

WHAT IS THE DIFFERENCE IN ACHIEVEMENT OF LEARNERS IN SELECTED KISWAHILI AND ENGLISH MEDIUM PRIMARY SCHOOLS IN TANZANIA?

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ABSTRACT

This study aimed at exploring the difference in learners' achievement in public and private primary schools in Tanzania. Three subjects namely Kiswahili, English and Mathematics were assessed to investigate the differences. The specific objectives of the study were; (1) to find out the difference in learners achievement (2) to investigate the factors contributing to the difference.

Education for Self-Reliance (ESR) policy was used as theory to guide the study. ESR policy was formulated by Nyerere in 1967 as a critique to colonial education. I used ESR theory in order to make analysis at macro level. Privatization of education has similar impact like those of colonial education in Tanzanian community of today. The conceptual framework was developed from the idea of Sheikh (2006). I used the conceptual framework to make analysis at micro level. The model comprises three components such as enabling conditions, teaching and learning process and outcome.

The study was designed in the form of case study. Purposeful and criterion sampling techniques were used to select 2 head teachers, 6 subject teachers, 10 parents and ten pupils who were interviewed. It also involved 102 pupils who did the tests which I administered for the sake of this study. This study was limited to primary schools under the LOITASA project in Tanzania, specifically in Dar es Salaam region. The study mainly employed a qualitative research approach but in some cases even a quantitative approach. Semi structure interviews, observation and documentary review were employed in this study. Content analysis was used for data analysis.

The Findings indicated that private primary school pupils performed better than public school pupils. But in the grade four national examinations in mathematics, public primary school did better than private primary schools pupils. The findings also indicated that teachers in public schools lack motivation and commitment to their work due to too small salary, scarcity of teaching resources and denial of their rights and other benefits as well as low status accorded to teachers. The teachers in private schools do not face the above mentioned problems. They are committed and motivated to work hard. They spend most of their time at school performing their teaching roles effectively and efficiently.

Moreover, the findings showed that private tuition, provision of sufficient exercises, home assignments and feedback, parental supports and availability of learning materials at home contribute much to learners' academic achievements. Learner centered methods and good classroom climate enhance good academic performance.

I recommended that there is a need of conducting in-service training, seminars and workshops to teachers to strengthen their existing knowledge and skills. In the case of motivation, teachers' living condition can be improved by increasing their salaries. Other fringe benefits also, should be paid attention. Furthermore, there should be regular communication between parents and teachers so as to monitor pupils' academic progress.

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Jane Bakahwemama.

List of Abbreviation

EFA	Education For All
ESR	Education for Self-Reliance
IMF	International Monetary Fund
LOI	Language of Instruction
LOITASA	Language of Instruction in Tanzania and South Africa
MMEM	Mpango wa Maendeleo wa Elimu ya Msingi
NUFU	Norwegian University Fund
PEDP	Primary Education Development Plan
PSLCE	Primary School Living Certificate Examination
SAP	Structural Adjustment Programmes
UPE	Universal Primary Education
URT	United Republic of Tanzania
UNESCO	United Nations Education Scientific and Cultural Organization
WB	World Bank

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CHAPTER ONE

Introduction and Background to the Problem

1.1 Introduction

This chapter gives the overview of LOITASA project, introduces the background and motivation for the study. It presents objectives of the study, research questions, significance, limitations and delimitation of the study.

1.2 The Overview of LOITASA Project

LOITASA is an acronym for Language of Instruction in Tanzania and South Africa. The project is funded by Norwegian University Fund (NUFU). It is a south-south-north cooperation project and it operates at three campuses namely, the University of Dar es Salaam in Tanzania, the University of Oslo in Norway and the University of West Cape in South Africa. The first phase started in January 2002 and ended in 2006 (Brock-Utne, Desai and Qorro, 2003; 2004; 2005 and 2006).

The LOITASA project deals with both research and training. The research component encompasses a descriptive as well as action researches. The descriptive studies have so far dealt with the analysis and description of policies of language in education of South Africa and Tanzania. The LOITASA in its first phase conducted studies concerned with the implementation of these policies at secondary levels in Tanzania and in elementary school in South Africa (Brock-Utne, 2004). Based on the results from the first phase of the project LOITASA workers have been advocating the use of African languages as the language of instruction in Tanzania and South Africa. It would be an advantage to use Kiswahili in secondary schools and higher learning institutions in Tanzania and IsiXhosa in elementary schools in the Western of Cape in South Africa.

In the case of action research, the LOITASA project has conducted studies in secondary school classrooms whereby some of the classes were taught in Kiswahili and other classes

were taught the same topics in English. The same applied to South Africa elementary schools whereby some classes were taught in English and some classes were taught in IsiXhosa. The findings from these studies revealed that students in both countries performed better when they were taught in a familiar language; Kiswahili for Tanzania and IsiXhosa for South Africa. From these findings it was suggested that there is a need to change language of instruction whereby English should be replaced by Kiswahili in Tanzania and IsiXhosa in the Western Cape of South Africa respectively (Brock-Utne, 2006; 2007 Mwinsheikh, 2001, 2003; Vuzo, 2005; Senkoro 2004 and Nomlomo, 2005,2006) just few to mention.

In its first phase LOITASA project published four books in English and three booklets in Kiswahili. Below are names of the books.

- ❖ Language of Instruction in Tanzania and South Africa (2003).
- ❖ Researching the Language of Instruction in Tanzania and South Africa (2004).
- ❖ LOITASA Research on Progress (2004).
- ❖ Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa (2006).

All books were edited by Birgit Brock-Utne, the Norwegian project leader of the LOITASA project, Zubeida Desai, the South African project leader and Martha Qorro, who is on the project steering committee in Tanzania (Brock-Utne, Desai and Qorro, 2003, 2004, 2005 and 2006).

The first 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, Desai and Qorro, 2003). The main issues described in this book are current policies on the language of instruction 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 constitute the main emphasis of the chapter in the first book. (Brock-Utne, Desai and Qorro 2003).

The second book is the product of the work done in the second year of the project. The main focus of this book is a discussion of research projects in both countries. The centre of attention is the language of instruction issues. The book contains sixteen chapters. The

chapters describe the language policies, students' performance in Certificate of Secondary Education Examination; a comparison between English and Kiswahili and preliminary findings from experimental classes in South Africa as well as terminology issues. Other chapters deal with mother tongue education and searching for an appropriate theory which is better suited to the African reality (Brock-Utne, Desai and Qorro, 2004).

The third book reflects the work done in the third year of the project. The main issues discussed in this book are comparative analysis of student performance in English and Kiswahili in Tanzania and IsiXhosa and English in South Africa particularly in science subject. Moreover, the book includes chapters on parents, students and teachers views on language of instruction particularly in Tanzania. This book also includes two chapters about language of education in South-East Asia and Sri Lanka.

The fourth book gives the report on the researches carried out in Tanzania and South Africa in 2004/5 by researchers and post graduate students working on the project (Brock-Utne, Desai and Qorro, 2006). The book consists of fifteen chapters. Some of the chapters are about language of instruction in Tanzania and some on the Language of instruction in South Africa. One chapter is like an evaluation of the LOITASA project in South Africa after three years. Other chapters are about pupils' performance, parents' choice and teachers' views on language of instruction in natural science in South Africa (Brock-Utne, Desai and Qorro, 2006).

The training component intends to build competence with the higher sector in Tanzania and South Africa school systems. The training component involves staff development whereby masters and doctoral students are sponsored by the project in both countries. LOITASA project in its first phase sponsored the following three doctoral students.

- ❖ Halima Mohammed Mwinsheikhe (Ph.D)
- ❖ Mwajuma Siana Vuzo (Ph.D)
- ❖ Vuyokazi Nomlomo (Ph.D)

The first two are Tanzanians; the last one is from South Africa. All of the three students have also written their masters degree connected to the LOITASA project. In addition sixteen students took their masters degrees connected to the project, twelve students on Tanzanian part and four on the South African part.

The second phase of LOITASA project started in 2007 and it will end in 2011. The main objective of phase II is to conduct a five years action research project in primary schools. The main focus is to investigate the resource gaps between English medium and Kiswahili medium primary schools in Tanzania. LOITASA phase II in Tanzania started with a pilot study in July 2007. The pilot study included 37 primary schools whereby 20 were public, 16 private and 1 seminary. These schools were from Dar es Salaam, Morogoro, Dodoma and Arusha regions. Other regions involved were Coast, Tanga, Zanzibar, Mwanza, Iringa and Mbeya (Galabawa and Lwaitama, 2008). These pilot studies were about:

- ❖ Teaching and Learning Resources in Private and Government Primary Schools in Tanzania.
- ❖ Quality and Equity Compared between Kiswahili and English Medium Primary Schools in Tanzania.

The findings showed that there was a huge gap in terms of availability of resources between government versus private primary schools (Galabawa & Lwaitama, 2008; Vuzo, 2008). The preliminary results from these studies were presented at LOITASA meeting at the University of Oslo in May 2008.

The LOITASA study in phase II also seeks to establish the extent to which pupils in Kiswahili medium primary schools can make significant improvement in their academic performance upon being assisted to fill some of the resources gaps in their schools. In order to achieve the above mentioned aim, the LOITASA Project has already provided textbooks to the selected schools in Dar es Salaam and Morogoro regions. These textbooks are in mathematic, English and Kiswahili. The total number of textbooks is 650, 250 for English, 200 for Kiswahili and 200 for mathematics. All books given so far were for grade six. These schools will be used till 2010 when the first cohort will sit for the Primary School Leaving Certificate Examinations (PSLCE). Other teaching and learning materials which were provided include manila sheets, flip charts, marker pens and rulers.

I attended one of the workshops in which the LOITASA project coordinators in Tanzania were supplying teaching and learning materials to one of the public primary schools. On the same day, the project coordinators conducted in-service training for teachers of public schools. The main issues discussed in this workshop were how to enable the teachers to use a

participatory teaching method and how to prepare of teaching aids by using materials which are available in their local environment especially for teachers in the public school.

Since I am a Kiswahili teacher, I participated mostly in group discussion with Kiswahili teachers in both schools. I used my experiences, knowledge and skills to help Kiswahili teachers to promote language skills such as listening, writing, reading and speaking standard Swahili.

1.3 The background to the Problem

Various researchers verify that learners perform better in their studies when the language of instruction is familiar to both teachers and learners (Mazrui, 1997; Prah, 2003; Malekela, 2006; Nomlomo, 2006 and Brock-Utne 2006). In Tanzanian public primary schools, the language of instruction is not a problem because almost all public schools use Kiswahili as language of instruction, a language which is familiar to the majority of learners and teachers. Tanzania managed successfully to extend the use of Kiswahili as a language of instruction up to the last grade of primary education since 1967(Mbilinyi, 2000; Brock-Utne, 2006).

Since the second half of 1970s to date there has been general dissatisfaction concerning the education standard of primary school leavers in Tanzania (Mosha, 1988, 1995; Malekela, 2000; Rubagumya, 2003 and Senkoro, 2004) just to mention a few. This situation resulted from the implementation of Universal Primary Education (UPE). The implementation of this program unveiled problems in the provision of primary education. UPE led to an increase in pupils' enrolment while there were inadequate classrooms, teaching materials and equipment, teachers and fund to support the provision of primary education. The burden of financing primary education was left to the government (Mosha, 1995). According to Rajani (2003) in 1980 gross enrolment rates reached 100 percent. Massive enrolment led to the low standard of education as it was impossible for teachers to provide special assistance to the most needy children. Hence, there was poor achievement among primary school graduates. For instance, two third of primary school leavers were unable to read and write well. They lacked basic numerical skills. 95 percent were unable to construct or speak one correct English sentence. Over 80 percent were not selected for secondary schools or any form of further education (Mosha, 1995). Lema et al (2004) observed that in 1999, out of 38 pupils who completed primary schools in public schools only 6 pupils preceded to secondary schools. Based on these observations public primary schools are considered to be of low quality.

Private primary schools are considered to be of better quality. Mbilinyi (2000) argues that pupils performance and achievement in general is good and once children enrol they improve their performance rapidly. Mbilinyi (2000) further states that the product of these schools can compete with their peers abroad. It is upon the realization of low quality of education in public primary schools that some parents prefer to send their children to private primary (English medium) schools. The reason behind this is that, they believe that the private primary (English medium) schools prepare their pupils better to do well on the national Primary School Leaving Certificate Examination (PSLCE) than the public (Kiswahili medium) schools (Galabawa and Lwaitama, 2008).

In the light to the above explanation this study therefore, seeks to examine closer the difference in achievement of learners in selected public (Kiswahili) and private (English) medium primary schools in Tanzania.

1.4 Statement of the Problem

Since early 1970's, Kiswahili has been used as a medium of instruction in all public primary schools except for two primary schools namely Arusha and Olympio Primary Schools¹. During this period, the government was responsible for providing primary education to all children. The situation changed in 1990's where the government allowed the liberalization of education to fulfil the conditionalities attached to the Structural Adjustment Programmes (SAPs). The liberalization of education resulted to the establishment of private primary schools. Within the education and training policy of 1995 all levels of education were opened to private investors (URT, 1995).

From that time there was a mushrooming in the number of private primary schools, especially in urban areas. Some parents opt to send their children to private primary schools due to their dissatisfaction with public education. There is a belief that private primary schools prepare their pupils to do well in the Primary Education Leaving Examination (Galabawa and Lwaitama, 2008). One of the indicators that private primary schools prepare their pupils' to do well in their PSLCE is the number of pupils who pass PSLCE.

¹ These are special government primary schools which were originally maintained for the sake of ruling class or elite. To-day the standard has deteriorated and the elite send their children to the private schools where there are fewer pupils in class, more resources and more motivated teachers.

Few studies have been conducted so far about private primary schools in Tanzania. Mbise and Masoud (1999) conducted a study to investigate if there was quality education in private primary education. The findings from this study showed that parents want their children to master English language. The study conducted by Rubagumya (2003) was about the use of English as a linguistic market in education. He found that the main concern of parents when sending their children to English medium schools is the mastery of English. The issue of resources was given the second priority. Parents equate English proficiency with quality education. They do not care whether their children understand other subjects. Galabawa and Lwaitama (2008) conducted a study to compare Quality and Equity in education in English versus Kiswahili Medium Primary schools in Tanzania. The preliminary findings showed that the resource gap between English and Kiswahili medium was huge and necessarily must affect the performance of pupils.

There is no study focusing especially on learners' achievement in public and private primary schools in Tanzania. This study sought to find out the difference in achievement of learners in selected Kiswahili and English medium primary schools in Tanzania.

1.5 The Motivation for the Study

The motivation for undertaking this study partly grew out of my concern over the beliefs parents and pupils have about the English and Kiswahili medium primary schools. Parents, especially those in town are struggling to send their children to English medium schools though they cost a lot of money. The same applies to the children in the sense that the majority of children in Dar es Salaam wish for schooling in English medium primary schools. My interest is to find out if there is any difference in learners' achievement in these schools, compared to the Kiswahili medium schools.

My motivation for studying this problem was also catalyzed by a conversation I had with my son before I came here. My son is in grade six in public primary school (Kiswahili medium). He told me that he thought children who are schooling in English medium primary schools are more intelligent than children from public primary schools. I asked him why he thought so. He replied by telling me that pupils in English medium are the one who perform better in PSLCE . He mentioned some examples of schools where the whole class passed their Primary School Leaving Certificate Examination (PSLCE) compared to his school where only 20 out

180 pupils passed the PSLCE in the year 2006. This conversation triggered a lot of questions about the whole issue of learners, because I don't believe that pupils in English medium are more intelligent than the one in Kiswahili medium.

1.6 General Objective

The general objective of this study was to investigate the difference in learners' achievement in English and Kiswahili medium primary schools and analyze the reasons for the difference.

1.6.1 Specific Objectives

The study specifically addressed the following two objectives:

- ❖ To find out the difference in learners' achievement based on three subjects namely mathematics, English and Kiswahili in the selected primary schools.
- ❖ To investigate factors contributing to differences in learners' achievement.

1.7 Research Questions

This study was guided by the following research questions:

- ❖ What is the difference in learners' achievement between private (English) and public (Kiswahili) medium primary schools?
- ❖ What are the factors that might be contributing to the difference in learners' achievement?

1.8 Significance of the Study

The information from this study is to be an added contribution to the presently inadequate literature on learners' achievement in both public and private primary schools in Tanzania. Furthermore, it is hoped that the study will provide useful information to the LOITASA project leaders, Ministry, Regional and Municipal Education officials on the factors that might contribute to the difference in learners' achievement in public and private primary schools.

Through the information from this study LOITASA project leaders will allocate resources and provide teachers in-service training to enhance learners' academic achievement. When it comes to Tanzanian educational officials, I hope, the findings will help them in

providing adequate educational resources and in-service training when the LOITASA project will end.

Moreover, the study will provide an insight to further researchers to fill the scholarly gap concerning learners' achievement in public and private primary schools which will be left in this study.

1.9 Delimitation of the Study

This study was limited to primary schools under the LOITASA project particularly grade 5 pupils. The selection of grade 5 was based on their achievement on grade 4 national examination. Only three subjects namely English, Kiswahili and Mathematics were assessed so as to collect information about learners' achievement. Also, I observed learners participation during the teaching and learning process. The main focus was on differences of learners in academic achievement. Thus, the study specifically intended to answer the question "What is the Difference in Achievement of Learners in Selected public (Kiswahili medium) and private (English medium) primary schools in Tanzania?" The study also was confined in Dar es Salaam, which is one of the regions where LOITASA project is fully practiced.

1.10 Limitation of the Study

Due to time limit, the study was limited to two primary schools, one was a public schools and the second one was a private primary schools. Since this study was limited to few respondents it was not expected to represent all information on learners' achievement in public and private primary schools in Tanzania.

Secondly, my personal bias has affected the choice of area of study. I was forced to include schools in Dar es Salaam so that I could stay in my family while I was conducting the study. This helped me to conduct the study comfortably and to use few resources.

1.11 The Structure of the Dissertation

The dissertation is divided into six chapters. Chapter one presents the introduction. The chapter includes the overview of the LOITASA project, the background and statement of the

problem. Furthermore it addresses the motivation of the study. The chapter also defines the objectives of the study and research questions. Moreover, it delineates significance, delimitation, limitation and the way this study is organized.

Chapter two deals with the literature review. In this part the Tanzania current education structure is described. It also includes the historical overview of education in Tanzania and the state of primary education. The chapter also describes the examinations as a way of measuring learners' achievement as well as the empirical studies on learners' achievement in and outside Tanzania. Finally, the chapter gives a synthesis of review studies and knowledge gaps to mark the rationale for conducting this study.

The third chapter focuses on the theoretical and conceptual framework. The theoretical framework was based ESR policy. The conceptual framework was based on factors contributing to learners academic achievements. These factors are classroom climate, teachers' qualification and motivation, language of instruction and availability of teaching and learning materials. Others are pedagogical expertise, parental support and availability of learning materials at home.

The fourth chapter presents the research methodology that has been used in this study. It gives a picture on how the study was carried out. Thus, it includes study area, population, sample and sampling techniques. Furthermore, it explains data gathering techniques, the administration of instruments, reliability and validity of instruments, data analysis procedures and ethical consideration.

Chapter five presents, analyses and discusses the findings of the study. The findings are organized and presented in two main themes in response to the specific objectives of the study. These include the differences in learners' achievements and factors contributing to these differences. The above mentioned themes are further divided into sub themes. The last chapter summarizes the major findings found from this study. The chapter ends with recommendations for action and for further studies.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter presents the literature review. The chapter is divided into seven parts. The first part provides an introduction. The second part describes the current education structure. The third part provides a historical overview of education in Tanzania. The historical overview is based on three historical periods. The fourth part presents the state of primary education in Tanzania. The fifth part describes the examinations as a way of measuring learners' achievement. The sixth part provides empirical studies on learners' achievement. The last part gives the synthesis of the reviewed studies and knowledge gap in the reviewed literatures to mark the rationale for conducting this study.

