CONTRIBUTION OF PRIMARY EDUCATION DEVELOPMENT PROGRAM TO ACCESS AND QUALITY OF PRIMARY EDUCATION.

A CASE OF ARUSHA MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned, certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, contribution of primary education development program to access and quality of primary education". The case study of Arusha City in partial fulfillment of the requirements for the degree of master of education administration, planning and policy studies of the Open University of Tanzania.

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Dr. Mary Ogondiek

(Supervisor)

Date: ………………………

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DECLARATION

I, **Charles Joseph Mayala**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

……………….…………….

Date

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ABSTRACT

This study analyzed the contribution of PEDP to access and quality of primary education in Arusha, with the following specific objectives, evaluate the effect of PEDP on teaching and learning environments, the effect of PEDP on performance of Pupils and also determine the impacts of PEDP on enrollment of class one pupils. The study was conducted in Arusha District and included eight primary schools. The study employed qualitative approach to answer research questions; interview, questionnaires observation and documentary review were used to collect data. Qualitative data were processed through thematic analysis and presented in tables, pie charts and graphs indicating frequencies and percentages. The study involved two hundred and thirty six (236) respondents from eight primary schools in Arusha city. It included thirty two (32) males and two hundred and four (204) females. Among the respondents are eight (8) head teachers and two hundred and nineteen (219) classroom teachers and nine (9) members of school committee. Findings revealed that PEDP has both negative and positive impacts Positive impacts includes improvements of school infrastructures which influences conducive environment, improvement of academic performance, the sufficient numbers of qualified teachers. Negative impacts involves an increase of the number of enrolment especially in standard one, an increase of the enrolment is an obstacles in learning which goes together with overcrowded classrooms. The study came out with the following recommendations; The Government should establish a long continuous Education development program to address the problems facing the sector, also involve all stakeholders and lastly the school management committees should find other sources of fund to supplement that provided from the central Government.

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LIST OF ABBREVIATIONS

AIDS   Acquired Immunodeficiency Syndrome

BEDC   Basic Education Development committee

CG   Capitation Grant

DEO   District Education officer

DG   Development Grant

ESDP   Education Sector Development Program

ESR   Education for Self-Reliance

GER   Gross Enrolment Ratio

HIV   Human Immunodeficiency Virus

IEC   Information Education and Communication

LGRP   Local Government Reform Program

MOEC   Ministry of Education and Culture

NER   Net Enrolment Ratio

PEDP   Primary Education Development Program

SEDP   Secondary Education Development Program

SPSS   Statistical Package for Social Science

TPR   Teacher Pupil Ratio

UPE   Universal Primary Education

UTI   Urinary tract Infection

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

1.1   Introduction

Tanzania has mainly focused its development strategies on fighting ignorance, diseases and poverty. Investment in human capital is essentially recognized as central to improving the quality of lives of Tanzanian and reduction of Poverty. The 1995 Education reform program was aimed at addressing problems facing primary education sector including low enrolment rates, crowded poorly furnished and unfinished classrooms, shortage of teaching and learning materials, inadequate qualified teachers, increased poor attendance and dropout rates and low performance at primary school leaving examinations.

The Government recognizes that the existence of these challenges hinders the delivery of quality Primary Education in Tanzania, and the attainment of National Strategy for Growth and Poverty Reduction. In its effort to address the identified challenges, in 2001 launched the Primary Education Development Program (PEDP), and hence this research paper aimed at looking on the contribution made by this program on Primary Education.

1.2   Background of the Study

In 2001 the government of Tanzania launched the Primary Education development plan (PEDP), following a decrease of number of students Registered, dropout, poor teaching environments, lack of books and few numbers of qualified teachers. In order

to make sure that the above problems are solved, (PEDP) had to be launched. The implementation of PEDP started in January 2002 with four main objectives, namely, enrolment expansion, quality improvement, capacity building and strengthening institutional arrangement. Capitation Grant (CG) and Development Grant (DG) was introduced by the government, school fees and enrolment related contributions were abolished so that parents could enroll and ensure compulsory attendance of their children to school.

Before the introduction of PEDP, there has been a concern about the quality of education provided with many schools in Tanzania. (DFID) 1999, (Kuleana, MOEC, 2001).Even the former President Hon. Benjamin William Mkapa has openly declared that the quality of education is in serious trouble all the way especially at Primary school level where performance is quite pathetic,(Mosha 2000):, Despite the quality of education there was also worry about the lack of access to primary education. According to UNESCO statistics, Tanzania managed to increase the Gross Enrolment Rate (GER) from 33% in 1970 to 94% in 1981, it dropped to about 62% by 1998. The Net Enrolment Rate (NER) felt from 68% in1991 to 46% in1998, means that fewer than 50% of the school age population were attending Primary schools. The introduction of Primary Education Development Plan (PEDP) (MOEC 2001) had serious strategies to tackle the problems related to access and quality of primary education in Tanzania.

