhances provision of good quality of education. The teachers from both schools commented upon the fact that, cooperation between teachers and parent is necessary in order to have feedback on the type of education offered. Parents should participate in school matters by attending parents meetings. GPS teachers complained that parents are not cooperative while those in PPS were grateful that their relationship with parents is unproblematic, and they communicate on regular bases. Undoubtedly, the parent-child relationship was also noted as an important factor in enhancing provision of good quality of education. It appears that

parents with children in GPS do not follow up or ask their children about what happens in school.

Apart from parental involvement and parent -child relationship in enhancing provision of good quality of education, the type of administration also determines the quality of education offered in a school. The school administrator should be creative and able to coordinate workers to achieve the school objectives. PPS teachers complained about the treatment they get from the owner of the school while the GPS praised their head teacher for bringing them together and work as a team.

It was also noted that, teachers, parents and students have different interests when it comes to the choice of either a PPS or GPS. Teachers opt to work in PPS in order to earn high salaries while parents are more interested in the type and quality of education offered in a school, be it a PPS or GPS. Children chose school with regard to personal interests like attractive extra curricular activities or they wanted to follow their peers and siblings.

Ability to speak English as synonymous to being educated was another finding. Three respondents from PPS commented that a school that has high quality of education is one in which the students can converse in English. Most of GPS students can not speak English and this has made the government schools to be degraded in the type of education they provide. Most well to do and educated parents, despise the GPS and flock to PPS in search of good quality of education, which they measure in terms of mastery of English by their children. However, PPS were mentioned to be business oriented. Interviewed parents from both schools noted that some of the PPS are established as a way of earning money and not primarily because of the owner's interest in providing good education.

## **6.2 Recommendations**

As seen in the composite summary of the major research findings in the previous section, the government, NGOs and stakeholders of education in the country should work together to bridge the existing gap of quality of education between the GPS and PPS. There should be a balance in the quality of education provided in both schools.

The following are some recommendations I make to the government and stakeholders of education in Tanzania for the successful future of education in Tanzania.

- The government should increase its budget in the education sector in order to be able to meet the demands of the schools. Also the Local Governmental Authorities should have fund raising activities to support the GPS. This will help to built community participation, stimulate sense of responsibility and make everyone feel the burden instead of leaving every thing to the Central Government.
- The government should value the teachers and improve their working conditions as well as increasing their salaries to avoid losing potential teachers who are taken by PPS owners.
- The government should improve the conditions of GPS, because the PPS use the weaknesses found in GPS to maximize the market of their schools.
- There is a need to nurture a culture of hard work among the teachers in GPS so that they are punctual, prepare their lessons well and use a variety of methods and teaching aids. This can be done through teachers being educated on how to use improvised materials in order to bring about a successful teaching and learning process.
- Parents should not remove or avoid enrolling their children in GPS and putting them in PPS, for this decreases the pressure to improve GPS. Instead they should put pressure on the government to improve the conditions of learning. Also the government has to listen what the mass speaks out regarding the situations in schools.
- There is a need for a body under the Ministry of Education to conduct investigation and run regular check ups' regarding what exactly happens in the PPS. This is because some PPS schools operate below the standards. On the other hand the government should work on the recommendations and comments put by the school inspectorate regarding the functioning of the GPS.
- The government should have a full control on private education sector and make sure that they function according to the set standards and follow the rules regarding school

ownership. This can be done through controlling fee structures of PPS, curriculum use and inspecting new schools before registering them. This is because, some of PPS charge high fees which do not commensurate with what they offer to parents and children. Furthermore, PPS were established in order to help the government in the provision of education to the masses but conversely, they have created classes of the haves and have not in the provision of education, which is the right of every Tanzanian.

- The governments full control to PPS will make them operate according to the rules and regulations set by the Ministry of education and provide relevant education which fits the Tanzanian children and in accordance to the Tanzanian curriculum.
- The government should be able to intervene in these situations where teachers are oppressed and exploited by the owners of PPS. This is because it is obliged to defend its citizens.
- There is a need to create networking opportunities for the owners, administrators and teachers of private primary schools to exchange experiences with their government school counterparts. This will help to improve the quality of education because it will open a room for challenges and instill creativity and hardwork among themselves.
- If new private primary schools are opened they should be told by the Ministry of Education to use Kiswahili as the medium of instruction since that is in accordance with the Education and Training policy. But the Ministry has been silent about telling the PPS to use Kiswahili as LOI.

### **6.3 Suggestions for further research**

- There is a need to conduct a research on the quality assurance in PPS which use Kiswahili as the language of instruction and in GPS which use English as the language of instruction. This is because there is a missing link in the relationship between quality education and the LOI used in the teaching and learning process.

- There is a need to conduct in depth study on the type and qualities of education offered specifically among the PPS.

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## APPENDICES

### Appendix A: Unstructured interview guide for parents, teachers and students

#### Maswali kwa wazazi/ Questions for parents

1. Wewe kama mzazi ni kitu gani hasa kilikufanya ukamleta mtoto wako kuja kusoma hapa?
2. kwa nini hukumpeleka shule za serikali/watu binafsi?
3. kwa nini unapenda mtoto wako asome shule ya kufundisha kwa kiingereza/kiswahili?
4. je unafikiria elimu atakayopata mtoto wako hapa itamfaa/itamsaidiaje?
5. unaonaje hali ya ufundishaji, uhusiano kati ya walimu na wanafunzi na utawala?
6. je unafikiri kusoma shule ya kufundishwa kwa kiingereza /kiswahili kuna saidiaje mwanafunzi kuwa na elimu bora?
7. unafikiri neno elimu bora au ubora wa elimu lina maana gani kwako?
8. ni vitu gani ambavyo unafikiri kwamba vikiwepo katika shule vitasababisha kuwepo kwa elimu bora?
9. tuchukulie kwa mfano wewe unataka kuanzisha shule ambayo itakua inatoa elimu bora ni vitu gani hasa utavifanya/utaviweka katika shule yako ili iweze kuzishinda shule nyingine?