Education in Tanzania is provided through three structures namely formal, non-formal and informal. Formal education is provided in pre-primary, primary and secondary schools, teacher training colleges, vocational institutions with direct links to the formal education system and in universities. Non-formal education is provided through various programs that intend to serve identifiable learning clientele and learning objectives. Non-formal education therefore includes National Service and militia, literacy and post-literacy and field attachment programs (Temu, 1995). Informal education is provided in the family, in the neighbourhood and through mass media and all other forms of human activities.

2.2 The Current Education Structure in Tanzania

The structure of the formal education system in Tanzania is categorized in the following order: 2-7-4-2-3+. This order constitutes 2 years of pre-primary education, 7 years of primary education, 4 years of secondary school ordinary level, 2 years secondary school advanced level and a minimum of 3 years university education (URT, 1995). The main focus of this study is primary education level, because this level has been the central part of basic education in Tanzania for individual and society development at large. And LOITASA project

phase two is supporting the teaching and learning of Kiswahili, English and Mathematics through the provision of materials and teachers' in-service training in a couple of public primary schools.

2.3 Historical Background of Education in Tanzania

The history of education in Tanzania can be presented in three historical periods. These are pre-colonial, colonial and post-colonial.

2.3.1 Pre- Colonial Period

This is a period before the coming of western civilization to Africa. Prior to colonialism, Tanzania like other African societies had its ways of transmitting knowledge, attitudes, values and skills to the children. Children were taught through observation by imitating the adults and through experience (Nyerere, 1968). This means that learning was both oral and practical. Orally, education was delivered through story telling, singing, proverbs and conversation. Learners also received education through participating in economic and cultural activities (Ishumi, 1978). According to Nyerere (1968), the parents took the responsibility of educating their children until they reached the stage of tribal education (initiation period). Apart from the family group, everyone in the society was a teacher, ranging from the respected elders of the village, group of peers to the casual person (unknown person). Essentially, the pre-colonial education system in Tanzania was informal. The children acquired knowledge, skills, values and attitudes by observation and performance in the field (Nyerere, 1968). In most cases, the indigenous education consisted of building character. Developing the necessary skills and moral qualities was necessary so that children would be an integral part of life in the society. The main function of indigenous education was to ensure the survival of the community and therefore education was not discriminatory in nature (Nyerere, 1968; Ishumi, 1978). Thus, every child received this type of education, which was truly universal.

Every child learnt skills which were thought practically worthy for the development of the particular society. For example, farmers trained their children in the farms where they did actual cultivation, planting, weeding, pruning and harvesting. The fishermen trained their sons to be fishermen by having the sons going with them to the lake or river and showing them fishing techniques. At adolescent stage, education was based on sex roles. Ishumi (1978) contends that while the mother would prepare an adolescent girl for her forthcoming roles as a wife and mother (feminine roles), the father prepared an adolescent boy for his role as

husband and father (masculine roles). White (1996) and Odora (1994) also, note that the traditional education system in most African societies was purely informal and relevant to the practical life. This kind of education was effective and it was life-long learning.

In the case of language of instruction, indigenous education was provided through the mother tongue. Mother tongue facilitated the thinking, understanding, articulation of issues and storage of acquired knowledge. Learners could express themselves clearly and parents/elders were in position to help them as far as the vocabulary and other issues were concerned. Since the parents and children mastered well the language it was easy for them to understand each other and hence meaningful learning took place.

2.3.2 Colonial Period

Formal education in Tanzania was initiated by colonialists and missionaries. The first country to rule Tanzania was Germany (1886-1918). One of the effects of colonialism in Tanzania was the introduction of the western formal school. The introduction of formal school marked the beginning of substituting African informal education with formal colonial education (Nyerere, 1968). The colonial education system diverted the African traditional education system to fit and meet the colonial administrative objectives and goals that were re-socialization of Africans and gaining converts. Brock-Utne (2006:19) noted that "...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.'" The aim of colonial education apart from re-socialization of Africans was to get few people who would work as clerks, messengers, interpreters, preacher and junior officials at districts and provincial levels (Nyerere, 1968; Ishumi, 1978 and Brock-Utne, 2006).

During this period, education in Tanzania was not accessible to the vast majority of Tanzanians. According to Temu (1995), it was estimated that by 1913 there were 100 public schools with about 6000 pupils. These public schools were primary schools because the purpose of education by then was not to develop Africans (Tanzanians). Education was used as an instrument of facilitating and reinforcing the functioning of the colonial system (Nyerere, 1968; Ishumi, 1978, Temu, 1995 and Brock-Utne, 2006). During the Germany colonial rule, Kiswahili was used as LOI in all schools as well as the official language of the government. The use of Kiswahili in education and administration helped the spread of Kiswahili throughout the country.

During the British rule (1919-1961) education continued to be used as an instrument of underdevelopment (Temu, 1995). Education also was of discriminatory type, as it was based on racial, gender and economic categories. This was done through unequal provision of funds for education (Ishumi, 1978; Temu, 1995). According to Ishumi (1978), there was one magnificent and expensive school for European children (quite few), Indians public schools exclusively for Asians and relatively more schools for Africans. Schools for African children were less well equipped, less cared for and poorly staffed. Temu (1995) points out that in 1961, the annual expenditure for a white pupil was Tsh 3,320 and the teacher/pupil ratio was 1:16 while for African pupil, the expenditure was Tsh 200 and the teacher/pupil ratio was 1:54. This implies that the cost of educating one white child was enough to educate about sixteen African children. The consequence of segregation in education was that African education was poor in quality and quantity.

It should be noted that the aims of education remained the same in both periods. From this fact secondary education received minimal attention. This was due to the fact that missionaries feared that higher education would turn the converts away from the spiritual faith they had already gained. From the government point of view it was feared that higher education would lead to the loss of cheap labour. Moreover, higher education might have led to earlier demand for independence (Temu, 1995). By the late 1930s there was only one public junior secondary school. Due to acute shortage of secondary schools only one in a thousand school children passed on to join junior secondary school and all of them were boys (Temu, 1995). In the case of post secondary education, up to the late 1950s there was no higher education in Tanzania as colonial government saw no need of it. Under the rule of the British government Kiswahili was used as LOI in Africans' schools and English was used as LOI for Europeans schools. English was widely used as it was taught as a subject from standard five onward and was used as LOI in standard seven (Brock-Utne, 2006). The extensive use of English led people to equate it with education, knowledge, civilization and development. This situation reinforced the status of English in Tanzania. From that time to the present, English planted its roots in Tanzanians minds and created its hegemony from which Tanzanians are suffering today.

To conclude this section, we can note Nyerere's idea on colonial education which was that colonial education contributed to the stagnation of African development in all aspects of life; economically, culturally, socially, politically, scientifically as well as technologically.

Colonial education was not aimed at making Africans independent and critical thinkers (Nyerere, 1968). Basically, colonialists were aware of the fact that if Africans became independent and critical thinkers their domination would end automatically. The colonialists would lose all advantages such as cheap labour, raw materials and markets for their products.

2.3.3 Independence and the Post-Colonial Period

Tanzania (Tanganyika) got its independence in 1961. Soon after independence, the Tanzanian government under the late Julius Kambarage Nyerere (the 1st president) made changes in the formal colonial education system which was thought to fit the Tanzanian environment and benefit the whole society. Nyerere (1968:47) states that “the independent state of Tanzania in fact inherited a system of education which was in many aspects both inadequate and inappropriate for the new state.” In order to achieve its goal of changing the education system, the Education for Self-Reliance (ESR) policy was introduced. The Education for Self reliance (ESR) policy aimed at building the African socialist state (Ujamaa) under the Arusha Declaration. The policy of Education for Self-reliance meant to put more emphasis on practical rural-oriented education for the vast majority of the youth and introduced close government supervision of schools (Nyerere, 1968). In other words, the policy emphasized mass education with focus on primary schools by increasing enrolment and changing curriculum. Furthermore, the ESR based on three principles: equality and respect for human dignity, sharing of resources, work for everyone and exploitation by none. Thus, education for self-reliance was functional aimed at enabling the nation to be self reliant in all aspects. This was thought to be done through the provision of relevant education for immediate use. School curriculum was changed to integrate academic studies with community based activities to prepare the new generation with regard to work in rural communities (Nyerere, 1968; Ishumi, 1978).

In early 1970s, the government started a massive national campaign for universal access to primary education of all children of school going age. It was resolved that the nation should have attained Universal Primary Education (UPE) by 1977 through the implementation of the Musoma Resolution of 1974 (Temu, 1995; Mbilinyi, 2000). Primary school education became universal in November 1977 when both enrolment and attendance were made compulsory. The implementation of UPE was carried through with the full cost borne by the government and with some community contribution. Mbilinyi (2000) notes that in most regions of the country people built UPE primary schools with their bare hands, providing raw

materials and labour through self help initiatives. Due to the socialist and self reliance philosophy of Tanzania at that time, the involvement of international donor agencies and other partners was minimal.

Through UPE Tanzania achieved significant success in eradication of illiteracy. The literacy rate increased from 33.3 percent in 1970 to 90 percent in 1984 (Brock-Utne, 2006). The gross enrolment rate reached nearly 100 percent although the quality of education provided was not high (Omari, 2002). Based on these facts, equity in the provision of education was achieved since education was provided to all children regardless their socio-economic status, religion and race.

In the case of secondary and higher education, priority was given to the expansion of these levels of education. The first priority was to expand secondary schools and to establish the University College of Dar es Salaam (Mbilinyi, 2000). At the time of independence there were only 11,832 secondary education places in the whole country and only 14 university students (Omari, 2002). According to Temu (1995) enrolment in public secondary schools grew rapidly in the sixties and early seventies but declined in 1977. The expansion of secondary education started to rise again after adoption of the Presidential Commission on Education of 1982. During that period, secondary education was provided by both government and private individuals and organizations. The enrolment in higher education also increased though with low pace. For example, in 1981 there were 2586 students at university level and the number of students increased up to 14, 568 in the year 2001 (Omari, 2002).

In early 1980s, the education sector started to face various obstacles that led to the undermining of the gains of the previous decade. The economic status of the country by then was the major cause of these obstacles. Due to the economic crisis, Tanzania, like many other developing countries was forced to sign an agreement with the International Monetary Fund (IMF) and World Bank (WB) adopting the Structural Adjustment Policies (SAP) of privatization and liberalization (Brock-Utne, 2006). Tanzania implemented the SAPs conditionalities in 1986. One of the conditionalities imposed by World Bank and IMF was the reduction in public spending on social services including education at all levels. According to Brock-Utne (2006) the SAP policies adopted by the Tanzanian government have negatively affected the education provision in various aspects such as equity, efficiency and flexibility. In the aspect of equity for example, Mbilinyi (2000) and Brock- Utne (2006) noted that the

government withdrew from the provision of education and started charging school fees (cost sharing). The reintroduction of school fees at primary and secondary school levels caused poor parents not to enroll or to pull their children out of school. Galabawa (2001) pointed out that the structural adjustment policies and programs during the mid 1980s had a highly pronounced adverse effect on education at all levels. He further explained that this period was demonstrated by falling enrollment rates, low intake rates and high internal efficiency. As the priority was given to quality education, the international aid community formulated the strategy of Education for All (EFA) in 1990 in Jomtien. Tanzania like many developing countries is a signatory to the World Declaration on EFA that was agreed upon in Jomtien.

2.4 The State of Primary Education in Tanzania

This is the largest and most central component of basic education as it constitutes about 87.5 percent of enrolment of all levels of education (Mbelle, 2008). The overall framework governing delivery of primary education in Tanzania is currently provided by the 1995 Education and Training Policy (URT, 1995). Primary Education in Tanzania is universal and compulsory for all children from the age of 7 years until they complete this cycle of education. It comprises 7 years of basic education. It begins with standard one and ends with standard seven. Primary education is intended to equip children with permanent literacy and numeracy, basic lifeskills and values to enable them function productively in the socio-economic setting of Tanzania and pursue further education and training (URT,1995).

Soon after independence the government issued the Education Ordinance of 1961 which was aimed at abolition of racial segregations in education. Moreover, the government took greater control over all schools through the creation of a unified public school system (Mbilyni, 2000). The Ministry of Education took the responsibility of admission of pupils, provision of equipment, syllabi and other materials and the employment of teachers. In addition, during the first development plan (1961-1964) the government policy sought to remove examinations at grade IV and VI and to reduce the primary education cycle from eight to seven years (Temu,1995). The 1963 syllabi molded soon after adopting a single education system and it was implemented in all schools. Kiswahili was made LOI at the primary school level, replaced English which was the medium of instruction in the middle schools² (Brock-Utne, 2006).

² These were primary school from grade five to eight.

The second Five Years Development Plan aimed at providing primary education to seven years olds by the year 1989 but the Musoma Directive commonly known as Musoma Resolution of 1974, required the government to achieve universal primary education already by 1977 (Temu,1995; Mbilinyi, 2000). The universalization of primary education was particularly recommendable as the country achieved a net and gross enrolment of over 96 percent in the late 1970s and early 1980s due to abolition of school fees (Omari, 2002). In addition, the policy removed standard IV and VI examinations and reduced the primary school duration from eight to seven years. This meant that once the child was enrolled at standard one she/he could proceed to standard seven at the end of which she/he was certified a primary school leaver (Temu, 1995).

Even though the implementation of UPE was of a great success in terms of enrolment, the program also unveiled problems in the provision of primary education. The increase in enrollment of pupils while at the same there was inadequate classrooms, a lack of teaching materials and inadequate equipment, too few teachers and funds led to difficulties (Mosha, 1995). These problems led to un-conducive learning environment, which was characterized by over crowding of pupils in classrooms. In some schools there were no classrooms at all, poor learning materials and equipment as well as poorly trained teachers (Mosha, 1995). The mentioned problems resulted in the deterioration of the quality of primary education. The fact that primary education is in trouble has been raised by various authors such as Omari and Mosha (1987), Mosha (1988), Omari (1995), Sumra (2000) just few to mention.

From the mid of 1980's and 1990's to date, the education sector in Tanzania has been facing a big challenge in its efforts to provide primary education for every child. Buchert (1994) noted that African countries and Tanzania in particular faced a challenge through the implementation of Structural Adjustment Programmes (SAPs) in the education sector. The implementation of SAPs led to undermine the strategy of socialism and the ESR policy. SAPs introduced new goals for the development of Tanzania and redirected the function of education (Buchert, 1994). Implementing SAPs is a shift from the policy of equality in ESR to the policy of quality. SAPs also mean the shift from public to private ownership of social services including education. The re-introduction of school fees led to high dropout rate and many children were not enrolled at all. Enrollment began to drop immediately after school fees were reintroduced in 1985 as such from a peak of 98 percent in 1980. The gross enrollment ratio in 1988 it was 71 percent and by 1990 was 59.6 percent (Mbilinyi, 2000).

This implied that many school age children were no longer being enrolled and no serious follow up was being made to ensure full implementation of the law on compulsory enrolment and attendance.

Another impact of SAPs conditionalities in primary education was the encouragement of the private sector in provision of primary education. This resulted in a rapid expansion of private primary English schools especially in urban areas. In Dar es Salaam region for example, there are now 93 private primary schools (URT, 2008). These schools are owned by private individuals and religious organizations. Private schools in Tanzania can be categorized into two groups such as international and non international schools. International schools are those primary schools which do not follow the national curriculum. They have to satisfy a set of conditions to be recognized as international schools. Non international schools are English medium primary schools which follow the national curriculum (Rugemalira, 2006).

Almost all of these English medium primary schools were established in Tanzania under the umbrella of the liberal market. Majority of private primary schools use English as medium of instruction and children are punished for speaking Kiswahili (Mbilinyi, 2000). There are few private primary schools which use Kiswahili as medium of instruction³. Private primary schools charge very high fees which excludes the majority of children from enrolment. In 2005 public primary schools had an enrolment of 7,476,650 pupils which is equal to 99.1%, while private schools enrolled 64,554 (0.9%) (Mbelle, 2008). Private primary schools selection is partly based on entry examinations and interviews. According to Mbilinyi (2000) child- centered pedagogy is used in many of these schools and they do not use corporal punishment. Privatization of education has therefore led to the creation of a dualistic education system, one for the rich and one for the poor, with a middle education system of the best public schools⁴ for the middle classes.

Recently, the government has implemented the Primary Education Development Plan (PEDP). The plan is a product of both the international drive for Education for All and the Poverty Reduction Strategies that are taking place in Tanzania. PEDP has four priorities such

³ According to Rugemalira (2006) by 2002 were only two private primary schools registered as Kiswahili medium schools. These are Chimala (Mbalali: church of Christ mission, 1999) and Huruma (Mbinga: Roman Catholic Sisters, 1996). The third one is St. Therese Mbezi Luis in Dar es Salaam.

⁴ These are primary schools like Bunge, Oysterbay, Mlimani, Gliman Rutihinda Chang'ombe and Ali Hassan Mwinyi.

as enrolment expansion, quality improvement, capacity building and optimizing human, materials and financial resources utilization (URT, 2003). The main priority of PEDP has been to increase overall enrolment (Mbelle, 2008). In order to achieve PEDP priorities the government abolished school fees and other contributions. This resulted in an increase in enrolment rates. In 2004 the national Net Enrolment Rate had increased to 90.5% (Mbelle, 2008). This implies that many children are in school but the issue of quality education is still a problem. That is why those parents who are concerned about quality and who are well off opt to enroll their children in private (English medium) primary schools.

2.5 Examinations as a Way of Assessing Learning Achievements

Currently, the examinations in primary education are administered at two levels, at grade IV and at the end of the primary cycle at grade VII. Both examinations aim at assessing pupils' acquisition of knowledge, abilities and skills in Mathematics, General Knowledge, and Languages (Kiswahili and English). The grade IV national examinations are administered to ensure that only those who have mastered reading, writing and numeracy skills are promoted to grade V. The Primary School Leaving Certificate Examination (PSLCE) results are used in the selection of a small number of pupils to join secondary education (Galabawa, 2002).

The general performance shows that education received by children in primary schools is of very poor quality (Mosha, 2000). However, after the implementation of PEDP there have been marked improvements in pupils' performance. According to Mbelle (2008) the performance in 2004 was better than in the previous two years of PEDP and even better in 2005. This improvement can be attributed to improved school buildings and an improved supply of textbooks and teaching and learning materials. Even though there are some improvements in pupils' performance in public primary school, they are still behind of those in private schools. For example, a study conducted by Mbelle (2008) in Dar es Salaam revealed that among the ten best schools in Dar es Salaam urban area, seven were private school (English medium). These schools were best in both academic performance and having adequate teaching and learning materials.

2.6 Empirical Studies on Learners' Achievement in Primary Schools

The following section is divided in two sub sections. The first part presents studies from other part of the world. The second part offers studies in Tanzania.

2.6.1 Studies from outside Tanzania

2.6.1.1 Study by Sheikh (2005)

Sheikh conducted an evaluation on the state of primary education quality in Bangladesh. It was a comparative study between government and non- governmental primary schools. The findings indicated that non-governmental primary schools' pupils performed better than pupils in government primary schools. The reasons behind were that, the class size in non-governmental schools was smaller than government schools. The teacher/pupils ratio was 1:68 in government schools and 1:26 in non-governmental schools. Furthermore, the findings showed that there were classes in government primary schools where students have to stand at the back of the class or sit on the floor during lessons. Students who were sitting on benches were found to sit very close to each other. This situation affected their attention when teachers were teaching.

In terms of teaching methods the findings indicated that teachers in government primary schools did not follow lesson procedures properly. In the part of non-governmental schools the procedures were followed well. Teachers used real life examples and explained the issues in details. In the case of learning outcome, majority of students did not understand the subjects such as mathematics, English and science. The findings also showed that some of the students did not know well English alphabet. The situation was much better for non-governmental primary school students. He concluded that the rapid declining of education quality of government primary schools can have bad result to the whole education system. The parents are enrolling their children to the non-governmental primary school due to poor quality education provided in government primary schools.