PEDP as it started in January 2002 aimed to ensure that quality primary education is available to all children with the age to be enrolled by the end of 2006. To affect

primary education in Tanzania PEDP went beyond the aims of UPE, which primarily concentrated in expanding access, PEDP includes an emphasis on improving quality of teaching and learning and increasing funding available at the school level.

1.3   Statement of the Problem

Primary Education Development Program was implemented by the Tanzania Government in collaboration with World Bank and local communities to address the quality of education especially in mainland Tanzania. It started in financial year 2001/2002 in all Government primary schools which were in existence. It is linked with the Education sector Development program (ESDP), the Government Education and Training Policy, and the Local Government Reform Program. (LGDP). The implementation of PEDP was the most significant intervention in the primary education sector in the last two decades. Education for self-Reliance (ESR) launched in 1960's was a politically delivered intervention, questioning the purpose content and outcome of the education progress. ESR set out a vision for the education sector and linked it to the socio-economic vision for the nation. PEDP on the other hand, appears to be an education technocrat's project. It was developed to revamp primary education in the country by addressing problems that arises in the sector. It is a comprehensive national five year (2002-2006) program. It focuses on intervention in primary education by increasing inputs onto the sector, to bring about qualitative and quantitative improvement.

 The introduction and implementation of PEDP achieved the following, enrolment of pupils in standard one increased substantially from 500,000 to over 1,624,000 pupils

in the 1st year of implementation; this was enhanced by the abolishment of school fees and all related contributions, Teaching and learning environment improved due to construction and renovation of classrooms, teacher's houses, sanitary facilities and offices. However the mobilization of voluntary community contribution to projects in the form of labour increased participation in the development of the Education sector in the country. School management and Governance improved to school committee training. Despite these successes PEDP has failed to completely finish the scarcity of classrooms, due to increased enrolment most of the classes are still overcrowded in most of the schools. The grant disbursed in schools were not enough to cuter for schools needs and were not disbursed on time, (PEDP) has failed to address the long lasting cries from teachers on low salaries and wages, unpaid leaves and transfer costs which has left most of the teachers unmotivated.

The Primary Education Development Program was planned to bring an overall improvement in Education sector, But the Citizen dated 15/12/2009 reported more than 50 percent of the primary school students who sat for Primary school examinations failed. And it is from this reason the researcher was attracted to make a study on the contribution of Primary Education Development Program (PEDP) Arusha district been the area of study.

1.4 Objectives of the Study

1.4.1 Main Objectives

The main objective of the study was to assess the contribution of PEDP on quality and access of primary school education in Arusha city.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

i)   To evaluate the effect of PEDP on teaching and learning environment.

ii)   To evaluate the effect of PEDP on performance of pupils.

iii)   To determine the impacts of PEDP on enrollment of class one pupil's.

1.5   Research Questions

1.5.1 Specific Questions

i)   How were the teaching and learning environments prior and after PEDP?

ii)   How were the Quality of Education and access of students to Education before and after PEDP?

iii)   What were the enrollment levels of standard one pupil before and after PEDP?

1.6   Significance of the Study

Education is very important in the individual and nation development by contributing to sustainable Poverty reduction, building a diseases free society and providing critical thinkers. The finding of this study will enable those working in the Education sector, partners, donors and Parents increase their outreach to enable the young generation get quality Education.

The results of this study will make policy makers identify the gaps and the weaknesses currently present in the primary Education level and come out with the proper policies which will make all children with the age of joining primary

Education enrolled and get relevant education. The study will also benefit the investors willing to invest in Education as the needs and opportunities will be identified.

The study is very important to the researcher as the student at the Open University of Tanzania, completion of this research will make him be awarded a Master's Degree in Education Administration Planning and policy studies. The findings of this study will help other people and Education partners to be aware of the contribution of PEDP in education sector in Tanzania; it is also expected that after this study other Institutions which are education stakeholders will use this information to examine themselves on their targets during the implementation of PEDP. It is also expected that this study will attract more researchers in the educational system which will explore more issues that will lead to improve situations where deficiency has been found .It is also possible that educational planners, Policy makers to use this research results to plan and make changes which will help the education sector to improve the service, by providing quality education, to provide adequate services and increase the possibility to all people to be able to equally have access to Primary Education.