#### Mswali kwa walimu/ Questions for Teachers

1. kwa nini ulikuja kufanya kazi hapa na sio shule nyingine? hapa wanalipa kiasi gani mshahara?
2. elimu yako ni ya kiwango gani?
3. mbali na kufundisha darasani ni vitu gani vingine ambavyo huwa unafanya?
4. unayaonaje mazingira ya mahali pako pa kazi? yanaridhisha? kama sio kwa nini hayaridhishi?
5. kwa nini unafikiria kama hii shule inatoa elimu bora? unafikiri lugha unayotumia kufundishia darasani inasaidiaje katika kuleta elimu bora na sifa nzuri kwa shule?
6. ni mikakati gani mabyo shule au wewe kama mwalimu u/mmejiekea ili kuhakikisha kwamba elimu itakayo patikana kutoka hapa itakuwa ni bora zaidi kushinda shule nyingine?
7. wanafunzi huwa wanafanya nini mbali na kusoma darasani?
8. Je mnayo ratiba ya mwaka ya shule? huwa mnafanikiwa kukamilisha malengo yote? kama sio kwa nini?
9. je kuna mikutano ya walimu? walimu na wazazi? mara ngapi?

#### Maswali kwa wanafunzi/ Questions for Students

1. Nani alikuchagua shule hii?
2. Kwa nini wewe unapenda kuja kusoma hapa? nini kina kuvutia au unaona ni kizuri katika shule hii?
3. unawaonaje walimu wako? unawaogopa?
4. kwa nini unapenda kusoma shule wanayo fundisha kwa kiingereza/kiswahili?
5. unafikiria hapa utapata elimu bora? kwa nini?

## **Appendix B: Observation guide**

### **Inside the classroom**

#### **1. Interaction between students and teachers.**

- The use of language-how much Kiswahili and/or English is used?
- 3-Are the teachers confident in using English/Kiswahili?
- Are they fluent or there is code mixing and code switching?
- Is there active student participation in classrooms in terms of asking question, contributing and answering the questions?
- Are the students' relaxed and comfortable u to the language used?
- What does not happen??
- Is the timetable followed as planned? (Sequence of events)

#### **2. What do the teachers do when they are not in classrooms**-in the staffrooms –are they committed to their job and strive to accomplish the objectives in the lesson plans? How much time do they spend in academic and social activities?

#### **3. Outside the classrooms.**

- setting of the school compound-size, appearance, neighborhoods
- listen if pupils talk about the past lessons
- what are the students doing during the break
- How do they talk about their teachers?
- how do thy talk about the school? what do they have in the school compound including in the playgrounds.

## Appendix C: Request for assistance in the conduction of fieldwork



**UNIVERSITETET I OSLO**  
DET UTDANNINGSVITENSKAPELIGE FAKULTET

To whom it may concern

**Institute for Educational Research**  
P.O. Box 1092 Blindern  
N-0317 Oslo

Date: 2008-08-29

Your ref.:

Our ref.:

Visiting address:

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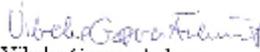
### ASSISTANCE IN THE CONDUCTION OF FIELD-WORK

This is to confirm that the Tanzanian student, Julitha John, born 31.03.1976, is a second year student in the Master programme in Comparative and International Education at the Institute for Educational Research at the University of Oslo, Norway.

In the second year our students are required to write a Master thesis of 80 to 110 pages. This thesis should preferably be based on field studies conducted in the student's country of origin. The field-work may incorporate interviews with educational practitioners and decision-makers, class-room observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit her in her academic career but also be useful for Tanzania.

We kindly ask you to give Ms John all possible assistance during her field-work in Tanzania.

Yours sincerely,

  
Vibeke Grover Aukrust  
Head of Department

  
Mette Oliebru  
Senior Executive Officer



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## Appendix D: Research clearance



**UNIVERSITY OF DAR ES SALAAM**  
 OFFICE OF THE VICE-CHANCELLOR  
 P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Our Ref No.A33/3(D)  
 Date: 3<sup>rd</sup> June, 2008  
 To: The Regional Education Officer  
 Dar es Salaam.



### UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you Prof. J.C.J. Galabawa, Prof. F.E.M.K. Senkoro, Dr. M. Vuzo, Dr. M. Qorro, Dr. A. Lwaitama, Ms Jane Bakahwemama, Ms Julitha Cecilia John and Ms Zolilia Babaci who are bonafide staff members of the University of Dar es Salaam and who are at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

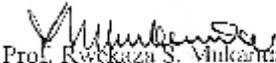
In accordance with a government circular letter Ref.No MPEC/R/10/1 dated 4<sup>th</sup> July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned members of our University community any help that may facilitate them to achieve research objectives. What is required is your permission for them to see and talk to the leaders and members of your institutions in connection with their research.

The title of the research in question is "Observing and Facilitating Improvement in Learning and Teaching of English, Kiswahili and Mathematics in Selected Primary Schools in Tanzania".

The period for which this permission has been granted is June, 2008 to December, 2009 and will cover the following areas/offices: Regional Education Office.

Should some of these areas/offices be restricted, you are requested to kindly advise them as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research and Publications. Tel. 2410500-8 Ext. 2067 or 2410743.

  
 Prof. Rwekaza S. Munkarandah  
 VICE-CHANCELLOR

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