2.6.1.2 Study by Akim (2004)

In 2004 Akim conducted a study in Uganda. The study was about basic education and poverty alleviation. The findings showed that the major challenge facing UPE policy in Uganda is the deteriorating quality of primary education in terms of learners' achievement. Many children in Uganda who either drop out or complete their primary cycle are said to be unable to read, write or speak "good" English. The reason behind this is that both teachers and pupils especially in rural areas have poor command of the English language which is the language of instruction in primary schools (grade 5 onward). The findings indicated that the pupils complain that teachers tend to teach more by using local languages and yet the examinations are set in English. Pupils argued that such practice affects their cognitive development and consequently their performance in the examinations. The above findings imply that the LOI is a major problem which affects pupils' performance in Uganda.

2.6.1.3 The study by Cheng and DeLany (1999)

Cheng and DeLany conducted a study on quality education and social stratification in China. Private schools were used as a unit of study. The findings revealed that private schools have nice buildings, beautiful compounds and advanced teaching materials. These facilities make many private schools to have conducive learning environment and hence good performance. The situation is different in schools especially those in rural areas where it is still difficult to find safe classrooms, desks, chairs and textbooks for children. The findings also indicated that the teacher/ pupil ratio was smaller in private schools than in public schools. The teacher/ pupils ratio was 1:5 in private while in public was 1:10. In private schools pupils were cared by teachers, counselors and school nurses. Pupils in public schools were only cared by teachers only. Thus teachers in public schools had more responsibilities. This in turn, affects teachers, daily activities at schools.

Moreover, the findings showed that the parents were satisfied with the academic progress of their children in private schools compared to public schools. In terms of teachers' qualification, the findings indicated that most of the private schools hired high ranked and experienced teachers. Even their salary is much higher than those in public schools. Due to availability of physical and human resources in private schools, they were believed to provide

quality education. But, the problem is they save few people in the society. In this way they create a gap between poor versus rich people.

2.6. 2 Studies within Tanzania context

2.6.2.1 The study by Omari and Mosha (1987)

Omari and Mosha conducted a study in primary schools in five regions in Tanzania. The study aimed at exploring the manner in which variables interact to contract the achievement of excellence. The findings revealed that, urban schools' good performance was ascribed to consistence in getting highly academically qualified teachers who mainly, due to their marital status (female) stayed at their working stations for long period. In terms of teaching and learning materials, urban schools were in better position than rural schools. Apart from being provided with teaching and learning materials, urban schools were more frequently inspected than rural schools. The findings revealed that poor performance was associated with truancy, lack of parental drive for education of their children, shortage of qualified and motivated teachers, and teaching and learning materials.

The finding also supported the notion that better trained teachers greatly contribute to advanced grades. The significance of reading materials in the contribution of quality education was clearly noted. The findings further revealed that in order to improve the results teachers used past papers, provided plenty of exercises and home work, conducted private tuition and children had to use extra time for academic purpose. In the case of motivation, Omari and Mosha (1988) found that 54.8% of pupils said that they needed lunch at school. The reasons behind was that lunch attracts pupils' attendance and make them attentive, hence good performance. At private schools children get lunch at school.

2.6.2.2 The study by Mosha (1988)

Mosha conducted a study in five regions in Tanzania. In his study, he sought to identify factors affecting quality of primary education in Tanzania. He found that, there was poor performance, especially in English and Mathematics. These poor performances were caused by increased enrolment of pupils; shortage of qualified teachers, frequent staff turnover, decline of financial support for primary education and ineffective curricula. The decline of financial support led to the shortage of teaching and learning materials, inadequate classrooms

and lack of equipment. This situation affected pupils' performance in the sense that having inadequate teaching and learning materials was a threat to learners' achievement.

Poor working and living conditions for teachers especially in rural areas led to rapid shortage of teachers in rural areas. The shortage of teachers also affected pupils' performance. This is due to the fact that in the situation where there is shortage of teachers the workload for teachers definitely increases. This in turn leads to inefficiency in the teaching process and hence poor performance of pupils. He recommended that school administrators and inspectors should monitor excellence in primary education to check the preparation for life and for future education.

2.6.2.3 The study by Rubagumya (2003)

Rubagumya conducted a study on English medium primary schools in Tanzania. The main objective of his study was to find what was going on in these schools in terms of language use and imparting knowledge. The findings showed that majority of teachers in English medium primary schools have more or less the same qualifications as their colleagues in Kiswahili medium primary schools. He also found that some teachers were not competent enough in using English as LOI. This in turn affects the teaching and learning process as both teachers and pupils encounter difficulties during classroom interaction. Thus the use of English as LOI is more likely to be a barrier to the learning of other subjects.

Furthermore, the findings revealed that parents send their children to English medium schools in order to learn and master English language. The issue of resources was given a second priority. Since the parents' priority is their children to master English, parents do not ask if their children understand other subjects like mathematics, science, history just to mention few. All in all Rubagumya admitted that it is true that some of English medium primary schools are providing quality education.

2.6.2.4 The study by HakiElimu (2008)

HakiElimu conducted a study on quality of education based on children's basic skills. The study was a comparative study between public primary and secondary schools. Children at both levels of schooling were assessed in mathematics and languages (English and Kiswahili).

In mathematics, children were assessed in calculations and application skills. In languages skills pupils were assessed in three areas; reading, dictation and translation.

The findings revealed that, the competency levels in mathematics were very low for both primary pupils and secondary school students. Findings showed that almost all pupils were comfortable and competent reading and doing dictation in Kiswahili. Their performance in reading and doing dictation in English was generally low. Moreover, their performance in translation test was seriously poor. For example, 66% of the translation from English to Kiswahili and 92% of the translation from Kiswahili to English primary school pupils was marked poor. In the case of secondary school students, 34% of the translation from English to Kiswahili and 59% of the translation Kiswahili to English was marked poor.

2.6.2.5 The study by Galabawa and Lwaitama (2008)

Galabawa and Lwaitama conducted a study under the LOITASA project phase II which started in July 2007. Their study was about quality and equity comparing Kiswahili and English primary schools. The preliminary findings indicated that the resource gap between Kiswahili and English medium schools was huge and necessarily must have effect on pupils' performance. The resources gaps were of two kinds. The first kind was physical resources such as classrooms, administrative spaces, sanitary facilities, and teaching and learning materials. The second kind was human resources such as teachers and non-teaching staffs. It was found that, private schools tended to deploy teachers whose educational background was more satisfactory than the ones who were employed in public schools. Moreover, private schools employed non teaching staff to support extra curriculum activities while in public schools all activities were conducted by teachers.

2.7 Synthesis of Empirical Studies

What has been learnt from the above studies is that absence or inadequate teaching and learning materials, classrooms and equipment and shortage of qualified and motivated teachers lead to poor performance in public primary schools. On the other hand, performance of pupils and students in public primary and secondary schools are generally poor, especially in English and mathematics. In order to improve pupils' performance there is a need for having adequate well trained and motivated teachers, a conducive learning environment and adequate teaching and learning materials. Generally speaking, however, the studies reviewed

above do not point out the differences in learners' achievement in public and private primary schools. That is where the aim of the present study becomes of paramount important.

CHAPTER THREE

Theoretical and Conceptual Framework

3.1 Introduction

This chapter presents the theoretical and conceptual framework. The chapter is divided into two main sections. Section one deals with the theoretical framework focusing on the Education for Self- Reliance (ESR) policy. I have adopted the ESR policy in this study in order to make the analysis also at the macro level. This section gives the relevance of the ESR policy to this study. Section two describes the conceptual framework I have used as a guide to the study. The conceptual framework focuses on the micro level whereby the classroom is used as a main unit of the study.

3.2 Theoretical Framework- Education for Self- Reliance Policy (ESR)

The Education for Self-Reliance policy was formulated by the late Julius Kambarage Nyerere (the first President of Tanzania). It was launched in March 1967 in Arusha. The declaration which came out of the meeting is known as the Arusha Declaration. The Arusha Declaration laid out the socialist principles to be followed by the Tanzanian nation. It stated that Tanzania strive to reach equality and should have respect for human rights, for the dignity of all citizens. Another principle was the sharing of resources and work for all without any kind of exploitation. In order to achieve the above mentioned goals the Education for Self-Reliance (ESR) policy was introduced to give directives on the role of education in equipping Tanzanians with an African socialist ideology which would fit better to the newly attained independence than the former colonial education.

In short, ESR was thus introduced as a critique of the inadequacies and inappropriateness of colonial education. Nyerere (1967: 47) states that “the independent state of Tanzania in fact inherited a system of education which was in many aspects both inadequate and inappropriate for the new state”. Through ESR, Nyerere addressed the shortcomings of colonial education

as follows; it was elitist in nature catering to the interest of very few people who could afford schooling and it divorced its participants from the society in which they are supposed to live. Basically, Nyerere was concerned about how colonial education discouraged the integration of pupils into a society as whole and promoted the attitude of inequality, intellectual arrogance and individualism among those few who were able to enter into the school system. Furthermore, ESR policy focused on making changes in content to suit the Tanzanian context. As the result, Kiswahili was adopted as LOI, beginning with the primary level, but with intention of extending it right up to the University level.

3.3 The Relevance of the Theory to the Study

ESR is concerned with how the colonial education discouraged the pupils' integration into society by promoting inequality, intellectual arrogance and individualism. These characteristics divide and segregate rather than integrate the pupils into the community. The introduction of private primary schools under the umbrella of neo-liberal policies in education has in fact created two contrasting school systems in Tanzania since the mid 1990s. One school system is for the few affluent and the other for the poor majority (Mbilinyi, 2000).

Free schooling was essential to achieve equality through one unified public school system. Through this system all school and colleges were open to all children. The emergence of private primary schools is reintroducing inequality and individualism in Tanzanian society, traits we fought to get rid of at independence. This is because private primary schools serve few pupils. They still account for less than 1% of primary school pupils (Rubagumya, 2003). They are well resourced in both human and physical resources. Meanwhile, conditions in the public schools have worsened in terms of teachers salaries which are low. The public schools also lack adequate textbooks and other teaching and learning materials and have large class size. Pupils' performance in examinations at grade seven is extremely poor.

The majority of private primary schools use English as LOI and children are even punished for speaking Kiswahili (Mbilinyi, 2000). This contradicts the emphasis at independence and Nyerere's insistence on using Kiswahili as a means of building unity and Tanzanian culture (Brock-Utne, 2006). The use of English as the LOI leads to the alienation of pupils from Tanzanian culture. This is because language is an instrument through which culture is transmitted from one generation to the next. Tanzania culture is better transmitted through Kiswahili than through the English language. This is supported by Prah (2003) who notes that

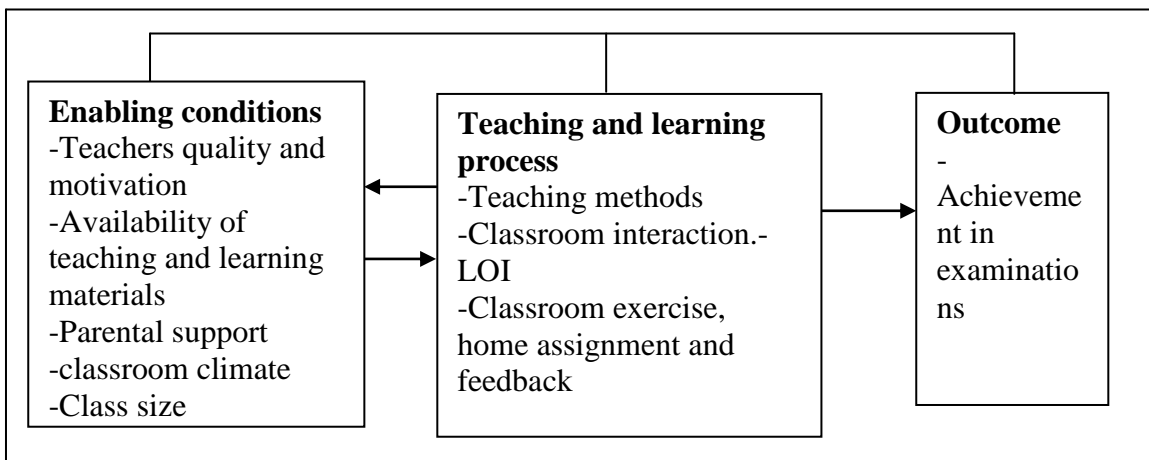
the use of home language, in this case Kiswahili, enhances cultural freedom, empowerment and hence peoples emancipation.

To sum up, Nyerere’s thoughts on education through ESR remain even more relevant today than they were in the 1960s and 1970s. This is due to the fact that privatization and liberalization policies in education have created inequalities. This is against the principles of equity and justice promoted by Nyerere through the ESR policy. Currently, the marker of difference is no longer race as in the colonial days, but class. Classes have been created within the education system whereby there are schools for the rich (Private and English medium schools), and for the middle classes (the best public schools) and for the poor (the worst public schools).

3.4 The Conceptual Framework

The conceptual framework of this study was adopted from the idea of Sheikh (2006). He developed a model to analyze classroom education quality. He used the classroom as the main unit of analysis. I modified the model to suit the demand of this study. The conceptual framework was based on factors contributing to learners achievements. The conceptual framework is divided into three main components namely enabling conditions, the teaching and learning process and the outcome. These three main components are further divided into sub-components as shown in the model below.

Figure 1: Conceptual Framework for Analyzing Factors Contributing to Learners’ Achievement.



3.5 Enabling Conditions

According to UNESCO 2005, the success of teaching and learning is mainly influenced by the resources which are available to support the process of teaching and learning. These include human and physical resources. In order to be able to do an effective and efficient job in relation to education, schools must have adequate and well trained teachers, appropriate textbooks and other learning materials, and the availability of classrooms. Parental support is also highly needed so that pupils can do better in their studies.

3.5.1 Teachers' Quality and Motivation

3.5.1.1 Teachers' Quality

Teachers are the heart of any education system. They facilitate pupils' learning (Rajani, 2003). In the case of primary school, teachers pass on knowledge, skills and value to children; prepare them for further education and for working life (Rajani, 2003; Mosha, 2004). For these reasons schools aspiring for good learners' achievement must have teachers who are effective in facilitating pupils learning. Mosha (2004) notes that good teaching requires a teacher to be knowledgeable in content, skilled in methods and have a good character. He further explains that a deeper understanding of the subject matter and ability to effectively employ various methods to convey that subject matter may increase students ability to learn and hence students academic achievement. Teachers' competence and qualification are more important than other factors for academic achievement, since the use of teaching materials and equipment depend on the efficiency of the teachers (Mosha, 2004).

The teacher's mastery of the subject matter is important as well as knowing the best way she/he can put across the materials to the pupils. A quality teacher should be well trained both academically and in methodology. Rajani (2003) maintains that there is no way a poorly trained person can make a good teacher. Rajani (2003) observes that many teachers, especially in primary schools have low qualifications. This is due to the fact that the legacy of UPE teachers'⁵ recruitment is still influencing the pattern of primary education today where almost half of the teachers (46.3 percent of 113980) are grade B/C (Rajani, 2003). Currently, the implementation of PEDP has forced the government to introduce a two tier program⁶ in

⁵ Standard seven leavers, those who had earlier failed to be selected for secondary education or for further training, but were employed during the UPE campaign to teach in primary schools (Rajani, 2003)

⁶ The program whereby teachers stay one year in the college and one year teaching in school.

teacher training. The program does not help to address the quality in the training of teachers. For these reasons they lack sound academic knowledge and this acts as the major block preventing the majority of them from being good teachers. This in turn affects pupils' academic performance. Taking into consideration the importance of having well skilled teachers, there is a need of well organized in-service teachers training to enhance teachers' competences.

3.5.1.2 Teachers' Motivation

Learning is the process of interaction between teacher and students as they both participate in a learning process, more weight given to the teacher to show the way. Learning achievement will be influenced by motivated teachers who plan for teaching and put into practice what they have planned (Davidson, 2007). Teachers' motivation is considered as one among many factors affecting the teaching and learning process.

Motivation in the teaching force has a positive correlation with school performance (Davidson, 2007). He further argues that a motivated staff will be reflected in the level of their morale. According to Wiles (1951:39) "... Morale is the emotional and mental reaction of a person to his job..." He further indicates that morale may be low or high. Low morale cut down production, likewise high morale increases production, in this case learners achievement. With high morale, teachers do their best to promote effective learning and hence good performance. Teachers can be motivated through the provision of remuneration and good working conditions. The most notable benefits are housing, recognition, support and approval of significant others (Mosha, 2004). Teachers' motivation and commitment are enhanced when they are adequately compensated. This in turn leads to improved teaching and learning, hence pupils good academic performance. Likewise when teachers lack motivation they can not perform their duties efficiently and effectively.

In Tanzania, strong evidence exists that the majority of teachers are not happy with their working and living conditions as well as their status in the community (Rajani, 2003; HakiElimu, 2003; Malaki and Gogomoka, 2004; Mosha, 2004 and Davidson, 2007). They are not happy because their living and working conditions are very poor. Living conditions are poor due to low salary, denial of their rights and benefits such as health care, the holiday travel money and lack of proper housing. In the case of poor working conditions they are mainly caused by scarcity of teaching and learning materials, large class size and lack of

teachers' staff rooms. Teachers have no space to sit, prepare, mark student work and hold intelligent discussion (Omari, 1995; HakiElimu, 2003; Rajani, 2003 and Mosha, 2004). Due to poor living and working conditions, teachers are accorded low status in the society. This leads to the majority of teachers in Tanzania have teaching as a last resort in their choice of career and further education. Thus their attitude to teaching profession is negative and this affects their morale negatively. Rajani (2003) suggested that working conditions should be such that they enable teachers to concentrate on their professional task and promote the effective learning of students. If the teacher cannot concentrate, it means there would be poor delivery of subject matter.

3.5.2 Sufficient Teaching and Learning Materials

Availability of teaching and learning materials facilitates the teaching and learning process. These materials include textbooks, teachers' guides, maps, blackboard, charts, chalk, science equipment and atlases. Textbooks have been variously cited as an important and consistent contributor to the improvement of learners' performance (Omari and Moshi, 1995; Neke et al, 2004). According to Omari and Moshi (1995) textbooks have been listed as main indicators of qualitative improvement in the classroom. Omari and Moshi (1995) explain that in the majority of developing countries education system, textbooks are the main if not the only source of information for teachers. Examinations and assessments also heavily rely on textbooks. Neke et al (2004) contend that textbooks play a key role in the process of teaching and learning as they provide pupils with information for them to use in academic work, guide classroom interaction and influence classroom talk. Textbooks also are resources that teacher use to plan lesson based on the curriculum. The availability of textbooks appears to be the single most consistently positive factor in predicting academic achievement (Heyneman, et al 1981 in Neke et al, 2004).

Researchers have found that the availability of textbooks has a consistently positive effect on students' academic performance and assists students to do better in tests (Omari and Moshi, 1995). Studies done in ten less industrialized countries showed that 15 out of 18 relationships between the use of textbooks and school performance were positive and significant (Heyneman et al, 1981 in Omari and Moshi, 1995). In order for the textbooks and other printed materials to play a significant role in promoting and enhancing the teaching and learning process, they must be made available in schools and be accessible and be used by

students. On the other hand, absence or having insufficient teaching and learning materials hamper the teaching and learning process and hence makes for poor academic performance of students.

3.5.3 Classroom Climate

A well organized classroom is essential for learning. The Classroom situation plays an important role in the teaching and learning process especially with children (Sheikh, 2006). According to Sheikh (2006) psychologists recommend that children have to learn in a tumult-free, less crowded, clean and open environment. A classroom can be made learner friendly by having sufficient physical facilities like desks or chair and tables arranged neatly to allow students to sit comfortably. There should also be windows and doors which provide sufficient ventilation and light. Knuttson (2005) maintains that availability of good physical facilities in the classroom has a considerable impact on student performance, especially in developing countries. The shortage of physical facilities negatively affects the learning environment because it is difficult for students who are congested on one desk to concentrate on the lesson being taught. Lack of concentration leads to poor academic achievements.