1.7   Limitations and Delimitation of the Study

1.7.1 Limitations of the Study

The study had the following limitations; lack of Fund to cover a big area which could have included a big sample to represent a good number of Teachers present in Arusha City, for that case I was forced to use the simplest way of transport (Bodaboda), sometimes walking during data collection to reach the schools. In

particular the study only involved 8 schools hence future studies should include larger sample size for long term better results. For this case study it may be difficult to generalize to other PEDP courses/activities. However it may be possible to generalize to other similar programs. By including as much details as possible regarding the case the reader will be able to see if it is possible to find similarities with other programs.

These details should improve the reliability of the case study. Drawing together themes across the participant's data there may be a possibility that the individual accounts be lost, although the nature of the programs as a whole might begin to be understood.

It is recognized that the individual accounts had value on their own right. However for the purpose of this study they were not focused upon beyond the individual quotes. Although qualitative research allow for the impact of the researcher to acknowledge on the data collection and analysis process, it also looks at the extent of the correction between the researcher and the quality of the interaction. All of these significantly influence the nature of the data that is collected and the researcher was aware of this throughout the process.

As a new qualitative researcher it was particularly important to reflect on my interview skills after each interview. To improve trustworthiness and to acknowledge my interpretive influence on the data, the researcher outlined the background, epistemology, ontology that influenced Research design.

This allows the reader to determine the credibility of the dissertation process in relation to the current research paradigm. In the data collection process it is recognized that transcribing data is fraught with slippage.(miles and Huberman.1994). There is an immediate interpretive influence on the level of details included in the transcript with this in mind, once the data was coded, the recording were listened to again for confirmation that tone did not illuminate or reflect something different from the inferred meanings.

Education should be treated as a strategic agent for the transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively save the development, challenges which face the nation. In this light the education system should be restructured and transformed quantitatively with a focus on promoting creativity and problem solving (vision 2025 p.25 quoted in PEDP P.3).

1.7.2 Delimitations

Geographically the study was carried out in the government primary schools particularly Arusha. The schools which were investigated are those under PEDP provided with capitation and development grant to aid for teaching and learning process in order to ensure access, equity, and quality education. The study was confined within a specified area that is eight primary schools. The uniqueness of the study within a specified context makes it difficult to replicate exactly in another context. Participant's responses will be reflections of, and confined to their personal experiences in PEDP program including the self-assessment component. Due to the

time factor and lack of comprehensive database the researcher may not locate all the schools, teachers and pupils facilities and others who did not respond to the program positively. This may skew the results of the statistical analysis in the first quantitative phase of the study

1.8   Definitions of Conceptual Terms

Quality: This is the standard of something as measured or compared to other things of the similar kind.

Access: Literally the word access is the ability or right to enter, get near or get something. In education, access to education is the ability of individuals to get education regardless of their differences.

Primary Education: Primary education in Tanzania refers to that full time program of education provided. According to the Government approved curricula and availed to pupils aged six and half to fourteen years

Environment: Some total of all things which surrounds an organism, the surrounding or condition in which an organism live or operate, and can affect the behavior of the organism either positively or negatively.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This Literature review gives the theoretical stance of the study, definition of key terms, concepts of primary education Development Program. Gives the reader in a nutshell the contents that are covered to fulfill the needs in the objective and the answers for the hypothesis proposed and questions of the study.

2.2   Theoretical Review

School learning environment has a positive impact on student's academic performance; academic standard is influenced by the quality of infrastructure and knowledge of the teachers.

Ecological system theory, Bronfenbren (1997) encompasses that the layered environmental system of microcosms in which human development takes place and emphasized the importance of fairly teachers and school as the lager social cultural environment on examining purely learning relationship between the students in the classroom as well as between teachers and students. From the theory the social cultural environment includes availability of desks, knowledgeable teachers, and enough space in the class. Earthman (2002), in his study proposed that comfortable classroom and small number of pupils enhance teachers effectiveness and provide opportunity for students to ask more questions and receive required attention from the teacher.

Social Learning Theory, Bandura (1977).explains human learning behavior in terms of continuous, reciprocal interaction between cognitive, behavioral and environmental influences. Academic and social outcome will improve only when classroom become learning communities and teaching become a learner centered community of practice and not confined to school but cover other setting such as workplace and organizations environment. Commenting on the environment influence on learning Olutola (1989) revealed that school adequately provided with the necessary facilities. Their students perform better in their examinations. Inadequate desks, chairs and classes in Tanzanian schools is the major barrier to good performance of students in Tanzania.

Motivational and Humanists Theory, A paradigm that emerged in 1960's on the human freedom, dignity and potential, according to Huitt (2001), People act in with intentionality and values, development of actualized people in a cooperative, supportive environment. The theory also emphasizes the importance of supportive environment in learning .Durosaro (1998) reported that even if the education curriculum is relevant and well operated, if the school facilities and environment are not supportive, not enough and badly managed the result of the learning/teaching activity will be negative.

2.2.1 Global Perspective

The global perspectives of education are the process of acquiring developed by learning process in training an individual. The central theme of education is to enable young person to participate fully in shaping a better, shared future for the world. It

aimed at inculcating a sense of self and appreciating of cultural diversity, affirmation of social justice and human rights as well building peace and actions for the sustainable future in times and places.

Many government in the world have developed global, regional or country initiatives program to provide education to their citizens, with understanding that education is an essential tool for not only for economic growth but also social stability, Regional and sub regional levels special efforts have been directed at ensuring achievement of Universal Primary Education to meet the requirement of the Millennium Development Goals.

A few Sub Saharan countries have higher than 60% enrolment. In Ethiopia and Mali school enrolment is below 30%.In most countries far fewer girls are enrolled and stay in primary school than boys. In Benin, only 62% girls attend school for every 100 boys who are able to do so.

Sub Saharan countries have made great efforts in education, but challenges remained. It is noted that half of Africa's Primary school-aged children are not in school and less than half of those entering first grade will complete their primary education. Many will drop out before they acquire minimal levels of literacy and numeracy (UNESCO 2006).

 Formal education was introduced by the colonial regime in Africa. Before the coming of colonialism, Africans were leaving through normal daily activities from the people among them people learned by living and doing in the homes and on the

farms, they were taught the skills of the society and the behavior expected of its members. By listening to the stories of the elders they learned the tribal history and the relationship they have with other tribes. Through these custom sharing young people were taught to adapt and conform to the values, taboos and culture of their relevant society. Thus Education was "informal," every adult played the role of a teacher. This made the education to be more relevant to the child from the society where he was born. Lack of the formality did not mean that there was no education; it is through education that the daughter of peasant can become a doctor that the son of a mine worker can become the head of the mine that the child of farm worker can become the president of a great nation (Mandela 2005). So the traditional form of education passed the prevailing norms and practice of the indigenous society through elders.

The purpose of the traditional education activities was to transmit a common culture and prevailing gender based division of labor. Education thus simultaneously fulfilled a culturally cohesive and socio-differential role. Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competitively solve the development challenges which face the nation. (URT.1999).

2.3   Trends of Education in Tanzania

2.3.1 Colonial Education

Colonial education was not aimed to prepare the citizen to work for their nation, but it was oriented to develop and inculcate the European culture. It has the purpose of

having low wage workers. Different religious groups provided this education as the means of getting religions followers. Generally colonial education developed a spirit of capitalism. Its emphasis was to bring western culture and not to develop Tanzanian culture. This is supported by Nyerere (1969); the education provided by the colonial government in the two countries which now form Tanzania had a different purpose. It was not designed to prepare young people for the services of their own county; instead it was motivated by a desire to inculcate the values of the colonial society and to train individuals for the service of the colonial state.

The educational activities undertaken by the missionary organization introduced competing values into the indigenous society, as the primary objective was to civilize and Christianize the "heathen "population. The colonial interest in Education derived from its growing needs for middle layers of administrative personnel that could provide proper level of communication and for technical personnel that could secure economic development in their territory, and the spread of formal education was very slow and marginalized. Access to basic education in Tanzania was scarce with wide inequalities in terms of race, religion and gender. Many primary schools had been established by Christian missionaries, hence providing Christians with favorable education access. In1947 under 10 percent of the school age population was enrolled in primary schools. At secondary level less than one percent and no female student progressed beyond the primary level (Cameron and Dodd (1970).

2.3.2 Educations After Independence

After independence racial discrimination in education was abolished. Equal opportunity

to education was the primary emphasis from the government. All children had equal opportunity of joining government school and all were getting support from the government. Education was closely related to the understanding of Tanzania as a poor, underdeveloped and with agricultural economy. The crucial purpose of education turned to prepare the young for working in a rural society all citizens for participation in free and democratic society. Nyerere in his book Freedom and Socialization (1968) pointed out that in 1961 there were 490,000 children attending primary school in Tanganyika, the majority going out up to standard four. In 1967 there were 825,000 children attending such school, this shows that discrimination on grounds of religion was brought to an end.

Education was made to inculcate a strong sense of commitment to the total community through the promotions of cooperative endeavor and creations of acceptance of the values appropriate for the future. The promotion of such characteristic and commitment was to be facilitated by integrating the school with their surrounding communities, thus turning them into both economic and educational institutions.