3.5.4 Class Size

Class size is a measure of the average number of pupils in a classroom during a school period and represents an important indicator of learning condition of students (Rajani, 2003). It is often argued that the teacher-student ratio has a direct effect on the teaching and learning process of any school. According to several studies evidence suggests that pupils achieve more in smaller classes, especially primary-grade pupils (Knuttson, 2005; Sheikh, 2006). Class size is considered to influence instructional behavior and pupils' engagement which, in its turn, affects achievement.

Researches indicate that teachers in small classes deal with less discipline problems, spend more time on instruction and offer better opportunities for pupil participation (Sumra,2003; Rajani, 2003). Small class size also gives more time for teacher to contact individual pupils, check their exercise books, offer encouragement as well as to provide exercises and home assignments. Likewise does a large class size hinder the teaching and learning process in the sense that it is quite difficult for teachers to attend to individual demands of pupils. It also requires more time for management issues than smaller class size. And the time spend on

management does not assist student learning. Evidently many teachers waste a lot of time on discipline matters and on giving directions to students, especially in large class size (Omari, 1995; Knuttson, 2005). Spending less time in actual teaching and learning leads to poor student academic performance. In order to get good academic performance, the size of the classes should be small.

3.5.5 Parental Support and Availability of Learning Materials at Home

Parents have great influence on their child's learning. Their provision of material and moral support enhances children's learning progress at school (Bong, 2008). Parents have to ensure that the child comes to school regularly, on time and does the required homework. In order for parents to provide support effectively there should be frequent communication between teachers and parents. Teachers need to involve parents to ensure that children read at home and do the assigned homework (Omari, 1995). Researches show that when parents are involved in academic issues of their children, this results in increased motivation of students to attend school. This in turn affects their academic achievement positively (Bong, 2008). Carron and Chau (1996) note that when the school encourages children to practice reading at home with parents, they make significant gains in reading achievement compared to those who only practice at school. In order to practice reading and other learning activities at home, the learning materials and physical facilities for studying should be available at home. The absence of learning materials at home contributes in lowering the academic performance of pupils (Omari and Moshi, 1995).

3.6.1 Teaching and Learning Process

The second component is the teaching and learning process. The process is more concerned with what goes on in the classroom between teacher and pupils. In this study the teaching and learning process includes teaching methods, classroom interaction, language of instruction, classroom exercise, home assignment and feedback.

3.6.1.1 Teaching Methods

Teaching methods encompass the mode by which teachers teach, prepare lesson plans and notes, abide their work plans and assign work to pupils. Since the work of the teacher is to facilitate learning, it becomes necessary for him/her to create conditions which will ensure

that learning occurs within the reasonable period of time (Temu, 1995). Omari (1995) argues that teaching is both a science and an art. Therefore teachers are expected to be creative, imaginative; curious and facilitators of learning. Children in classroom differ in cognitive ability. Thus, employing only one teaching method, besides being monotonous may not be effective for all students (Omari, 1995). Employing various teaching methods such as group work, reading silently or loudly, copying notes, working out problems, peer teaching and field trip are quite desirable. For example, Group work helps the students to share their knowledge and skills to facilitate learning. This is because weak and shy students can learn better and express their opinions more freely in small groups.

Carron and Chau (1996) studied in various countries like China, Guinea India and Mexico in order to gain experience in classroom interactions. The findings revealed that the dominance of teacher centred methods with little efforts on pupils' involvement also limits learning opportunities for pupils and hence leads to poor academic performance. Knuttson (2005), states that teachers opt to use lecture methods of teaching instead of using varieties of methods. Through the lecture method it is difficult to find individual pupil's difficulties. Consequently weaker pupils are marginalized.

In respect to teaching methods, the United Republic of Tanzania in its programme of quality improvement in primary education through PEDP mentions the need to enable teachers to acquire and develop appropriate pedagogical skills that are academic sound and child friendly (URT, 2001). It is expected that teacher trainees in their field year are professionally supported and mentored by educational professionals. This support guidance was not in evidence although it was articulated by PEDP (URT, 2003). In the case of child friendly relationship is argued that there should be an extension of parental child relationship in school as well as in the classroom environment. Good relationship between teachers and pupils enhance learning. Through my own experience as a student and also an experienced teacher in Tanzania, I can argue that the relationship between students and teachers is not good enough to affect effective learning to take place, at all levels of education.

URT (2003) and Knuttson, (2005) noted that mockery and corporal punishments (even though it is now forbidden by the government of Tanzania) are still used if a pupil suggests a wrong answer. This situation destroys the relationship between teacher and pupil. Achievement suffers as pupils develop negative attitudes towards their teachers and school as a whole.

Sumra (2003: 4) suggests that “what is required is not only the skills and knowledge of teachers but also changing how teachers view themselves in relation to their pupils”. He suggested that teachers are supposed to initiate child–parental like relationship in school settings.

3.6.1.2 Classroom Interaction

Various scholars suggest that lively classroom interaction is very important in the process of teaching and learning (Freire, 1972). Classroom interaction enhances the teaching and learning process in the sense that teachers and learners share experience and new knowledge. Classroom interaction may take place according to the dialogue method. The dialogue method was initially developed by Freire (1972). Freire opposed what he called the banking concept of education. The banking concept of education is characterized by teacher talk that diminishes student creativity. He suggested that in the teaching and learning process the teacher should not dominate the class by pouring information into the students’ heads. Students should not just wait to receive everything from the teacher. Learning is supposed to be an ongoing process shared between the teacher and students. Classroom interaction should allow both teachers and students to be active in the teaching and learning process and hence meaningful learning to take place.

Good classroom interaction is only possible in the situation where both teacher and learners master the LOI. The mastery of language is a prime condition for any efficient communication in the teaching and learning process (Tilya, 2006). In line with the above argument Neke (2003) argues that a language determines and shapes what get taught and learnt in the classroom. The bulk of human knowledge is acquired, stored, transmitted and expressed through language. Thus, mastering the language of instruction by both teacher and learners is a key for making the teachers’ role in facilitating classroom interaction success. Where teacher and learners do not mastering the LOI the interaction becomes minimal. The teacher will opt to use the lecturing method. On the part of the learners, they just listen and write notes from the blackboard. In Tanzanian public primary schools LOI is not a problem since Kiswahili, a familiar language for both teachers and pupils, is used. This is the opposite of private primary schools where the LOI is English.

3.6.2 Classroom Exercises, Home Assignments and Feedback

Regular provision of classroom exercises, home assignments and feedback are useful for assisting the students to know areas in which they are strong or weak. Written works also are used as a means of consolidating students' knowledge. Omari (1995) suggests that students should be kept busy, both at home and in school by being given sufficient classroom exercises and home assignments. Since the majority of public primary schools have short school day, home assignments are very important and evidence suggests that it improves pupils understanding and performance. Omari (1995) notes that, pupils need to be kept alert so as to stabilize their cognition. This can be easily done through provision of weekly, monthly tests and end of term examinations. In support of the above arguments Eson (1972) notes that the learned behaviour easily becomes more permanent when the learner is provided with sufficient exercises and enough time to practice the skills and knowledge that she/he has acquired. In the case of feedback, it has been acknowledged that giving feedback to students about their work has made a positive effect on students' progress in all cognitive areas (Temu, 1995).

3.7 Intended outcomes/ achievement

Learning outcomes refer to expected results of any school. Learners' achievement refers to examination results and test performance. Through good academic achievement primary school pupils secure a place in secondary education. Apart from academic outcomes learners are expected to have useful values, attitudes for work and ability to serve as role models in society (Mosha, 1995). In this study the outcomes are measured in terms of achievements in national examinations and test administered for the sake of this study.

CHAPTER FOUR

Research Methodology

4.1 Introduction

This chapter deals with research methodology. It presents the whole picture of how this study was conducted. The chapter starts by presenting the research approaches and the reasons for choosing these approaches. This section is followed by the description of area of study, target population, sample and sampling techniques. Further, it presents data gathering techniques such as interview guide and its administration, field observation, documentary analysis and tests. Other issues discussed in this chapter include validity and reliability of the instruments, data analysis procedures and ethical issues. These are given in the two last sections.

4.2 Approaches to the Study

This study mainly employed a qualitative research approach. In some cases however, certain aspects of quantitative approach was used. A qualitative research approach was selected based on the fact that it allows the researcher to enter into the respondents' personal world in order to gain a deep and clear understanding of their knowledge, experiences and feelings (Creswell, 1998; Weiss, 1994). Thus, this approach was good for the investigation of differences of learners' achievements and factors that contribute to these differences.

In considering the nature of the topic, the case study design was adopted. Case study design is defined as an empirical investigation that investigates a phenomenon within its real life context (Yin, 2003; Bryman, 2004). The case study design was adopted in order to capture stories about factors contributing to differences in learners' achievements in public and private primary schools in Tanzania. The case study design was further adopted because it is the one that is used to investigate a phenomenon in depth and within a small and manageable area and sample (Yin, 2003). I used an area and a sample that helped me to get deeper information on the differences of learners' achievements in public and private primary schools in Tanzania.

Another reason for selecting a case study design it uses more than one methods of data collection such as interviews, observations and documents (Patton, 2002; Marshall and Rossman, 1993). Studies that use only one method are more vulnerable to errors linked to the particular method than studies that use multiple methods (Marshall and Rossman, 1993). Thus, the use of more than one method enabled me to counter and strengthen the data's reliability. Marshall and Rossman (1993) also suggest that using a combination of data collection methods increases validity as the strengths of one method can compensate for the weaknesses of another method.

On top of that, the case study design was selected because the sampling procedure I used was predominantly purposeful. This enabled me to obtain a sample that was rich in providing information related to this study. The case study design enabled the participants such as head teachers, subject teachers, parents and pupils to describe their experiences and to present their views in their own words.

Even though, this study employed mainly a qualitative strategy, a quantitative strategy was also used to get information about learners' achievements in both public and private primary schools. Since I noted that the information from documents was not enough to provide information on learners' achievement. I administered tests in three target subjects so as to get more information from the pupils. The information collected through tests is presented quantitatively. They are also interpreted qualitatively. Quantitative data was used in this study to add more information on data gathered from documents. Hence the notion of methods complimenting each other was enhanced.

4.3 Area of the Study

The choice of area of study was done purposely because the study based on the primary schools selected under the LOITASA project.⁷ LOITASA project had already started phase II in Morogoro and Dar es Salaam, I chose to conduct my study in primary schools located in Dar es Salaam Region, in Kinondoni Municipal. The reason behind my choice was that there is a transport network that is relatively reachable from my resident to the selected schools. Hence, this helped me to visit the field site easily. Furthermore, due to time limit and in order to minimize the cost, the choice of the above mentioned area was a lucky one. Dar es Salaam

⁷ See the explanation about the project in the first chapter.

region was also selected as an area of study because Dar es Salaam city is a center for many activities in Tanzania. The University of Dar es Salaam is also located within this city. Since the Tanzanians group of LOITASA project members is employed at this university, the library services were available for me. From The University of Dar es salaam library, I got documents related to the study.

4.4 The Target Population

In order to maintain the anonymity, the actual name of schools was removed and schools were labelled with alphabetic letters. Public primary school was labelled A and private school was labelled B.

The target population of this study consisted all teachers, pupils and parents of A and B Primary Schools.

4.5 Sample and Sampling Techniques

4.5.1 Sampling Techniques

This study mainly used purposive sampling techniques so as to include sample from the selected primary schools under The LOITASA project. Cohen et al (2000) note that purposive sampling is a technique which enables the researcher to pick the case to be included in the sample on the possession of particular characteristics being sought. I chose the sample of the head teachers, subject teachers, parents and pupils from both private and public primary schools.

4.5.2 Sample

The sample included 2 head teachers, 1 from private and 1 from public primary schools, 6 subject teachers, 3 from private and 3 from public school, 10 grade five pupils in 2 primary schools and 10 parents of pupils who were included in the sample. Creswell (1998), observes that in qualitative research, the goal is to collect rich data so as to present the reality accurately even from one subject. I also administered tests to 102 pupils of grade five in both primary schools.

4.5.2.1 Head Teachers

Head teachers were selected through purposive sampling so as to include the head teachers whose schools are under the LOITASA project. This was done with the help of LOITASA

project coordinators in Tanzania. Through the help of coordinators I was able to identify primary schools which were under the project in Dar es Salaam Region.

Head teachers were selected on the basis of being the head of the selected primary schools. The head teacher is the manager of the school, responsible for the day-to-day activities of the school. This includes academic performance, discipline and relationship with parents and the community. This also includes the teaching, to see that teachers attend classes and teach. The head teacher is also responsible for building teachers competencies through initiating courses for the professional development of teachers within the school on subjects or topics that need more updating. Thus, the head teacher plays a key role in the provision of education to enhance learners' achievement. From that view, it was very important to get their views and opinion on the whole issues related to learners' achievement.

4.5.2.2 Subject Teachers

Subject teachers were also purposively selected. The Subject teachers who were included in the study were those who are teaching Kiswahili, English and mathematics. The teaching of these subjects was observed during data collection mainly because one of the educational objectives in primary education is to give pupils permanent knowledge in reading, writing and arithmetic. Moreover, the LOITASA project in its second phase is supporting the improvement of teaching and learning of Kiswahili, English and mathematics. Subject teachers were involved in the study because they are responsible for teaching, giving exercises, tests and do the marking. For that reason their information about teaching and learning in their subject was regarded to be important in this study.

4.5.2.3 Pupils

Pupils who participated in the study were of two categories. The first category were pupils who participated in the interviews, these were 10 pupils who were selected from the list of names I got from the document in head teachers' office. After getting the pupils' names I used purposive criterion sampling technique to select pupils who were included in the study. Non-probability sampling procedures enabled me to select 10 pupils who met the criterion that I set. The criterion I set was to include five pupils with the highest scores in grade four national examinations in each school. My choice of pupils based on their performance in grade four national examinations was influenced by the fact that I believed they were able to

provide sufficient information on learners' achievement and factors that contribute to their differences. This was also an advice suggested by and discussed with my research advisor in Norway. It was important and necessary to have their feelings, opinion and interpretation regarding their academic achievement.

The second category of pupils were those who did the tests I conducted in both primary schools. The total of 77 pupils in public primary school and 25 pupils in private primary school sat for the tests. As I wanted to gather information through tests, it was necessary to include all grade five pupils in both schools regardless their performance in grade four national examinations. The information I got from pupils' achievement in these subjects helped me to make comparison between public and private schools. Through this comparison the differences in learners' achievements were determined.

4.5.2.4 Parents

Parents were selected through purposive sampling technique so as to include the parents whose pupils were included in the study. Parents were included in the study because their contribution to learners achievement is important. Basically, parents contribute financial and physical materials to enhance what takes place in the classrooms. In terms of finances, parents pay school fees, contributions, school uniforms, school materials and other needs. Furthermore, parents have vital roles in making sure that children attending the school are well fed and get time to do their homework under their guidance and supervision. That being the case, parents' views and opinions on how they assist their children academically to perform well are important. Their ideas about language of instruction, learners' academic achievement and their participation and contribution to enhance the learning of their children were matters that were deemed essential for my research. The information which I got from the parents was used to validate information I got from pupils and teachers.

4.6 Data Gathering Techniques

4.6.1 The interview

Kvale (1996) states that interview is an essential tool in qualitative research. He defines an interview as a conversation for the purpose of obtaining relevant information, focused on content specified by the research objectives. Patton (2002) views interview as a method that enables the researcher to find out those things that cannot be directly observed such as feelings, thinking and the way the interviewee views the their world.

In order to collect relevant data I prepared an interview guide (semi-structured) to each group of participants. Patton (2002) contends that an interview guide lists the questions or issues that are to be explored in the course of the interview. An interview guide was therefore prepared so as to ensure that the same basic lines of inquiry are pursued with each person interviewed. The importance of preparing an interview guide was that it should help to direct the conversation so that I could cover the topics and issues related to my research objectives. The interview guide also helped to attain the required level of interactions between myself and the participants. The semi-structured interview guide was prepared in Kiswahili, the language the majority of participants understand well. so it was easy for the research participants to answer the questions comfortably. The interview guides were discussed with my advisor before for leaving for the field work.

Furthermore, semi- structured interviews were used to collect data from all participants and were used as the major means of obtaining deeper information. This method was purposely selected because it normally provides opportunity to probe further into issues that need more information as well as to ensure the flexibility needed. Bryman (2004) states that, flexibility helps in varying the order of questions and clearing up discrepancies in answers. In this regard, it was possible to tailor the line of inquiry based on experiences gained in the course of previous interviews.

Additionally, since a semi structured interview involves open-ended questions, the use of such a research instrument gave me freedom and opportunity to the participants to express their feelings and thoughts. In line with the above statement, Patton (2002) states that an interview guide provides topics or subject areas within which the respondent is free to explore, probe and ask questions that will elucidate and illuminate that particular subject. To ensure clarity, and to encourage participants to answer the interview guides clearly, the interview guides were designed in a simple manner with direct language, open and clear questions.

Despite of having various advantages, it should be noted that the interview as a method has some weaknesses too. It is relatively expensive and time consuming during both data collection and analysis. Interview is also proved to be an expensive method since it involves a lot of transport costs. It also has a possibility of incorporating biases or subjectivity. However, these weaknesses were to a large extent observed through cost conscious budgeting on the

limited financial resources and time, I tried to plan appointment carefully to avoid “*a come tomorrow response*” a response which is very common in Tanzania.

To avoid bias, intentionally leading questions were strictly avoided. It is just minimizing biases, and not totally eradicating biases because the issue of bias is complex. As Lund (2005) noted that, a researcher is not free from being biased because even the choice of the problem to be studied may be driven by his/her bias as a topic of interest. Despite the biases, the interview method, as explained earlier, is credited for its ability to obtain in-depth information, allows for flexibility and taking care of resistance from participants.

4.6.1.1 Interview Guide and its Administration

The interviews for head teachers and subject teachers were administered in their office (head teachers) and in the staffrooms (subject teachers) during working hours. Pupils' interviews were administered in the classroom during break time. I met with some of the parents at the school compound and others in their homes. All interviews for parents were administered in the afternoon (after working hours) because majority of them were employees.

Before commencing the interviews with participants, I sought their views concerning the language they preferred to use in during interviews. I did so because the language of communication in most of private primary schools in Tanzania is English. All of them preferred to be interviewed in Kiswahili, whether they had their children in private or public primary school. It was okay since my participants and I were fluent in Kiswahili. The use of a familiar language increased the validity of results as participants had the chance to air their views without the tension which would be otherwise caused through using an unfamiliar language (English). Thereafter, I translated the data into English during data analysis.

I used personal interviews (face to face) because I wanted to obtain complete and meaningful information by noticing and correcting the respondent's misunderstanding as well as probing inadequate and vague responses. Since I used personal interviews, it allowed me to see the feelings of the interviewees and study their body language. At the start of the interviews I established rapport to motivate respondents to fully and accurately answer the questions. This I established rapport through exchanging greetings and engaging in some small talks.

I interviewed participants (head teachers, subject teachers, parents and pupils) to get information about learners' achievement in their schools so as to make comparison between public and private primary schools. Moreover, I interviewed them to get information about factors that contribute to differences in learners' academic achievements. The aim of my interviews was to get the participants' feelings, perceptions, opinions and views so that I could answer the main question of this study.

All interviews for individual participants were recorded through note taking. I wrote almost all important information which was elaborated by participants in each theme and sub theme. At the end of each session, I spent some time to review the notes in order to make sure that all-important information raised during the interview discussions were noted. During interviews I offered something to eat and soft drink to the participants. I made sure that no participant who got a chance to know what the information which were provided by other participants.