Following the Arusha Declaration in 1967, new agricultural based curriculum for primary school was introduced with a new policy of Education for self-Reliance (ESR). This encouraged school upkeep through income raising activities. The abolishment of school fees at primary level in 1973 was a key factor to support the expansion of primary education so as to achieve universal Primary Education (UPE) by 1989. In the Musoma Resolution of 1974 Primary Education was made

compulsory, universal and terminal, The education act was passed in 1978 which made primary enrolment and attendance between the age of seven and thirteen compulsory, the number of primary school pupils enrollment increased almost immediately after the Musoma resolution up to four fold during the 1970's and continued to rise until 1983. However the primary Education expansion did not match by a similar expansion at secondary level. The number of STD VII leavers admitted in secondary school dropped from 36 percent in 1961 to 19 percent in 1967 and 7 percent in 1980 (knight and sabot 1990).

Following a change in policy regarding restrictions on the Private//NGO sector in the mid 1980's prior to 1984. The percent of form I pupils in non government secondary schools rose from 7 percent in 1960 to 29 percent in 1970 to 43 percent in 1980 and 60 percent in 1992. The dramatic and rapid expansion at primary level together with the declining of national economic performance had detrimental consequences in terms of education quality. Structural adjustment program which included currency devaluation, reducing government expenditure, civil service retrenchment and privatization were the efforts to address the economic crisis. Due to these economic changes the education sector started to encourage private sector to invest in education. By the mid 1990's households faced rising costs at primary and secondary levels, low enrolment and high dropout continue to characterize the primary education system, and rising direct cost to households raised fears that enrollments may decline further (IDS and MOEC 1996). Although there has been strong government commitment to solving of the education sector (Primary Education Master Plan 1995a).

2.3.3 Education Sector Development Program

The Education sector Development Program (ESDP) is among the efforts of Tanzania Government in Investing in human capital as central to the quality of lives of Tanzanians. In 1998 an overall framework for the development of the education system was prepared to cover all education subsectors. It has five objectives

a) Expand access to primary Education,

b) Improve education quality at primary level,

c) Increase pupils retention and completion,

d) Improve Institutional arrangement and

e) Enhance capacity building for efficient and effective delivery of education services. (URT 2004).

This visionary plan with projections of up to 2010 when the country achieved 50 percent primary – secondary transition rate that many translate into having over 500,000 pupils joining secondary Education enrolment reaching above 2,000, 000 by 2010 compared to 345,000 in 2003.

The quality improvement component of the plan addresses the provision of high quality competence, required aptitudes and right attitudes in all subjects. Special attention is to be paid to competence in sciences, mathematics and language.

The system of Education in Tanzania is based on the 7-4-2-3 system: 7 years of primary school followed by four years of secondary school leading to ordinary level (O-level). From ordinary level there are two years of advanced level. In O-level

studies there is an examination in form two which make students who pass to continue in form three, and those who fail repeat the class. This has the aim of improving the performance of students after completing the two years studies of the advanced level. Students can join the University on average, a student can complete the Bachelors Degree for three years, although some major require more time up to four years.

Tanzania being among the poor countries in the world, it is only through education where the country can free people from poverty, ignorance and diseases. A Tanzania estimate of real gross domestic product growth rate is only 7% (CIA world Fact book 2013). This shows that Tanzania needs to put more efforts in education, educating its people so that can increase its social capital and have its economic status.

Despite a focus on Education the country's development strategies and the support of donors, universal primary education has not been achieved therefore, together with donors. The Government launched the Primary Education Development Program (PEDP) in 2001, where its aim was to ensure that all children have equal access to good quality primary education.

2.3.4 Structure and Status of Education System

Formal education in Tanzania Mainland is structured in the following order of study as it has been described in the diagram below. Each child who is not less than five years of age is eligible for enrollment for pre-primary education for a period of two years. Attendance is not compulsory. Government primary schools teach in Kiswahili.
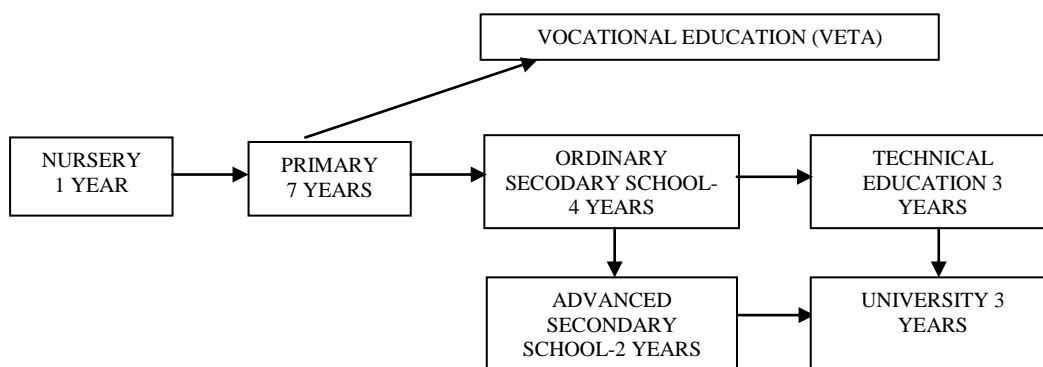
Figure 1.1: Structure of Education in Tanzania