4.6.2 Field Observation

I employed non-participant observation technique in the study to observe the real environment in both public and private primary schools, with the intention of focusing on what takes place in classrooms, especially the classroom interaction between teachers and pupils. I used the classroom as the main unit of this study. In the classroom, I directed attention to the teaching and learning processes, especially pupils' participation and interaction. I used field observation in this study because it produces the kind of data, which other methods like documentation cannot. Cohen et al (2000) contend that observational data are attractive as they afford the researcher the opportunity to gather live data from live situations. Patton (2002) and Bryman (2004) note that observations help the researcher to look at what is taking place in *situ* rather than at second hand. According to Patton (2002), the purpose of observational data is to portray the setting that is observed, the actions (activities) that take place, the participants and meaning of what is observed.

Taking the above argument into consideration, I physically visited the schools so as to witness the physical environment such as the school buildings where teaching and learning takes place, classroom interaction between teachers and pupils, available educational materials and other basic needs in each school. Observation was also used to verify the information from interview and documents.

4.6.3 Documentary Analysis

The documentary review method covers a range of different kinds of resources and thus it allows the researcher to get interesting and useful information about the study (Bryman, 2004; Patton, 2002). This method was employed to gather information from various documents. Through this method, I got primary and secondary information. Primary information includes original records on continuous assessment of three subjects, pupils' exercises book and other records. Secondary information includes information from books, pamphlets and articles in journals.

These documents were used to extract information deemed relevant to the study. I obtained documents from the head teachers' office in both public and private primary schools, in the University of Dar es Salaam's main library and the Faculty of Education library at the University of Dar es Salaam. The information I extracted from the above mentioned sources were used to complement the primary data which I gathered through interviews and observations. The major advantage of documentary analysis is that documents are stable and can be reviewed repeatedly (Lincoln and Guba, 1985).

4.6.4 Tests to Assess Pupils' Basic Skills

Tests in Kiswahili, English and mathematics were administered to grade five pupils in both public and private primary schools. These tests aimed at assessing pupils' basic skills so as to determine learners' achievement. The tests were based on grade five curricula focusing on covered topics. I constructed the tests with the help of subjects' teachers. Mathematics test contained eight (8) items. The items required simple calculations and some applications. Since I was dealing with primary schools using different languages of instruction, I translated the test into English. Language skills were assessed in two areas namely, reading and dictation. Kiswahili and English tests contained four short passages, two for each subject. Two passages were for testing reading skills in each subject and the other two were for dictation. Pupils were asked to read the passages individually, the subject teachers and I were listening and writing scores focusing on fluency, pronunciation, intonation and the use of punctuation marks. In the case of dictation pupils were asked to listen and write the passages. Subject teachers read the passages while pupils listened and wrote the passage. Scores were

given by focusing on spelling and the use of capital letters and punctuation marks. The results from these tests helped me to answer the main question of this study.

4.7 Validity and Reliability of Instruments

4.7.1 Validity

Validity refers to the degree to which an instrument used in research is accurate, correct, true meaningful and right (Guba and Lincoln, 1998; Borck-Utne, 1996). In order to achieve this, as the researcher I decided to use multiple sources of data. This was done purposely to ensure that the information was valid by ruling out any contradictory statements. This was also ensured by instruments of data collection that were well prepared under the guidance of my advisor. Instruments were proof read by my advisor, other lecturers particularly LOITASA project coordinators at the University of Dar es Salaam and subject teachers in the case of tests. The instruments were refined and made valid in terms of relevance, coverage, and consistency through various pieces of advice which were given by my advisor and LOITASA project coordinators. All useful comments were incorporated. Inconsistencies and areas of ambiguities were spotted out. The instruments were then corrected before commencing data collection.

To make sure that ecological validity was maintained, as a researcher I took into consideration the issues of confidentiality and anonymity. I ensured the respondents privacy and confidentiality that no one would have access to the information I got from them. This was done prior to interview sessions. In the case of anonymity, I used letters to represent schools and the names of participants remained anonymous. In order to ensure high ecological validity, Brock- Utne (1996) suggests that it is necessary to involves as many characteristics as possible about the research area in question. In my study I used various respondents with different characteristics so as to attain high ecological validity. Finally, I increased ecological validity by doing research in my own society, by being in the field work, interviewing some of respondents with the same profession (teacher) and also as a parent having children in public primary school. Thus I had enough experience about the society, people's attitudes toward teaching profession as well as their daily life.

4.7.2 Reliability

According to Yin (2003), reliability must demonstrate that the operation of the study such as data collection procedures can be repeated with the same results.

To ensure the reliability of my study, I used appropriate data collection procedures. These procedures included prior preparation of interview guides, having a schedule of what to observe from documents and clear focus on what skills to be assessed in three subjects.

In the field I also increased reliability of data by building a good rapport with the respondents especially by carefully telling them the purpose of the study and ensuring them confidentiality of the information from them. Under certain circumstances however, in order to make the participants clarify or repeat certain issues I used follow up questions.

4.8 Data Analysis Procedures

Data collected through qualitative method were analyzed using content analysis. Patton (2002) describes content analysis as identifying coherent and important examples, themes and patterns in the data related to issues dealing with a particular question. Quantitative data specifically from the tests scores were displayed through SPSS data analysis.

The data after being collected were analyzed by using four stages as follows: Firstly, the raw data obtained from the respondents and documentary review was presented by categorizing them into four categories, namely head teachers' data, subject teachers', data, pupils' data and parents' data.

The second stage was to amplify the data to suit the themes of the research which were the differences of learners' achievement in three subjects and factors contributing to these differences. The data was assembled under specific categories based on the main issues such as learners' achievement in basic skills in three subjects and factors that enhance or impede learners' achievement. In line with the above mentioned main issues sub-themes were developed in order to discuss issues in detail.

The third stage was to assess whether the amplified data were answering the research questions and to discuss those results in order to make generalizations. The last stage was to

organize the findings in proper order and thereafter write a comprehensive report by adhering to the series of specific objectives.

4.9 Ethical Considerations

An introduction letter was secured from the University of Oslo and the Vice Chancellor at the University of Dar es Salaam. I took the letter to regional administrative officer. The regional administrative officer gave me a letter of approval. I met the Tanzanians LOITASA project coordinators to discuss the study objectives. The next step was to meet the head teachers and subject teachers during the workshop which was conducted by LOITASA project coordinators. I was introduced to the head teachers and subjects and I made appointment with them. I met the head teachers and subject teachers the following day and I explained the objectives of the study, assurance of privacy, confidentiality and anonymity. We reached consensus and I was allowed to conduct the interview. With the help of head teachers, I identified pupils who were included in the study. After identification of pupils I met with their parents to ask for consent so that they could be interviewed. The parents and I also discussed the objectives of the study and assurance of privacy. We too also reached the consensus was reached and I was allowed to interview pupils as well as parents. It is important to note that the objectives were thoroughly explained in simple, understandable language. In most cases, the participants were allowed to ask questions. The language used was Kiswahili. Finally, we arranged the interview schedules.

CHAPTER FIVE

Data Presentation, Analysis and Discussion

5.1 Introduction

This chapter presents, analyses and discusses the findings of the study. The study was about differences in learners' achievement in public and private primary schools. These research findings were gathered from participants through interviews, field observation, document reviews and tests.

The research participants were composed of four categories. These categories included 2 head teachers, 6 subject teachers, 10 parents and pupils of both public and private primary schools. Pupils' sample constituted 10 pupils who were interviewed and 102 who did the tests. These primary schools have grades from grade one to grade seven. The head teachers' teaching experiences range from 14 to 29 years. The subject teachers' teaching experiences range from 3 to 32 years. 2 out of eight teachers interviewed were diploma holders and others were certificate holders (III A)⁸. Parents' education level was between primary and post secondary. The parents were largely employees in public and private sectors.

The findings are organized and presented in two main themes following the specific objectives of the study. These include differences in learners' achievements and factors contributing to these differences in public and private primary schools. These themes were further sub divided into sub themes as shown.

5.2 Differences in Learners' Achievement

The first objective of the study sought to explore the differences in learners' achievement in public and private schools. This section covered the academic achievements in three subjects,

⁸ Grade IIIA teachers are those who have completed Form four and two years of teacher training. In order to have a certificate in teaching in primary school, one should have at least a third division in Ordinary Certificate of secondary examination.

namely mathematics, English and Kiswahili. The data were collected through documentary reviews and tests.

5.2.1 Learners' Achievements in Mathematics

This sub theme deals with learners' achievement in mathematics. Through document reviews I found that there were variations in learners' achievement across public and private primary schools. The documents I used were grade IV national examination results. These variations were seen through percentages of pupils in each grade scored. The grades ranged from A to F whereby, A is the highest grade and F is the lowest grade. The analysis and interpretation of data showed that pupils in public schools achieved better than pupils in private primary school. Table 1 shows the percentage of mathematics examination achievement for both types of schools.

Table 1: Comparative Achievements in Mathematics- Grade Four national Examination

Name of schools	A	B	C	D	F	Total
A-public school	17	33	20	7	0	77
	22.1%	42.9%	26.0%	9.1%	.0%	100.0%
B-private school	6	9	6	3	1	25
	24.0%	36.0%	24.0%	12.0%	4.0%	100.0%
Total	23	42	26	10	1	102
	22.5%	41.2%	25.5%	9.8%	1.0%	100.0%

Source: *Grade IV national examination results (2007)*

Table 1 above shows that there is slight differences in learners' achievements in mathematics. For example there is an approximately 2 percent difference for pupils who scored A grade but the gap has increased in B grade which was scored by majority of pupils in both schools. When it comes to this grade, it is where it is clearly shown that pupils in public school performed better than pupils in private school. The data also show that 12 percent of pupils scored grade D and 4 percent scored grade F which is failure. This is contrary to pupils in public school where there was nobody who scored F and few pupils scored D. Generally pupils in public school performed better than in private schools.

A total of 77 pupils in public school and 25 pupils in private primary school took a test that was designed for the purpose of this research. Pupils were asked to calculate simple mathematics so as to assess their basic mathematical skills. The test was administered in

English for private and in Kiswahili for public primary school. Contrary to the findings from the national examinations results, test results indicated that pupils in private school did well compared to pupils in public schools. The table 2 shows the percentage in learners' achievement.

Table 2: Comparative Achievement in Mathematics- Test

Name of schools	A	B	C	D	F	Total
A-public school	20	25	17	11	4	77
	26.0%	32.5%	22.1%	14.3%	5.2%	100.0%
B-private school	8	6	9	1	1	25
	32.0%	24.0%	36.0%	4.0%	4.0%	100.0%
Total	28	31	26	12	5	102
	27.5%	30.4%	25.5%	11.8%	4.9%	100.0%

Source: *Data from field (September-October 2008)*

The data in table 2 show that the percentage (32%) of pupils who scored A in private school was bigger compared to the percentage (26%) of pupils who scored A grade in public school. The percentage (32.5%) of pupils who scored B in public school is bigger than those in private school. This percentage can not convince us that public school did better than private school because the percentage of pupils who scored D and F grade is higher than of their counterpart. I can therefore conclude that private school pupils had better achievement compared to public school on this specific test.

5.2.2 Learners' Achievement in Kiswahili

Learners' achievement in Kiswahili in both schools was observed. Kiswahili is a compulsory subject in both schools and is the language of instruction in public schools. Moreover Kiswahili is the national language as well as the language of communication for the vast majority of people in Tanzania. Taking into consideration the importance of Kiswahili, it is necessary for schools to teach Kiswahili language well so as to develop pupils' knowledge in Kiswahili language. Data from document reviews show that pupils in private school achieved better compared to pupils in public school. The document I used was grade four national examination results. The difference is shown clearly in table 3

Table 3: Comparative Achievement in Kiswahili – Grade Four National Examination

Name of schools	A	B	C	Total
A-public school	29	41	7	77
	37.7%	53.2%	9.1%	100.0%
B-private school	25	0	0	25
	100.0%	.0%	.0%	100.0%
Total	54	41	7	102
	52.9%	40.2%	6.9%	100.0%

Source: *Grade four national examination results (2007)*

Table 3 indicates that 100% of pupils in private school scored A while 37.7% of pupils in public school scored A. This implies that the majority of pupils in public school scored B and C although they passed the examination their achievement is below pupils in private school. After having studied the document I wanted to know why the pupils in private school in Kiswahili were better than the other two subjects. The head teacher explained that in the year 2007 they had a very competent teacher in Kiswahili . The following is his explanation

....tulikuwa na mwalimu mzuri sana. Alikuwa anajua kufundisha Kiswahili...aliacha kazi kwa sababu hakuridhika na malipo. Kwa kuwa anajua kufundisha vizuri alipata kazi katika shule nyingine.

Author's translation

...we had a brilliant teacher. He was knew how to teach in teaching Kiswahili... he quitted because he was not satisfied with the salary. Since he knows how to teach well he got a job in another school.

The statement above shows that there is a relationship between competent teachers and learners' achievement.

In order to get more information about learners' achievement in Kiswahili I conducted a test. The test comprised of two short passages, one to test reading skills and the other to test listening and writing skills. Reading skills was tested because it is considered to be an essential skill that helps pupils to learn at school. The ability to read and understand the instructions and texts is the key of achievement in all other subjects.

The pupils in both schools were given five minutes to read the passage silently and then they were asked to read the passage aloud. Every pupil read the passage individually. Together with subject teachers, we noted the fluency, pronunciation, intonation and the use of

punctuation mark. In the case of dictation pupils were asked to listen and write a short passage. To make sure that pupils were familiar with pronunciation of words, subject teachers dictated the paragraph. Teachers read the passage slowly while pupils listened without writing. Teachers then read the passage for the second time while pupils wrote the passage. The findings indicated that there were differences in learners' achievement. Table 4 vividly shows these differences.

Table 4: Comparative Achievement in Kiswahili -Test

Subject	School	A	B	C	D	F	Total
Kiswahili	A- public	14	32	26	5	0	77
Reading	School	18.2%	41.6%	33.8%	6.5%	0%	100%
Skills	B -private	14	7	4	0	0	25
	School	56.0%	28.0%	16.0%	0%	0%	100%
Kiswahili	A- public	15	30	26	5	1	77
Listening	School	19.5%	39.0%	33.8%	6.5%	1.3%	100%
And	B- private	10	9	6	0	0	25
Writing skills	School	40.0%	36.0%	24.0%	0%	0%	100%

Source: *Data from the field (September-October 2008)*

Table 4 shows that pupils in private school scored grade A, B and C in both tests while pupils in public school scored A, B, C, D and F. These results imply that private school pupils did better in the test as there was no single pupil who failed compared to public school.

5.2.3 Learners Achievement in English

English is taught as a compulsory subject in primary schools and is used as LOI in the majority of private primary schools. English is also used as LOI in secondary and post secondary education in Tanzania. In addition, English is the language of communication with the outside world. Therefore, it is necessary for primary school pupils to learn English well so as to acquire English language skills which will help them to learn other subjects in secondary schools. Through studying results from grade four national examinations, I found that there was a great variation between private and public primary school concerning English. The variation can be seen as demonstrated in table 5.

Table 5: Comparative Achievement in English- Grade Four National Examination

Name of schools	A	B	C	D	Total
A-public school	18	35	22	2	77
	23.4%	45.5%	28.6%	2.6%	100.0%
B- private school	12	8	5	0	25
	48.0%	32.0%	20.0%	.0%	100.0%
Total	30	43	27	2	102
	29.4%	42.2%	26.5%	2.0%	100.0%

Source: *Grade four national examination results (2007)*

Data in table 5 shows that the majority of pupils in private school (48%) scored A while in public primary school majority of pupils scored B and C. There is only 2.6% who scored D which is the very marginal pass.

I administered English test to pupils in both schools. The aims of administering tests was to assess pupils reading, listening and writing skills. As I did in Kiswahili, the test comprised two short passages. The administration of test followed the same procedures as it was in Kiswahili subject. The findings indicated that pupils in private school did well compare to pupils in public school. Table 7 demonstrates the results.

Table 6: Comparative Achievement in English -Test

Subject	School	A	B	C	D	F	Total
English	A-public	10	15	38	6	8	77
Reading	school	13.0%	19.5%	49.4%	7.8%	10.4%	100%
Skills	B-private	18	3	4	0	0	25
	school	72.0%	12.0%	16.0%	0%	0%	100%
English	A-public	0	12	48	7	10	77
Listening	school	0%	15.6%	62.3%	9.1%	13.0%	100%
Writing	B-private	17	5	3	0	0	25
Skills	school	68.0%	20.0%	12.0%	0%	0%	100%

Source: *Data from the field (September- October 2008)*

Data in table 7 shows that there is a big difference in English subject. This is clearly shown in the percentage of pupils in each grade. The majority of pupils in private school scored an A in both tests and there is no single pupil who failed. Majority of pupils in public school scored C and no single pupil who scored an A in dictation. The number of pupils who failed had increased in English subject.

Based on these findings, I can safely conclude that private school pupils did better than to pupils in public school. Overall, the majority of pupils in both school had little problem in reading in Kiswahili but the problem in reading in English was serious especially for pupils in public school. For instance, the fluency was very poor for majority of the pupils in public school compared to pupils in private schools. Majority of pupils in public school were not comfortable during the reading test, they were sweating, hesitating and repeating the same words several times. The same situation happened for relatively fewer pupils in private school.

In the case of dictation, pupils in private school had little problem as they made few errors in punctuations, spellings and the use of capital letters in both subjects. Pupils in public school had however serious problem particularly in English as they made a lot of mistakes in spelling. Moreover, the majority of pupils were unable to write a coherent passage in English. The situation was different in Kiswahili at least pupils were able to write a coherent passage, though there were some errors especially in punctuations and the use of capital letters.

The data above agree with Rubagumya (2003) who stated that some of private primary schools did well in examinations. For instance, in 1999/2000 private primary schools were among the best schools. Out of ten best schools six were private primary schools. This is also supported by Rugemalira (2006) who contends that private primary schools outperform the public primary schools in examinations. The recent study conducted by Mbelle (2008) in Dar e salaam region revealed that among the best ten schools in Dar es Salaam urban area, seven were private schools (English medium). For the rural Dar es Salaam only one government school was among the best ten performers.

Findings from various studies indicate that learners' achievements in public primary school are not good (Mosha, 2000; Malekela, 1995; 2000). Mosha (2000) notes that the general performance shows that education received by children in public primary schools is of very poor quality. The overall performance is low for both boys and girls but that of girls is worse. There is a research evidence that the majority of children do not gain much academically by being in public primary schools for seven years. They exit the system with very little knowledge and with weak skills of reading, writing and counting (Mosha, 2000).

To conclude this section, as far as I can comment the superior performance of private primary schools is not due to the use of English as medium of instruction but there are other factors that contribute to these differences. These factors were pointed out by teachers, parents and pupils during the study to answer the second objective.

5.3 Factors Contributing to the Differences in Learners' Achievement

Objective two of the study sought to explore factors contributing to the difference in learners' achievements. The factors leading to these differences could have different causes. The theme was further divided into other sub-themes such as teachers' quality, motivation and commitment, classroom climate, pedagogical expertise, teaching and learning materials, parental support and availability of learning materials at home.

5.3.1 Teachers' Qualification and Motivation

In any education system, teachers lay the foundation of education. They perform a significant role in knowledge and skills transmission (Mosha, 2000; Davidson, 2007). Based on this fact, the teacher is still as important as ever. It was based on this premise the study sought to examine teachers' qualification and motivation. It was expected that good teachers' qualification and motivation would lead to good performance. As is stated in the following quotation; ".....factors that encounter for good performance were to have adequate and well trained and qualified teachers who are motivated to work hard....." (Mosha, 1988: 35).

5.3.1.1 Teachers' Qualification and Commitment

The findings from the study revealed that 2 teachers in public school were diploma holders and the other two had certificate. Thus, all teachers interviewed meet the requirements of teaching at this level. In private school, 3 teachers had certificate in teaching but the head teacher was not a professional teacher. Teachers in private school were however interviewed before being employed. This condition helped private school to employ more competent teachers compared to public school where teachers only had to attain a pass in grade IIIA. The above findings show that, teachers in private school are likely to be more competent than to teachers in public school. This is due to the fact that teachers in private school are employed after being interviewed to check their quality while in public school the employments depend solely on paper qualification.