A number of private schools with substantial attendance fee teach in English, it is compulsory for every child who has reached the age of seven years to be enrolled for primary education. In order to make all children have equal chance to attend Primary schools, the government in 2002 eliminated the primary school tuition fee in public schools, but families still pay for uniforms, testing fees and school supplies. Free tuition has led to a massive increase in the number of children enrollment in primary schools, from 4,839,361 in 2001 to 7,959,884 in 2006 to 8,410,000 in 2008.

This increase has not been accompanied by a proportional increase in resources for teachers, classrooms and books. The ratio of pupils to qualified teachers nationwide in 2010 was 54.1, which was 35% above the goal of 40.1. Every region exceeded the goal except for Kilimanjaro and Dar-es-salaam.   In 2006, the gross primary enrollment rate was 110.3% and the net primary enrollment rate was 97.8% the gross primary enrollment rate is the ration of the total number of students attending primary school to official primary school – age population. The net primary enrollment rate is the ratio of the total number of primary school age children

enrolled in primary school to the official primary school age population. These rates are based on the number of students formally registered in primary school and therefore do not necessarily reflect actual school attendance in 2000 57% of children age 5 -14 years attended school.

According to Rakesh Rejan (2004) there is no nation in the world which can have true development and democracy without education. Taking into consideration the importance of education the Government launched the Primary Education Development plan (PEDP) and the Secondary Education Development plan (SEDP).

2.4 Empirical Reviews and Research Gap

2.4.1 History of PEDP

The primary Education Development plan (PEDP) is perhaps the most ambitious attempt, after Universal Primary Education (UPE) drive in 1977 to affect primary education in Tanzania. PEDP goes beyond the aims of UPE, which was primarily concentrated on expanding access. PEDP is more comprehensive in its scope. In addition to addressing access, it includes an emphasis on improving the quality of teaching and learning, increasing funding available at the school level and making Institutional arrangements more democratic and transparent throughout the system. PEDP aimed to transform the nature of schooling in Tanzania and help ensure that every child is able to enjoy his or her right to quality primary education.

The ministry of Education and Vocational Training, in collaboration with the Prime Minister's office, Regional Administration and Local Government is responsible for

the implementation of PEDP. The Implementation of PEDP was the most significant Intervention in the primary education sector, in the last two decades. Education for Self-Reliance (ESR) Launched in 1960's, was a politically derived Intervention questioning the purpose, content and outcome of the education process. ESR set out a vision for Education Sector and linked it to the socio economic vision for the nation. PEDP, on the other hand appears to be an education technocratic project. It was developed to revamp primary Education in the country by addressing problems that had risen in the sector; it was a comprehensive, national five year (2002 – 2006) program. It focused on Interventions in primary education by increasing inputs into the sector, to bring about qualitative and quantitative improvement. The four main components of PEDP were; enrolment expansion, quality improvement, capacity building and strengthening institutional arrangements.

The program funded by the Government's own resources by a soft loan of USD 150 million from World Bank and by numerous other donors including the European Union, Sweden, Norway, Ireland Canada and others (URT Report 2003).

Tanzania is one of the poorest countries in Africa, it's per capital income, GDP stood at around US 300 in 2005 compared to sub-Sahara Africans Average of US$ 568 it is estimated that about 36 percent of the population are below the poverty line. Poverty is also more purulent among the rural areas where of 87 parents of the poor live although they account for 67 percent of the population. The UNDP'S 2006 Human Development Report ranks Tanzania 162 out of 177 countries.

2.4.1.1 Enrolment Statistics

The highest priority in PEDP was to increase overall gross and net enrolment of girls and boys (URT); 2001:4).PEPP aimed at having all the children between the ages 7 to 12 enrolled in standard one by 2005. In the Past, some parents failed to send their children to school due to school fees and other contribution that parents were required to pay.