Apart from teachers' qualification, parents disclosed that teachers in private school are committed to their work. The workload in private school is big compared to in public school. Below is an explanation quoted from one parent:

...walimu wa shule binafsi wako makini na kazi yao. Wanafundisha vizuri ingawa wana vipindi vingi. Ni lazima wafundishe vizuri vinginevyo watafukuzwa kazi. Kwa upande wa walimu wa shule za serikali....wao ni waajiriwa wa serikali hata wasipofundisha vizuri hakuna wa kuwagusa..

Authors' translation

...private school teachers are very committed to their work. They teach well despite the fact that they have many lessons.... They must teach well otherwise they will lose their job. In the case of public school... they are government employees even if they do not teach well nobody who can fire them

The above statements show that there is a difference between private and public school teachers in terms of their commitment. Teachers' quality and commitment appears to be the single most important factor that makes the success of private primary schools (Rugemalira, 2006). Cheng and DeLany (1999) conducted a study in China. The study was about private schooling in China. The findings revealed that private schools hire high ranked and experienced teachers. This could be the case in Tanzania. This is because the majority of public primary schools do not attract teachers with especially high qualification due to poor working environment (Moshia, 2004). Thus, public schools depend on teachers with low quality.

The situation of having low quality teachers is caused by numerous factors such as crash programs in teachers training, selection of those who have the lowest academic qualification for teacher education and using trainees who join colleges through the "backdoor" especially at certificate level (Moshia, 2004). For example, the recent teachers training crash program which is known as two-tier program⁹. The program does not help to address the quality of training of teachers. Previous system of training teachers had two years in the colleges in which teachers were trained to strengthen them academically as well as professionally. During this period, trainees were given opportunity of a practicum in schools. This system does no longer exist. The products of two-tier programs are employed in public primary schools. This in turn affects the quality as it may accelerate poor pupils' performance. On the other hand, it

⁹ The program where by teachers stay one year in the college and one year teaching in school.

is evident that in-service training is taking place very rarely though there are some teachers who are upgrading.

When it comes to up-grading, the up-grading criteria concentrate on content instead of providing teachers with practical and modern skills. The evaluation system has been harmful rather than good as the majority of teachers do not pass their examinations. Rajani (2002) notes that examinations are set in English and partly due to insufficient language skills over 90 percent of teacher candidates in 2001 failed examinations. And these are likely to be primary school teachers who teach in public schools. We should remember that teachers in primary schools teach all subjects including those they failed in the secondary school certificate examination as well as in teacher training.

This situation is not confined to Tanzania only. According to UNESCO (2005: 18), “large proportions of primary school teachers lack adequate academic qualification, training and mastery of content especially in developing countries. A recent study in seven Southern Africa countries found that some primary school teachers possessed only basic numeracy and actually scored lower than pupils on the same test”

5.3.1.2 Teachers’ Motivation

“Soldiers march on their stomach” is a phrase used to emphasize the importance of motivation (Temu, 1995). Teachers’ motivation is considered to be one among many factors affecting the teaching and learning process. It is expected that through positive teachers’ motivation, learners’ performance can be improved. The findings of this study revealed that teachers in public schools lack motivation compared to teachers in private schools. The lack of motivation was explained in terms of low and irregular salary payment, lack of proper housing, transport and transport allowance, the low status accorded to teachers and inadequate teaching facilities. This was revealed in individual interviews with teachers in both schools and with the parents. Here is evidence from one of the subject teacher in the public primary school:

Kwa kweli hali inasikitisha. Kwanza mshahara ni kidogo, hautoshi kwa matumizi hata ya wiki mbili. Tarehe ya mshahara haijulikani yaani hakuna tarehe maalum ya kulipwa. Kutokana na kipato kidogo tunapanga nyumba uswahilini. Nyumba zenyewe hazina hadhi na ndio maana tunadharauliwa. Ingekuwa vyema kama kila shule ingekuwa na nyumba za walimu.

Author’s translation

As the matter of fact, the situation is disappointing. First, the salary is low, is not even enough to cater for two weeks expenses. The date for payment is not exactly known. This means, there is no specific date for payment. Due to low income we rent house in uswahilini¹⁰. The houses have low status. That is why we are despised down upon. It would be better if every school had its own houses for teachers.

Another respondent (parent) had almost the same view concerning to teachers motivation. He said:

Walimu wetu wana shida sana. Serikali haiwajali katika maslahi mbalimbali. Maisha yao ni magumu kwa sababu wanategemea mshahara tu kuendesha maisha. Walimu wanaofundisha katika shule binafsi hali zao si mbaya, mshahara wao ni mzuri na wanapata marupurupu mengine nje ya mshahara.

Author's translation

Our teachers have problems. The government does not care about their various benefits. They live difficult lives because they are totally dependent a minute on little salary to exist. Comparatively teachers who are teaching in private schools live better lives. Their salary is good. Besides their salary they get other fridge benefits besides salaries.

Speaking on this matter, the head teacher of the public school said:

Walimu wanakosa motisha wa kufundisha kutokana na kipato kidogo wanachopata. Pia kuna tatizo la upungufu wa vifaa vya kufundishia ingawa MEM imesaidia kidogo kupunguza tatizo hili. Lakini nafikiri swala la maslahi linakatisha tamaa zaidi. Serikali imeyafumbia macho madai ya walimu. Ili kuyakabili maisha, zamani walimu walikuwa wanafundisha tuisheni lakini serikali ilikataza. Kutokana na kukomesha tuisheni, walimu wametafuta njia mbadala za kuongeza kipato na hii kwa bahati mbaya inapunguza ufanisi kazini.

Author's translation

Teachers lack motivation due to low income. Also there is a problem of lacking teaching materials although PEDP has helped to reduce this problem. But, I think, the issue of teachers' benefits is highly disappointing. The government has made matters worse. To sustain their lives, previously, teachers were conducting tuition lessons but the government prohibited this practice. Due to the abolition of tuition, teachers have found alternatives means for increasing their income which unfortunately minimizes their efficiency.

The above statements show that teachers, particularly those in public schools lack motivation due to poor income which leads to teachers being accorded low status compared to other

¹⁰ A house situated in unplanned and low status area in Tanzania cities or towns.

professions. Furthermore, the explanation above discloses that teachers are forced to engage in other jobs so as to complement their meager salaries.

Contrary to the views above, teachers in private school argued that although they were not satisfied with their salaries, they can manage to meet their basic needs from what they earn at school. One teacher explained:

Bwana wee! asikudanganye mtu! Motisha wa kufundisha unatokana na malipo mazuri. Sisemi kwamba naridhika na mshahara lakini angalau naweza kutimiza mahitaji yangu, kwa kipato ninachokipata hapa. Hapa shuleni hakuna likizo, sikukuu wala Jumamosi . Siku zote tunafanya kazi na tunalipwa. Mtu hawezi kuhangaika kutafuta njia mbadala, kazi zilizopo hapa zinatoshia.

Author's translation

My friend! Never cheated! The motivation for teaching comes from good payment. I am not saying that I am satisfied with the salary I get but at least, I can meet my daily spending. Here in school there is no leave, holidays and Saturday. We work all days and we are paid. No body need to fumble for alternatives ways, here there are enough job.

The above quotation suggests that to some extent teachers in private school have motivation to work hard. It seems that teacher's main concern is to increase their income regardless of their workload. Based on this fact, teachers in private schools are definitely positively more motivated through good payment compared to teachers in public schools.

Numerous studies have concluded that teachers need to be motivated positively in order to increase their efficiency in teaching (HakiElimu, 2003; Malaki and Gogomoka, 2004; Mosh, 2004 and Davidson, 2004, 2005). Studies conducted by HakiElimu (2003) and Malaki and Gogomoka (2004) revealed that almost all teachers in public schools lack motivation due to the various reasons. The most frequently mentioned reasons were poor working and living conditions, too small salaries, low status accorded to teachers, lack of in-service training, scarcity of teaching materials, and denial of their rights and benefits such as health care, the holiday travel money to mention few. Davidson (2007) observed that teachers are psychologically affected because they are not receiving their rights. Furthermore he explained that if someone, in this case the teacher is failing to receive something which is his/hers by right his /her level of motivation will suffer.

Due to low salaries, teachers have to engage in other income generating activities and hence many of them are psychologically and sometimes even physical absent. In this situation therefore, teachers are not always fulfilling their assigned roles such as the preparation of lesson plan, lesson notes and attending classes. The above argument is supported by Malekela (2004). He found that it is not easy to serve both masters satisfactorily as teachers have to attend to school and at the same time to engage in their income generating activities. And sometimes they have to exert extra energy in the other income generating activities which are paying more. This results in poor learners' performance.

Concerning the low status accorded to teachers, one can say that, this lack of respect is the result of being forced to live in poor conditions. Moshia (2004) however notes that low status accorded to teachers is not only the result of poor living conditions but also the admission of those with low academic qualification for teacher education as well as employments of unqualified teachers. This signals a view that anyone with shaky subject matter content can also teach.

In Tanzania, strong evidence exists. The majority of teachers are not happy with their working and living conditions as well as their status in the community (Hakielimu, 2003, Malaki and Gogomoka 2004; Moshia, 2004; Davidson, 2007). The poor working and living conditions have overtime severely eroded teachers' motivation to perform their teaching and non teaching roles efficiently and effectively. The situation in Tanzania is similar to many other developing countries such as Zambia, Papua New Guinea and Malawi where "it was abundantly clear that teachers motivation is at best fragile and at worst severely deteriorating"(VSO 2002 in Davidson 2007:7).

Davidson (2007) suggests that there is a need to improve teachers working and living conditions by increasing their salaries and other incentives. This in turn will improve teachers' motivation and hence teachers will enjoy greater status. Definitely, teachers will work effectively and efficiently and hence learners' performances will likely be improved.

5.4 Classroom Climate

This sub theme deals with classroom climate. It was expected that through good classroom climate learners' achievement would be enhanced. Through observation I found that there were several differences among private and public primary schools. In public schools classrooms were large enough to accommodate the number of pupils in each class. There were

few desks and these were shared by two to four pupils per desk according to the size of the desk. Desks were arranged in rows and it was difficult for pupils to sit in groups during the lessons. In private school there were chairs and tables which were made in semi circular shape. Each pupil had a chair and a table. During lessons, it was easy to change the arrangement of the classroom. This smoothed the progress of teaching and learning and hence good performance. However, in private school, the classrooms were not in good condition in terms of ventilation.

In the case of class size, it was observed that the number of pupils in public school was much higher than in private schools. The total numbers of pupils in one class in the public school was 77 and the pupils were divided into two streams; stream A and B. there were 39 and 38 pupils in each stream respectively while in the private school class, there were 25 pupils only. From this observation it is clear that teacher-pupils ratio was larger in public school compared to the private school. And this in one way or another affects teaching and learning processes. It affects teaching and learning in the sense that in the classroom where teacher-pupils ratio is large, effective teaching and learning is not taking place.

This observation was also affirmed through interviews with head teachers and subject teachers as one teacher in the public school said,

Kwa kweli ni vigumu kufundisha kwa ufanisi katika darasa lenye wanafunzi wengi, ingawa hapa shuleni kwetu hatujafikia idadi ya serikali yaani 1:45. Bado hatupati nafasi ya kumfikia mwanafunzi mmoja mmoja. Kwa mfano katika somo la Kiswahili mada ya kusoma kwa sauti ni vigumu kila mwanafunzi kupata nafasi ya kusoma kwa sauti katika kipindi cha dakika arobaini (40). Matokeo yake, wanafunzi hawajifunzi ipasavyo stadi ya kusoma.

Author's translation

It is difficult to teach effectively in a class with many pupils, though in our school teacher-pupils ratio is below that stipulated by the government which is 1:45. Still we don't have a chance to be in contact with individual pupil. For example in Kiswahili lesson, reading topics, it is difficult to get a chance for every pupil to read the text out aloud within a 40 minutes lesson. As a result pupils are not acquiring the reading skill effectively.

The above explanation implies that, class size affect the learning and teaching process. The effect can be negative or positive in the sense that it can hinder or facilitate the learning process. The head teacher in private primary school had this to say:

Uchache wa wanafunzi katika madarasa yetu ni kigezo kimojawapo kinachofanya shule yetu ifanye vizuri. Kila darasa wanafunzi hawazidi 25. Hii inarahisisha kazi ya ufundishaji yaani ufundishaji unakuwa ni wa ufanisi zaidi kwa sababu mwalimu anayo nafasi ya kumfikia kila mwanafunzi.

Authors' translation

Having few pupils in classes is one of the factors which make our school do well. The number of pupils in each class is not more than 25. This simplifies the teaching process. As such teaching is made more effective because the teacher has the chance to get in touch with each individual pupil.

From the above findings, it seems clear that pupils in private primary school do well in their examinations mainly due to the availability of a conducive learning environment. Teachers have opportunity to contact each pupil. By doing so slow learners will be identified and get extra assistance. This situation is contrary to what is happening in public primary schools where the possibility for a teacher to cater for individual pupils is very small.

The situation in the classroom is central when it comes to effective teaching and learning. Educational specialists maintain that especially with children the classroom condition usually plays an important role in the teaching and learning process (Sheikh, 2006). The availability of sufficient space, such as desks where pupils can sit comfortably, also influences teaching positively. Likewise, the shortage of desks negatively affects the learning environment. Definitely, it is difficult for pupils who are congested on one desk to concentrate on the lessons being taught. This situation is not confined to the school under study. Knuttson (2005) noted that there was inadequate supply of desks in a school where he did his study. The findings revealed that the majority of classrooms did not have enough desks as some pupils had to sit on the floor while others shared one desk. One desk was an average shared by 3-4 pupils.

Sheikh (2006) found similar results in Bangladesh. Due to lack of benches in public primary schools, pupils in some classes were sitting very close to each other. In these classes it was difficult for pupils to move their hand when they were required to write notes. The sitting arrangement for pupils in public schools was very unsatisfactory. Thus this situation contributed to poor achievement in majority of public schools.

Class size also is regarded as a key factor in the whole process of delivering what is called quality education. It has been noted that the smaller the class size the greater impact on the teaching and learning process as well as on pupils' achievement. Glass, et al (1982) noted that with small class size, teachers have more time to contact individual pupils, check exercise books as well as offer encouragement. Likewise large class size hinders the teaching process in the sense that it is quite difficult for teachers to attend to pupils' individuals' demands. Finding from other researchers indicate that the large class size impede effective teaching and learning (Sumra, 2003; Knuttson, 2005). Knuttson (2005) did his study in Geita district in Mwanza region (North-west part of Tanzania). The findings showed that it was difficult for teachers to deal with the problem of individual pupils due to large number of pupils in the class. Weaker pupils were left behind. Teachers had to use much time in dealing with disciplinary issues instead of teaching. Pupils used the chance of being many in one class for making chaos, noise, chatted, engaged in fights and other disturbances.

5.4 Teaching Methods

Classroom observations were conducted to observe the teaching and learning processes. Through observation, I observed that teaching methods vary from teacher to teacher in both schools. Though the chalk and talk was predominantly means of instruction especially in public school. I also observed that no teachers in public primary school came to class with a lesson plan or lesson notes except for the mathematics teacher. The situation was different in private school where every teacher had a lesson plan and lesson notes.

5.4.1 Classroom Interaction

The main focus in this sub theme was to observe how teachers and pupils in both schools interact during lessons. In Kiswahili, the lesson was about reading in both schools. The teacher read a text and asked pupils to read the rest of the passage. The teacher asked the pupils to mention difficult words and wrote them on the blackboard. The teacher explained the meaning in detail and asked the pupils to construct sentences by using those words orally. Pupils participated well, almost all pupils were raising hands to construct sentences though they had some problems in reading exercise particularly pupils in public school. In the private school, the teacher had teaching aids and used learner centered methods. Pupils did their exercises in groups and they were given home assignment. The pupils' participation in this lesson conducted in Kiswahili was much higher than in other lessons.

The situation was different in English where the lessons were dominated by the teacher, especially in the public school. The teacher was posing questions, repeating them several times, pointing out the pupil to answer the questions and writing on the blackboard. Surprisingly, the teacher in public school did not give the correct answer when the pupils gave the wrong answer. For example the pupils were asked to mention types of invitation cards. One pupil said “best wishes card” and there was a lot of spelling errors in what the teacher wrote on the black board. For example, instead of the word “wedding” she wrote “weeding”. The situation was different in the private school where the lessons were more live and generated a lot of discussion between teacher and pupils as well as pupils and pupils.

In the case of mathematics, teachers in both school had lesson notes. Teachers introduced the lessons by giving explanation of concept based on the topic. Then the teacher gave examples on the blackboard and some explanations on how to solve these questions. The teachers asked pupils to solve questions on the blackboard. Asking pupils to solve the questions on the blackboard is a sound pedagogical strategy as it allows pupils to follow step by step. And it trains pupils to understand and make sense of the processes behind.

Pupils in public school were more active in responding and posing questions to seek more clarifications where they were unable to follow compared to those in private school. Some times the teacher in private school would opt to give explanations in Kiswahili though the language of instruction is English. Both pupils and the mathematics teacher in private school went into Kiswahili to easy understanding.

From the above findings, it is clear that there was classroom interaction though there were variations across subjects. In some of the lessons I observed, teachers managed to promote pupils participation while in some other lessons teachers were not that successful. The factors that hinder the promotion of teachers and pupils interaction include among others, poor mastery of subject matter, lack of preparation on the part of teachers, and the language of instruction in the private school especially in mathematics.

The findings from the present study is also in concurrence with the findings of PEDP review report of 2004 (URT, 2004b) and of Athuman (2004). Athuman did her study in Dodoma and Kondo districts. The findings indicate that poor knowledge of subject contents force teachers

to employ the lecture method instead of a participatory method. Similarly to PEDP review report on public schools which states:

“Overall quality of teaching was poor. Most of the classrooms teaching was teacher centered. Children sit in regimented rows and little interaction with each other occurs. In nearly all classes observed, few questions originated from the pupils who were simply recipients of what the teacher was transmitting” (URT, 2004b:34).

Various scholars argue that the learning outcomes are achieved better when learners participate in the discussion and engage in dialogue with the teacher and their fellow learners (Freire, 1972; Omari, 1995; Moshia, 2004; Brock-Utne, 2007; Mwinshehe, 2008 and Vuzo, 2008). Freire’s discussion on the banking system of education argues that in the teaching and learning processes teachers should not dominate the class. There should be a dialogue between teacher and pupils. Pupils need to become creative rather than passive. Thus according to Freire (1972) teacher should apply a participatory method and make sure that there are optimal interaction between teacher and pupils. Through interactions pupils share experiences with each other and hence meaningful learning take place. Definitely, learners will do well in their final examinations.

Research by Brock-Utne (2007), Mwinsheikhe (2003) and Vuzo (2005) in secondary schools in Tanzania found that students were more active when the teaching was in Kiswahili than it was conducted in English as Kiswahili was familiar to both teachers and students.

5.4.2 Classroom Exercises, Home Assignments and Feedback Provision

I also examined the provision of exercises, home assignments and feedback given to the pupils. Doing exercises, completing home assignments and getting feedback in proper way enhances learning and hence better achievement. The findings from this study show that teachers in public primary school gave exercises soon after ending the lesson. The exercises comprised not more than five questions. In the case of home assignments it was found that home assignments were given once in a blue moon. This finding explained like this by one of subject teachers in the public school:

Mimi huwapa wanafunzi kazi ya nyumbani mara chache sana, kwa sababu wanafunzi hawana vitabu. Vitabu vilivyopo ni vichache hivyo hutumika wakiwa hapa shuleni tu.

Authors’ translation

I rarely give home assignment to the pupils because pupils do not have textbooks. The available textbooks are few and they are used at school only.