To ensure that parental Inability to pay school fees was not a hindrance to accessing school, The Government decided to abolish school fees and all other mandatory parental contributions. In 2001 president Benjamin William Mkapa announced a removal of charges for primary Education (URT 2003. 10) and the same was reflected in Tanzania first Poverty Reduction Strategy paper (PRSP).

A multimedia Public Information Education and communication (IEC) Campaign was undertaken to sensitize all stakeholders about PEDP and its implications URT(2001.5). PEDP also aimed to ensure that all children from disadvantaged groups, AIDS orphans, are enrolled (URT 2001,5) however, it appeared to be no national strategy for ensuring that orphans and other marginalized children enroll and attend schools. PEDP Review of 2004 (URT 2004, 52) found that teachers and school committee members have very little appreciation of the need of "impaired" children. In some schools teachers indicated that some children with disabilities, especially the hearing and speech impaired and those with low mental capabilities were being denied enrolment because the school had neither the physical facilities nor the human capacities to handle such children (URT 2003, 68).

The number of children with disabilities who are enrolled in schools is small. National monitoring report of 2004 shows that there are only 8,181 boys and 5933 girls with disabilities who are enrolled in primary schools. No data on the total number of children with disabilities is available, though this is estimated by disability organization and the WHO to be about 10% of the population. In developing countries it is estimated that around 2% of children with disabilities attend school (Arbeiter and Hartley, (2002).

2.4.1.2 Distributions of Teachers

Allocation of teachers to councils was based on teacher pupil ratio (TPR), during the first year of the PEDP Implementation efforts were made to have a more equitable distribution of teachers and to reduce regional inequalities in TPR. All councils with teachers Pupil ratio of 1:50 were given the night to recruit teachers. (URT: 2002 6,8).

However a big inequality of teachers between urban schools and schools in remote areas was big where teachers are unwilling to be posted (URT: 2002a, 34, URT 2003, 20, URT 2004 a, 37) Better qualified teachers' also tend to be found in urban areas. The concentration of female teachers in most urban schools which proves a strong resistance for teachers to accept posts in rural schools (URT: 2004b, 47).

PEDP review of 2003 realized that there were no easy solution to the problem, which related partly to the lack of facilities, like houses especially in remote areas and inaccessible areas and Partly to the poor provision of incentives' to teachers (URT 2003, 20) it was also stipulated that the minimal school instruction week will be 20 hours of instruction time (URT: 2001, 6 – 7).

PEDP proposed that there should be an expansion in the number of teachers employed within the schools. In 2001 before the introduction of PEDP there were 105,921 teachers working in primary schools. (MOEC2003a). PEDP projected that there would be 137,071 teachers in schools by the end of 2006,representing an increase of 29% far short of the expected 67% pupils enrolment by the mid 2004.Figures show that the total number of teachers was 119,773, an increase of 13%from 2001.(MOEC.2004b). The National Monitoring Report of 2004 (URT.2004a) indicated a shortage of 57,640 teachers and pointed out that it was a significant challenge to the teachers training capacity which is 12,000 teachers per year.

2.4.1.3 Classrooms

The construction of classroom and other important building was funded through the investment Development grant which was managed by school committees. Thus has been a major success of PEDP to meet the expanded enrolment. Apart from construction of classrooms the government provided fund for construction of teacher's houses. PEDP stated that teachers' houses were to be constructed to provide incentives; especially to female teachers to work in remote rural areas (URT 2001, 7).

Approximately 30,000 new classes were constructed between 2002 and 2004,and 20,000 were still under construction (MOEC, 2004a).implies that the government was close to its target of building a total of 54,000 new classrooms during PEDP (MOEC,2001).

2.4.1.4 Quality Improvements

Primary Education quality improvement was the priority of PEDP (URT: 2001, 9) quality was to be improved through; improving teachers' teaching methods , make sure that good quality learning and teaching materials are available and ensuring the necessary support for maintaining education standards (URT: 2009).

2.4.1.5 Teaching Method

PEDP proposed to enable teachers to acquire, develop and use appropriate teaching styles that are academically sound, child friendly and gender sensitive. But PEDP review of 2003 found that teachers, head teacher ward education coordinators and district education officers lacked awareness of the child – centered and active leaning approaches (URT 2003.49) the review in 2004 (URT: 2004b, 37) argued that changing the culture of teaching and learning is a long term goal, but it is possible to find simple and practical ways to make teaching and learning an enjoyable and a productive experience for children and Teachers. Low adoption of participatory teaching and leaving methods among most college tutors implies that there is poor modeling for teacher trainees (URT 2004B. 43) Training of tutors through seminar and workshops assures that the knowledge; skills acquired during seminar will automatically be adopted and implemented. The quality of education depends mostly on the ability of the present teachers to manage the organization of the materials teaching and how actively engages the children in the learning process especially in the class. Kamwela (2000).