This sentiment was similar to those expressed by pupils in individual interviews. The following quotations vividly illustrates that there were no sufficient exercises and home assignments in the public school as one pupil pointed out below:

Tunafanya zoezi moja kwa kila mada inayofundishwa. Muda ukitosha tunafanya hapa shuleni, kama hautoshi tunanakili maswali na kwenda kufanya nyumbani. Mazoezi ya nyumbani hutolewa mara chache sana.

Authors' translation

We do one exercise for each topic being taught. Whenever we have enough time we do the exercise at school, but if the time is not enough we copy the questions and attempt them at home. Home assignment is rarely provided.

The above findings show that there were lack of exercises and home assignment in public school. My findings further show that teachers in public school did not check the exercises properly. The common way which was used to give feedback was writing of the correct answers on the blackboard and each pupil marked his/her own work. Sometimes pupils exchanged their exercise books so that one would not mark ones own work. Sometimes teachers themselves marked the exercises and gave comments. I personally checked pupils' exercise books and observed the above findings. Through interviews, with individual pupils also similar findings were revealed as one of pupils had this to say:

Wakati mwingine tunasahihisha wenyewe madaftari yetu. Mwalimu huandika majibu ubaoni nasi tunasahihisha. Tunabadilishana madaftari kwa hiyo mtu hasahihishi daftari lake. Wakati mwingine mwalimu anakusanya madaftari na kusahihisha.

Authos' translation

Sometimes we ourselves mark our own exercises. The teacher writes the correct answers on the blackboard. We exchange exercise books so that nobody marks his/her exercise book. Sometimes the teacher collects exercise books and marks all exercises.

Similar views were voiced by other pupils interviewed. The above quote showed that feedback was provided, though in an unsatisfactory way. In this kind of situation it is clear that some of

pupils, especially the weaker ones, do not benefit from the feedback. This is because they just copy the correct answer without understanding how to reach the correct answer.

On the other hand, in the private school, pupils were given exercises and home assignment at least every day. Also pupils were given weekly tests. The exercises and home assignment were marked by teachers themselves. There was close follow up of exercises and home assignments. It is compulsory for every pupil to have a diary where parents sign after making sure that his/her child has done the exercises. Parents also check the exercise book to see if they are marked. This is how one parent who was interviewed explained the situation,

Mimi huangalia madaftari ya mwanangu kila siku kuona amesoma nini. Ni lazima nihakikishe kama walimu wanafundisha na wanasahihisha madaftari kwa usahihi. Pia ninasaini katika dayari kwamba mtoto amefanya zoezi alilopewa.

Author's Translation

I check my child's exercise books every day so that I can see what she has learned. It is necessary to check out if teachers teach and mark exercises properly. Also I have to sign in the diary that the child has done the home assignments.

The statements above were confirmed by all parents in the private school in individual interview. The quotation above was similar to those of pupils and subject teachers though they were expressed in different words. The above findings imply that exercises, home assignment and feedback were provided more satisfactorily in private compared to public primary school.

These findings support those of Temu (1995) who found that the large number of exercises and regular provision of home assignments constituted much in learners' achievement in successful schools. Furthermore he explained that through exercises, less academically learners can better understand abstractions. Pedagogically it is argued that learned behaviour more easily becomes permanent when the learner is provided with enough exercises and enough time to practice the skills and knowledge that she/he has acquired (Eson, 1972).

On the other hand, remembering, transfer of learning, application and problem solving are fostered by frequent practice (Omari, 1995). If the learner is provided with enough exercises, tests and exposed to various problem situation to make her/him practice some skills, recall, transfer, translate, arrange, formulate and evaluate he /she will be in good position to perform

better whenever she/he deals with problems, tests and examinations (Omari, 1995). The pedagogical expertise contributes much to the learners' academic achievements.

5.5 Availability of Teaching and Learning Materials

I also, sought to investigate the availability of teaching and learning materials in both schools. These materials include textbooks, teachers' - guide, maps and other teaching aids. I found that the teaching materials were scarce in public school. The situation was different in private school where teaching materials were not a problem. Below is a subject teacher's narration about the availability of textbooks in the private school.

Shule haina vitabu vya kutosha ila wanafunzi wote wana vitabu vyao wenyewe. Kwa upande wa vitabu vya miongozo, kila mwalimu ana kitabu chake. Hata mimi nilishawahi kununua vitabu kwa ajili ya shule.

Authors' translation,

The school does not have sufficient textbooks but all pupils have their own textbooks. In the case of teachers guide every teacher has a copy. Even me I have contributed to buy books for the school.

Head teacher added that:

Shule ina maktaba ingawa vitabu vingi ni vya zamani. Pia wanafunzi wote wana vitabu. Ni mkakati wa shule kila mwanzo wa muhula tunahakikisha kila mwanafunzi ana kitabu kwa kila somo. Tunashukuru wazazi wanaitikia wito wa kuwanunulia watoto wao vitabu. Pia tunazo silabasi za masomo yote, tumezipata kutoka manispaa.

Authors' translation

The school has a library although most of the textbooks are outdated textbooks. Also all pupils have textbooks. The school's strategy is that at the beginning of each term, we make sure that every pupil has textbooks for each subject. We thank the parents as they agree to buy textbooks for their children. We have syllabi for each subject that we received from the municipality.

Through observation, I observed that the ratio of textbook per pupil was 1:1 in the private school as every pupil owned a textbook for each subject. There were sufficient textbooks in the private school though the school does not have enough books. Pupils were able to do their home assignments and other practice like reading skills. For this reason, it is concluded that pupils in private school have better chance to do well in their examinations.

With regard to teaching and learning materials, in public school, the situation was not good. Textbooks were scarce so were maps and teaching aids. Through observation, I observed that there were 8 mathematics textbooks, 6 English textbook and 8 Kiswahili textbooks. These textbooks were shared by 77 pupils. This meant a ratio of 1: 5 in stream A and approximately 1:4 in stream B (Kiswahili and English). In the case of mathematics, the ratio was 1:6. In Kiswahili lesson, for example, pupils were in groups of 3 to 8, they were sharing one textbook. This affected the reading exercise as some pupils did not have access to the book. It thus implies that pupils are not trained for life long reading skills.

These observations were also supported by head teacher and subject teachers as reflected in the individual interviews. One subject teacher said,

Hali umeiona. Hatuna vitabu vya kutosha. Kwa sababu hiyo, wanafunzi wanasoma kwa shida. Vitabu hivi vinatumika katika madarasa mawili, kila baada ya kipindi navikusanya ili nivitumie katika darasa jingine. Hatuazimishi vitabu kwani mwanafunzi asipokuja shule idadi inapungua. Hali hiyo huongeza tatizo.

Author's translation

You have seen the situation. We don't have sufficient textbooks. Because of that pupils face difficulties in their learning. These textbooks are used in two streams, I do collect these textbooks at the end of every lesson so that I can use them in another class. Textbooks are not lent to the pupils because if the pupil does not come to school, it reduces the number of textbooks. This increases the problem.

Speaking on this matter, the head teacher had this to say:

Ndio! tatizo la vitabu lipo tena ni kubwa. Tunategemea ruzuku toka serikalini. Wakati mwingine pesa zinazotolewa ni kidogo hazikidhi mahitaji yetu ndio maana tunanunua vitabu vichache. Tunashukuru sana mradi huu wa LOITASA kwa kutupatia vitabu. Natumaini vikianza kutumika vitatusaidia sana.

Author's translation

Yes! There is a problem of textbooks and the problem is huge. We depend sorely on subsidy from the government. Sometimes they provide small amount which does not fulfill our needs. That is why, we purchase few textbooks. We thank the LOITASA project, for providing us with books. I hope that when we start using them they will help us a lot.

The above quotations imply that there were shortage of textbooks and this situation hampers teaching and learning process and hence poor learners' achievement.

The shortages of textbooks in public schools have been discussed in a number of studies such as (Moshia, 1988; Mbunda, 1996; Knuttson, 2005; Sumra, 2003; URT, 2003; Davidson, 2004 and Vuzo, 2008). Accordingly, in most cases, the shortage of textbooks is associated with poor quality education provided in public schools. The findings of this study almost revealed the same pattern. Taking an example of the study conducted by Davidson (2004) in Morogoro region in Tanzania, he found that there was shortage of textbooks in all school visited. Commenting on this matter Davidson state that:

“In fact, one of the greatest complaints from teachers and students is inadequate textbooks at the ratio of 10:1 or even only one textbook for the whole class. Teachers often borrow textbooks from neighboring schools for specific subject due to lack of such textbooks” (Davidson, 2004: 117).

From that quotation one can safely conclude that public primary schools had and still experience shortage of textbooks. This experience affects the teaching process in one way or another.

The fact that availability of teaching materials especially textbooks and teaching aids facilitate teaching and learning process is unquestionable. Neke et al (2004) state various roles of textbooks in learning process. Textbooks play a central role in the process of teaching and learning since they provide pupils with information for them to use in academic work, guide classroom interaction. Textbooks influence classroom talk and hence pupils learning as they encourage patterns of instruction. Textbooks also are tools or resources teacher use to plan lessons. From their roles it is accepted that the availability of textbooks appear to be the single most consistently positive factor in predicting academic achievement (Heyenman, et al 1981 in Neke, et al 2004).

In line with these observations, it can be concluded that textbooks facilitate delivery of school knowledge and determine instructions in schools. According to Altbach (1987 in Neke et al 2004) textbooks remain a basic element for the pupils and an essential companion to the teacher in most of the third world countries. In the Tanzanian context, the teaching and learning process is heavily dependent on textbooks. Textbooks are among the many teaching and learning resources that are vital to both teachers and pupils.

With regard to the above arguments, availability of adequate quantities of good quality textbooks enable effective instructional arrangements in classrooms, provide teachers with

instructional support and students with reading resources. Shortage of books make students too dependent on the teacher. The reading skill is frustrated because teachers keep in safe custody the few books available. This means that textbooks are used during classes only, thus minimising their use and access to pupils. As a result, pupils academic achievements are much jeopardized.

5.6 Private Tuition

As I endeavor in explaining the factors contributing to differences in learners' achievement in public and private primary schools, a matter I need to address here is the effect of private tuition on pupils' academic achievements. The findings from the study indicate that both schools were engaged in conducting private tuition for their pupils. In public school, tuitions were provided to examination classes only while in private school tuition were conducted to all pupils with emphasis on the examination classes. Private tuitions were conducted in holidays particularly (June-July) in public school. In the case of private school, tuitions were conducted every day after classes, Saturdays, during public holidays, mid-term break and terminal break. All participants of this study agreed that private tuitions enhance learners' academic achievement. Below is an explanation from a parent:

Tuisheni ni muhimu sana. Katika tuisheni wanafunzi wanapata nafasi ya kuwa karibu zaidi na mwalimu na hivyo hujifunza zaidi. Pia walimu wanafundisha vizuri zaidi katika tuisheni kwa sababu wanapata kipato kizuri kuliko hata mshahara wa serikali.

Authors' translation

Tuition is very important. Through tuition pupils get chance to be closer to their teacher so that they learn much. Teachers also teach effectively and efficiently because they earn extra money beyond the government salary.

Speaking on this matter subject teacher explained that:

Tuisheni zina faida sana. Wanafunzi wanapata nafasi ya kujifunza zaidi na kufanya mazoezi ambayo hatimaye huwawezesha kufanya vizuri katika mitihani yao ya mwisho. Kwa upande wa walimu husaidia kuongeza kipato. Kwa mfano hapa shuleni ni kama tunapata mshahara mara mbili. Kadri unavyofundisha vipindi vingi ndivyo unavyopata pesa.

Authors' translation

Tuitions have great advantages. Pupils get opportunity to learn more and do exercises which make them capable to do well in their final examinations. In

the case of teachers, tuitions help to increase their earning. For example, in our school, it is as if we get double salaries. The more the lessons you teach, the more money you earn.

One pupil in the private school added that:

*Mimi napenda sana tuisheni. Katika tuisheni tunajifunza mambo mapya.
Hata ukiwa na shida ni rahisi kumuuliza mwalimu na kueleweshwa vizuri.*

Authors' translation

I like tuition very much. Through tuitions we learn new things. Especially when you have a problem it is easy to ask the teacher and be helped.

These sentiments, though not explained exactly in the same words, were typically found in interviews with other subject teachers, pupils, parents and head teachers. All participants agreed that tuitions help learners to improve their academic achievements. Apart from academic achievement tuition also helps to increase teachers earning. By earning more teachers are motivated to work hard in their professions rather than opting to do other business which affects their efficiency at school.

Even though both schools conduct private tuition, there were variations in terms of duration of time. Tuition in public school is conducted for two months only particularly for examination classes (grade IV and VII). Since tuitions are conducted for a short period they can not bring enough impact. On the other hand, tuitions in private school are conducted regularly. Their impact on pupils' achievement is therefore likely to be higher.

Tuition is a booming business in the school and teachers are attracted by the financial incentives involved. These incentives influence the instructional effectiveness and efficiency of the ordinary teaching as less time is spent on lesson preparation, marking pupils' exercise books and providing feedback (Temu, 1995).

The findings were consistent with those of a previous study in Tanzania whose aim was to explore through field investigation the manner in which variables interact to contract the achievement of excellence. The study showed that private tuition was mentioned as a way to improve students' academic performance (Mosha and Omari, 1987). Likewise Hakielimu (2008) found that extra classes are used as a means to ensure the students pass their

examinations. Extra classes focused on working through past examinations papers and training students on how to answer the examination (coaching).

On the other hand, private tuition causes some problems, particularly coaching to pass examination, rote learning and sometimes enhance cases of examination leakage (Mosha, 2004). All in all the practices of tuition in Tanzania go against Nyerere's Education For self-Reliance philosophy. This is due to the fact that pupils are just made to memorize what they are taught. Such a thing can never make a pupils self reliant. In addition to that tuition alienates the children of the poor. It is only the well to do who can afford to pay for tuition.

The use of private tuition to improve learners' academic achievement is not confined to Tanzania only. Sheikh conducted a study in Bangladesh, in this study he found that students in both government and non-government school depended highly on private tuitions in order to pass examinations and upgrade into next class (Sheikh, 2005). He noted that in Bangladesh hiring a private tutor in addition to classroom lesson is a rule rather than exception as about 95 percent of students depends on private tutors.

5.7 Parental Support and Learning Facilities at Home

The study sought to examine parental support and learning facilities at home. Parents were asked to explain how they support their children to meet their educational needs to smooth their learning. The study findings revealed that all parents whose children are in private school supported their children by providing learning materials, time to do school work at home under their assistance. The quotation below vividly illustrates the above statement.

Mimi najitahidi sana kumsaidia mwanagu kusoma. Kwanza nyumbani kwangu nimetenga chumba cha kusomea. Humo kuna kompyuta na vitabu mbalimbali. Pili, kila mtoto anayo ratiba ya kusoma hapa nyumbani. Kila siku naangalia madaftari ya watoto na kuwasaidia kufanya mazoezi wanayopewa shuleni. Mwisho nasaini kwenye "dayari" ya kila mtoto.

Authors' translation

I make great efforts to help my children to study. First, in my house there is a reading room. In this room there is a computer and various textbooks. Second, every child has her/his own time table for private study at home. And every day I check their exercise books and assist them to do their home work and finally I sign in every child's diary.

In line with parents, one of the interviewed pupils in the private school commented that;

..... Ninayo madaftari na vitabu vya kutosha. Nikitoka shule napumzika halafu nafanya mazoezi ninayopewa shuleni. Baba au mama hukagua madaftari yangu kila siku kabla ya kusaini dayari. Wakati mwingine maswali yanakuwa ni magumu namuomba baba au mama anielekeze. Baba na mama wasipokuwepo namuomba kaka anielekeze....hapana hawanifanyii maswali wananielekeza ninafanya mwenyewe...

Author's translation

I have sufficient exercise books and textbooks. When I come back from school I rest and then I do my homework. My father or mother checks my exercise books before he/she signs in the diary. Sometimes when the questions are difficult I ask help from my father or mother. If my parents are not at home I ask help from my brother....no they don't attempt to answer the questions for me they just explain and I do them myself.

According to these two participants parental support was provided and there were learning facilities at home. This finding also indicates that apart from support from parents, siblings also were providing support. This view was also portrayed by 3 parents whose children were in public school and 3 pupils in public school. On the other hand, 2 parents explained that their children depended solely on siblings support since they were very busy with work and they often travel. Their businesses affect their close follow up of their childrens' school works. The following extract from analyzed data is a clear testimony as one parent said:

.....napenda kujua maendeleo ya mtoto wangu ila kazi zinanizidi nasafiri mara kwa mara, hata nisipokuwa safari narudi nyumbani usiku sana. Kaka yake ndiye anayemsaidia mtoto hapa nyumbani.....

Author's translation

....I like to know my child's academic progresses but I am very busy, I travel very often, even when I am not in traveling I come home late at night. The child is assisted by his brother at home.

The data above is also supported by another pupil in the public as she asserted:

...kaka na dada ndio wanaonisaidia nikiwa na mazoezi ya nyumbani. Mazoezi hutolewa mara chache. Baba anachelewa kurudi na mama ana kazi nyingi za nyumbani. Madaftari yangu yanakaguliwa mara chache labda kwa wiki mara moja wakati mwingine mara moja kwa wiki mbili. Nyumbani hakuna vitabu ila huwa naazima kwa walimu.....nikimaliza kazi za nyumbani najisomea...

Author's translation

.....my brother and sister are the ones who assist me when I have some home work. We seldom have home works. My father usually comes home late and my mother has a lot of house chores. My exercise books are checked very rarely, once per week, sometimes once in two weeks. There are no books at home but I borrow textbooks from teachers.....I read them for myself after having completed house chores

The data above implied that there was no parental support in some families particularly in the families whose children were in public school. Children in these families made effort to borrow textbooks so that they can study at home. Furthermore, children in these families have to do house chores before they are given time to do their home work. This situation affects their learning capacity at home because they only get time to do homework when they are already tired. Contrary to the above view there was no single pupil in private school who explained that she/he does house chores.

Therefore, the study findings indicated that at family level, less was done to support children academically especially for those who are in public school compared to those in private school.

These findings are not unique to this study. Other studies indicate that parental support was provided more satisfactorily to pupils in private schools compared to pupils in public schools (Vuzo, 2008). In the case of learning facilities at home Vuzo (2008) explained that there were variations among families where pupils in private school had better position compared to those in public schools.

It is acknowledged that the material and moral support of caring parents has significant impact on child's educational progress (Bong, 2008). In his argument Bong (2008) states that parents' involvement in their children learning as well as school and classroom related activities help children to improve their academic performance. URT, (2005) identified a number of factors that contribute to student achievement in school. One of the identified factors was parents' attitudes to education. Parental support through providing sufficient learning resources facilitated children's learning. Likewise when parents did not provide sufficient learning materials their children faced difficulties in their learning.

5.8 Summary of Findings

The major findings of this study have been presented, analyzed and discussed. Prior to data presentation, analysis and discussion, the chapter has briefly described the categories and characteristics of participants. The presentation, analysis and discussion have been done following the trends of specific objectives of this study.

The findings show that private primary school pupils largely performed better than public primary school pupils. But in the national examinations particularly in mathematics in grade IV pupils in public school did better than in private school. Furthermore, the findings indicate that teachers in public primary school partly lack motivation and commitment due to too low salary, scarcity of learning resources, denial of their rights and other benefits and low status accorded to them. Teachers in private primary school do not face the above mentioned problems.

Moreover, the findings show that private tuition, provision of sufficient exercises, home assignments, and feedback, parental supports and availability of learning materials at home contribute much to learners' achievement. Finally, teaching methods particularly learner centered method and good classroom climate affect teaching and learning process positively.

In short, an important point that was established from the findings is that private school performance is not only due to the use of English as medium of instructions but there are other factors that contribute much to the superior performance of pupils in private school compared to public primary school.

CHAPTER SIX

Summary, Conclusion and Recommendations

6.1 Introduction

This study aimed at exploring the difference in learners' achievement in public and private primary schools in Tanzania. This chapter presents the summary of the study, conclusions and recommendations for improvement and for further research in the area related to the study.

6.2 Summary of the Study

The purpose of the study was to explore the difference in learners' achievement in public and private primary schools. Three subjects namely Mathematics, English and Kiswahili were assessed to investigate the differences. The specific objectives of the study were; first to find out the difference in learners achievement and secondly to investigate the factors contributing to the differences.

The motivation for the study had partly grown out of my concern over the beliefs parents and children have about English and Kiswahili medium primary schools. Moreover, it was catalyzed by a conversation I had with my son. He told me that pupils who are schooling in private primary schools (English medium) are more intelligent than those in public primary schools (Kiswahili medium). My son's argument had some features of truth though unfortunately I did not share the same views. It thus decided to carry out the research so that I could come out with the empirical evidence on this issue.

This study was limited to primary schools under the LOITASA project in Tanzania particularly in Dar es Salaam region. It involved pupils who were in grade five. Dar es Salaam is one of the regions where the LOITASA project takes place. The study encountered some limitations. One of the limitations was time. Due to limited time I interviewed few participants. This study therefore, does not represent all information about both the difference and factors contributing to differences in learners' achievement in public and private primary schools in Tanzania.

The literature revisited the education system in Tanzania by describing education structures such as formal, non-formal and informal. The current education structures based on formal system were elaborated. The structure of the formal education system is categorized in the

following order: 2-7-4-2-3+. The historical background of education was explored with focus on three major periods. In pre-colonial period, Tanzania like other African societies had its own way of educating children. The education was mainly informal. Children were taught through observation and experiences. Parents, other family members, the respected elders and peers all took a responsibility in educating children. This education emphasized the principles of good citizenship, acquisition of life skills and perpetuations of valued customs and traditions. The main function of indigenous education was to ensure the survival of the community and therefore education was not discriminatory in nature. Every child received this type of education, which was truly universal. The task was not only to prepare learners for a better future life but to give them skills for immediate use. Learners were supposed to apply knowledge and skills in their own environment as they needed them. Indigenous education was provided through the mother tongue.

In the colonial period, formal education was introduced in Tanzania. During this period education in Tanzania was not accessible to the vast majority of Tanzanians. Education was provided according to religious beliefs, with main objectives of re-socialization of Africans and gaining converts. Education was of a discriminatory type in the sense that there were special schools for Europeans, Indians and for few selected Africans. Literature revealed that education was used as an instrument of underdevelopment. When it came to education of Africans it was aimed at getting a few people who would work as clerks, messengers, interpreters, preachers and junior officials at district and provincial levels. The education system was a pyramid shape as it was concentrated to lower rather than higher levels. The LOI was Kiswahili (German period) and English (British period).

After independence, the Tanzanian government under the Late Julius Kambarage Nyerere (the 1st president) made changes in the formal education system. The ESR policy was introduced to guide the education system. The Universal Primary Education (UPE) program also was implemented with the aim of eliminating illiteracy by making education a right to all Tanzanians. All education levels were expanded. The education system started to face problems in 1980 due to the economic crisis. The economic crisis led to the introduction of SAP. The implementation of Structural Adjustment policy (SAP) affected education in the aspects of equity, efficiency and flexibility. Another impact of SAP was the introduction of privatization of primary education. The majority of private primary schools use English as LOI. Privatization of primary education led to creation of a dualistic education system. To

ensure that every child get education the international aid community formulated the strategy of Education For All (EFA) in Jomtien in 1990. Currently the Tanzania government has implemented Primary Education Development Plan (PEDP). PEDP is the product of the international drive for EFA. Under PEDP, the enrollment of children has increased but the problem is the quality of education provided in public schools. Those parents who are concerned about quality and are well off send their children to private primary schools. The quality that Nyerere fought for has been eroded.

The empirical studies revealed that the absence of or inadequate teaching and learning materials, poor classrooms and equipment and shortage of qualified and motivated teachers led to poor performance in public primary schools. The general performance of pupils both in primary and secondary schools are poor, especially in English and Mathematics. It was suggested that in order to improve academic performance there is a need for having adequate, well trained and motivated teachers, enough learning materials and other physical resources. The empirical studies from outside Tanzania revealed almost the same except that of Uganda. The major cause of poor performance in public schools in Uganda was the LOI especially in rural areas.

Education for Self-Reliance (ESR) policy was used as a theory to guide the study. The theory was used in order to make analysis focused on macro level. ESR policy was formulated by Julius Nyerere, under the Arusha Declaration in 1967. It was formulated as a critique to the inadequacies and inappropriateness of colonial education. The implementation of liberalization and privatization policies in education has similar impact like those of colonial education, particularly in the issues of perpetuating inequality, individualism and alienation of pupils from their community.

The conceptual framework from the idea of Sheikh (2006) was modified to guide the study. The conceptual framework focused on factors contributing to learners academic achievements. The model was divided into three components, namely enabling conditions, teaching and learning process and outcome. These components were further divided into sub-components.

The study employed a case study design in order to understand in depth the difference and factors contributing in learners' achievement in public and private primary schools. It mainly

employed a qualitative research approach but in some cases even a quantitative approach. The study involved 2 head teachers, 6 subject teachers, 10 parents and 10 pupils who were interviewed. It also involved 102 pupils who did tests which I administered for the sake of this study.

Three research instruments were used in the study. They included individual in-depth interviews, observation and documentary review. I obtained an official permission to conduct the study. Confidentiality and privacy were maintained. Data collected was assembled under specific categories based on the main issues such as learners' achievement in three subjects and factors contributing to these differences.

The findings showed that private primary school pupils largely performed better than public schools pupils. But in the grade four national examinations in Mathematics, public primary school did better than private primary school pupils. The findings also indicated that teachers particularly in public schools lack motivation and commitment to their work due to very small salary, scarcity of teaching resources and denial of their rights and other benefits as well as low status accorded to teachers. The teachers in private schools do not face the above mentioned problems. They are committed and motivated to work hard. They spend most of their time at school performing their teaching roles effectively and efficiently.

Moreover, the findings showed that private tuition, provision of sufficient exercises, home assignments and feedback, parental supports and availability of learning materials at home contribute much to learners' academic achievements. Learner centered methods and good classroom climate enhance good academic performance. Based on the above mentioned findings it can be concluded that there are other factors than the use of English as LOI that contribute much to the superiority of pupils in private primary schools.

6.3 Conclusion

The study has shown that the academic performance of pupils in private primary school was generally better than of those in public primary school. Though in the grade four national examination pupils in public school performance in mathematics was better than pupils in private school. The high performance of pupils in private primary school was associated with having qualified, committed and motivated teachers, adequate teaching and learning materials and other equipment. Other factors were small class sizes, provision of sufficient classroom

exercises, home assignments and feedback as well as high learning time at school in the form of private tuition.

Thus, to have successful public primary schools there is a need to improve teachers working and living conditions and provision of adequate teaching and learning materials. These can help to improve teachers' motivation, teachers will work more effectively and efficiently and hence pupils' academic performance will be improved.

6.4 Recommendations

On the basis of the findings and conclusions the following were recommended.

6.4.1 Recommendation for Action

- ❖ There is a need of conducting a well organized in-service training, including seminars and workshops to support both the teachers trained during UPE and the current teachers trained to meet the PEDP demand in order to strengthen their existing knowledge and skills. In the case of other Grade IIIA teachers, there is a need of conducting regular seminars and workshops to build their capacity especially when changes are made in syllabi, new topics and textbooks are introduced. As far as the issue of motivation is concerned, in-service training, seminars and workshops can be used as motivation since they facilitate professional development which is recognized as one of the factors for individual motivation.
- ❖ There is a need of improving teachers working and living conditions. Working condition can be improved through the provision of adequate teaching and learning materials and other equipment. In the case of living conditions the attention should be paid to salary and other benefits. This will help to improve their living status.
- ❖ In the case of the teaching and learning process there is a need of using a variety of teaching methods as it was said by the great educator Dewey “ variety was the spice of life”(Omari, 1995:40). This is possible if the class size is small.

- ❖ For head teachers and teachers especially in public primary schools, there is a need to promote regular communication with parents in order to better explain the importance of supporting their children in their studies and in providing them with additional learning material at home, helping them with homework and checking their exercise books.

6.4.2 Recommendation for Further Studies

Since the study dealt with the difference in learners achievement in three subjects only, I recommend further studies on other subjects like history, civics, geography and science. Furthermore the study employed a case study design and qualitative approach whereby small sample of respondents were involved. Further research (a quantitative approach) would be required so as to cover a larger sample size.

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Appendix 1: Interview Guide for Head Teachers (English)

(A) Background information

Gender

(i) Female.....

(ii) Male.....

Education level

(i) Certificate.....

(ii) Diploma.....

(iii) Degree.....

Working experiences

(i) For how long have you been a teacher?

(ii) For how long have you been a head teacher?

(B) General/ specific information

(i) Why did you choose to work in public/private schools?

(ii) What are the efforts in place to improve academic performance in your school?

(iii) What strategies do you use to enhance academic progress of the school?

(iv) How do parents participate in academic progress of the school?

(v) What challenges do you face in the academic progress? What are your views in regard to academic progress of your school?

(vi) In your opinion what do you think are the reasons for parents enrolling their children in private schools?

(vii) Don't you think such difference can cause effects in education? How?

Thank you for your participation.

Kiambatisho 1: Mwongozo wa Usaili kwa Walimu Wakuu (Kiswahili)

(A) Taarifa binafsi

Jinsia

(i)Ke.....

(ii)me.....

Kiwango cha elimu

Cheti.....

Stashahada.....

Shahada.....

Uzoefu kazini

(i) Umefanya kazi ya ualimu kwa muda gani?

(ii) Umefanya kazi ya mwalimu mkuu kwa muda gani?

(B) Taarifa za jumla/maalum

(i) Ni sababu zipi zilizokufanya ufanye kazi katika shule za serikali/binafsi.

(ii) Ni juhudi gani zinazotumika kukuza taaluma katika shule yako?

(iii) Ni njia gani unazitumia kuboresha kiwango cha taaluma katika shule yako?

(iv) Wazazi wanashiriki vipi katika kuendeleza kiwango cha taaluma katika shule yako?

(v) Ni changamoto zipi unazokabiliana nazo katika kuboresha maendeleo ya taaluma hapa shuleni?

(vi) Una maoni gani kuhusu maendeleo ya taaluma katika shule yako?

(vii) Unafikiri ni kwa nini wazazi wanapenda kupeleka watoto wao katika shule binafsi?

(viii) Huoni tofauti hizo zinaweza kuleta athari katika utoaji wa elimu nchini? Fafanua.

Asante kwa ushirikiano wako

Appendix 2: Interview Guide for Subject Teachers (English)

(A) Personal information

Gender

(i) Male.....

(ii) Female.....

Education level

(i) Certificate.....

(ii) Diploma.....

(iii) Degree.....

(B) General/ specific information

(i) For how long have you been a teacher?

(ii) Why did you decide to work in public/private school?

(iii) In your opinion, why do parents prefer to take their children to private schools?

(iv) Is there any academic differences between public and private primary school? Mention.

(v) What do you think are reasons for such differences?

(vi) What are the challenges do you experience in teaching your subject?

Thank you for your participation.

Kiambatisho 2: Mwongozo wa Usaili kwa Walimu wa Masomo (Kiswahili)

Walimu wa Masomo

(A) Taarifa binafsi

Jinsia

(i) Me.....

(ii) Ke.....

Kiwango cha elimu

(i) Cheti

(ii) Stashahada.....

(iii) Shahada.....

(B) Taarifa za jumla/maalum

(iv) Umefanya kazi kwa miaka mingapi?

(v) Taja sababu zilizokufanya ufanye kazi katika shule hii.....

(vi) Kwa mawazo yako, ni kwanini wazazi wengi wanapendelea kuwapeleka watoto wao
katika shule binafsi

(vii) Je, kuna tofauti yoyote kitaaluma kati ya shule za serikali na shule binafsi? Tofauti hizo
Ni zipi?

(viii) Unafikiri tofauti hizo zinasababishwa na nini?

(ix) Ni changamoto zipi unazokabilina nazo katika ufundishaji wa somo lako?

Asante kwa ushirikiano wako

Appendix 3: Interview Guide for Parents (English)

(A) Personal information

Gender

(i) Male...

(ii) Female.....

(iii) Occupation.....

(B) General / specific information

(i) What are the reasons which made you to send your child to private/public school?

(ii) In which ways do you participate in academic progress of your child/children?

(iii) How do assist your child/children to make him/her improve academically?

Thank you for participation

Kiambatisho 3: Mwongozo wa Usaili kwa Wazazi (Kiswahili)

(A) Taarifa binafsi

Jinsia

(i) Me.....

(ii) Ke.....

(iii) Kazi.....

(B) Taarifa za jumla/ maalum

(i) Kwa nini ulimpeleka mtoto katika shule ya serikali/binafsi?

(ii) Unaridhika na kiwango cha taaluma katika shule asomayo mwanao?

(iii) Unashirikishwaje katika maendeleo ya mwanao kitaaluma?

(iv) Unamsaidiaje mtoto/ watoto wako katika masomo?

Asante kwa ushirikiano wako

Appendix 4: Interview Guide for Pupils (English)

- (i) Is there any difference between the students who attend private or public school? Mention the difference(s).
- (ii) How do you evaluate the teaching of the following subjects?
- Kiswahili,
 - English
 - Mathematics?
- (iii) Given a chance to choose, which school could you prefer to attend between private or government school? Why?
- (iv) Do you get enough exercises and homework from your teacher?
- (v) Do you prefer group or individual work?
- (vi) Who mark your exercises and home works?
- (vii) Who countercheck your exercise books?
- (viii) Do you have enough textbooks and other learning materials at home? Explain.
- (ix) Who assist you when you are doing the homework?

Thank you for participation

Kiambatisho 4: Mwongozo wa Usaili kwa Wanafunzi (Kiswahili)

- (i) Je kuna tofauti yoyote unayoiona kati yako na mwanafunzi anayesoma shule ya serikali na shule binafsi? Zitaje.
- (ii) Unaonaje ufundishaji wa waalimu katika masomo yafuatayo?
- Kingereza,
 - Kiswahili
 - Hisabati?
- (iii) Kama ungepewa nafasi ya kuchagua shule ya kusoma ungechagua shule ipi kati ya shule ya serikali na shule ya binafsi? Kwanini?
- (iv) Je, mazoezi mnayopewa darasani yanatosheleza?
- (v) Je, unapendelea kazi zipi za darasani kati ya kazi vikundi au ya kufanya peke yako? kwa nini?
- (vi) Je, ni nani anasahihisha mazoezi na kazi za nyumbani?
- (vii) Nani hukagua madaftari yako nyumbani?
- (viii) Unavyo vitabu na vifaa vingine vya kujifunzia nyumbani?
- (ix) Nani anakusaidia katika kufanya mazoezi ya nyumbani?

Asante kwa ushirikiano wako

Appendix 5 Mathematics Test (Kiswahili)

Hesabu

Jibu maswali yote
Andika jibu tu.

1. Andika namba inayofuta

(a) 1, 2, 3, 5, 7 _____

(b) 3, 9, 27, 81, _____

(c) 2, 4, 16, 256, _____

2. (a) saa dakika

$$\begin{array}{r} 1 \quad 58 \\ + 7 \quad 35 \\ \hline \hline \end{array}$$

(b) saa dakika

$$\begin{array}{r} 8 \quad 00 \\ - 6 \quad 45 \\ \hline \hline \end{array}$$

3. Ukiwa na kalamu 20 unataka kuwagawia kalamu wanafunzi 9 .Je unahitaji kalamu ngapi zaidi ili kila mwanafunzi apate idadi sawa ?

4. Gari lilianza safari kutoka kibaha saa 1.00 asubuhi kwenda Ruaha kwa mwendo kasi wa kilomita 100 kwa saa. Gari nyingine ilianza safari ile ile saa 1.30 asubuhi kwa mwendo kasi wa kilomita 120 kwa saa. Je, ni umbali gani utakao kuwepo kati ya magari hayo saa 2.00 asubuhi?

5. Mwalimu alimpa mwanafunzi noti ya sh 5000/= anunue vitu vifuatavyo;

Madaftari 2@1200/=

Seti za hesabu 3 @ 235.25/=

Kalamu 5 @ 80.50/=

Penseli 6 @ 25.75/=

Je atarudishiwa shilingi ngapi?

Appendix 5 Mathematics test (English)

Answer all questions

Write the answer only

1. what is the next number

(a) 1, 2, 3, 5, 7,-----

(b) 3, 9, 27, 81,-----

(c) 2, 4, 16, 256,-----

2. (a) Hour minites

1 58

+ 7 35

(b) Hour minites

8 00

- 6 45

3. If you have 20 pens and you want to give these pens equally to 9 pupils, how many pens do you need so all pupils get equal number of pens?

4. A car started its journey from Kibaha at 7.00 travelling to Ruaha at a speed of 100 km per hour. The second car started the same journey at 7.30 with a speed of 120 per hour. What would be the distance between these cars at 8.00 am?

5. A teacher gave a pupil 5000/= shilling to buy the following things

2 exercise books @ 1200/=

3 mathematical sets @ 235.25/=

5 pens @ 80.50/=

6 pencils @ 25.75/=

How much change would the pupil get from the shopkeeper?

Appendix 6 kiswahili Test

Kifungu cha Habari –Kusoma kwa Sauti

Nikaona nianze kazi kwa kupata maoni ya bosu mwenyewe anasemaje juu ya madai kwamba uchawi upo? “ Si kweli,” alisema huku anacheka. “ Hizo ni imani za Kiswahili tu! Hamna uchawi wala baba yake na uchawi! Hivi mawazo ya akina Kinjekitile bado yanaishi karne hii ya sayansi na teknolojia?”Ni pointi. Kinjekitile aliwapa maaskari dawa ya kugeuza risasi kuwa maji. Wakisema “ maji! Maji! Maji!” risasi zote zageuka maji. Lakini mambo haya kwenda vile. Risasi ya bunduki za kale za mwaka 1905 ziliwasambaratisha wabantu. Tena wakati huo bunduki za rasharasha zilikuwa hazijazaliwa. Leo tunazungumza tukiwa katika zama za makompyuta na makombora yenye uwezo ya kuruka yenyewe, upo uhalali wa kuamini uchawi sawa na zama za akina Kinjekitile?

Kuandika-Imla

Kabla sijamng’ata sikio yule mganga aniambie ni wapi tulipo bosu alizungumza. “ Unaona visiki hivi? Wote waliokata miti hii hivi sasa ni matajiri wakubwa, wengine wanakalia viti vya ubosile mkubwa kuliko ule wangu huko duniani”

Nilishangaa. Ikiwa mabosi wangu nao hukatiza mpaka mitaa ya huku, kumbe basi hakuna sababu ya kujivunga.

Hata wakinishtukia na kuniita mwanga, mchawi, mshirikina au vyovyote wapendavyo. Shauri lao! Bora miye natesa kichizi na michuzi kibao! Nilijifariji.

Appendix 7 English Test

Text for Testing Reading Skills

In Tanzania there are different types of festivals. There are government, religious and traditional festivals. All these festivals are celebrated at the national level except the traditional festivals. Government festivals are Independent day 9th December, Union day 26th April, Labour Day 1st May, Revolution day 12th January, farmers' day 8th August and New Year 1st January. During these festivals almost all people rest and celebrate together. Government leaders give speeches in all regions of Tanzania. Religious festivals are Christmas, Easter Good Friday. These are festivals for Christians. Islamic festivals are Idd-el-Haji, mauled and Idd- el- fitri. Before Idd-el- fitri all Muslims fast. Traditional festivals are wedding and initiations. All these traditional festivals are celebrated by people who are concerned and the invited guests only.

Text for Dictation

Last week John had English test. He arrived early in the morning at school. He met his friend Peter. "Good morning Peter" he said. Peter asked, "Are you ready for the test?" "Yes" he replied, but in reality he was very nervous, because he was not sure if he will manage to do the test well.