According to the available literature (e.g. Olekambine 1999, Masawe and Kipingu

2000,Rajan and Sumra 2003,and Aga khan Foundation 2004) pointed out that majority of teachers use lecture teaching method .This involves the teachers writing on the blackboard followed by some verbal explanations while pupils copying down the contents in their exercise books. Normally teachers ask simple questions as the way of clarifying the lesson. Pupils respond by been selected from a pool of those who raise their hands. Mostly, classroom teaching is teacher centered; children sit in rows where there is little interaction with each other. Pupils are simply recipients of what the teacher is transmitting.

2.4.1.6 Learning Resources

Resources were provided to ensure that schools acquire the required text books, it has the aim of reducing the pupil to book ration to 1:3 in 2002 and 1:1 by 2006, Although the ratio was not reached in 2002, the pupil – to book ratio improved and parents were reported to be happy with the trend (URT 2003, 43) In 2004, schools were allocated funds to purchase books and the system worked well (URT 2004b, 33). Again in order to improve the learning environments, schools were allocated funds to purchase desks. Nevertheless, the desk situation remained critical, of the total requirement of 1,897,253 desks only 549,083 desks were available (URT 2004b 28) of the total requirements 253,617 latrines, only 100,770 were available. The situation of water was even more critical; many schools had no water facilities either for drinking or for other uses. Schools were allocated a capitation grant of US 10 dollars per pupil per year (of which 4 dollars was for books and learning material). Schools were receiving the capitation grant but the disbursement was irregular (URT 2003.43).

2.4.1.7 Capacity Building

As a result of increased student enrolment the need for increased enrolment in teachers' Colleges were observed. To ensure that teachers got the appropriate pedagogical skills and knowledge, the qualifications, knowledge and skills of teacher training college tutors were to be upgraded (URT. 2001, 11 – 12) For continuous Professional development and the re- training of pre-service college tutors was developed by the Quality Improvement Technical working group and approved by the Basic Education Development Committee (BEDC) (URT; 2003, 47). Nevertheless, Review of 2004 found that 65% of tutors in Government teachers training colleges were under qualified. In order to recruit as many teachers as possible, the Government decided to reduce student training at the colleges from two years to one. In the second year, student's teachers were pasted to schools and were meant to receive on job training (URT 2003 .20). And get professional supports from the college, The District Education Officers (DEO's) office, inspectorate, ward education coordinators, and Head teachers. In practice student teachers received little support while in the field. Visits by college tutors were constrained by lack of funds from the Ministry of Education and Culture and lack of or inadequate transport. As a result hurried visits were organized with the result that financial accountability, rather than the professional development of teachers become the priority (URT 2004b.41) Both the 2003 and 2004 review report state that experienced teachers do not mentor the student teachers adequately (URT 2003, URT: 2004b 41).

2.4.1.8 Management and Governance

Training was to be provided to head teachers, school committees, ward education

coordinators, Inspectors and Local Government authorities, region and National, staff (URT: 2004b, 12), This has the aim of improving management capacity at various levels. To accomplish this several activities were planned to strengthen management and Governance, these were

- Extending to all schools the concept of and skills for whole school Development planning (URT: 2001, 5).

- Ensuring that school committees are gender balanced, democratically constituted and Inclusive of all key stakeholders (URT: 2001, 13)

- The issue of HIV/AIDS, gender and governance will be maintained into all management training(URT: 2001, 13),

- School Committee to be provided with training regarding their new roles and responsibility (URT: 2001, 13).

2.4.1.9 Financial Management

At the school level funds intended for the schools were reaching the targets and achieving the objectives of improving the quality of education through provision of more classrooms, desks. Latrines, text books, and other teaching and leaving materials (URT: 2004a, 27; URT 2004, 12) in order to manage this fund and to deal with new financing mechanisms under PEDP there was a need to develop financial capacities at various levels.

2.4.1.10   PEDP Institutional Arrangements

The Institutional arrangements stipulated in the PEDP have been articulated to under pin the local Governmental Reform Program (LGRP). LGRP is the mechanism for

decentralization and devolution of power to local levels to ensure service delivery. PEDP aimed at supporting the development of capacity of personnel and structure at the local level to enable them participate In the comprehensive planning and delivery of higher quality primary education services (URT: 2001, 4) Coordination between councils and schools has been good, and in spite of the change of role, PEDP has successfully ensured that schools have books, new buildings and functioning book accounts, the management of money at school level was impressive (URT:200B, 11).

2.5   Underlying Assumptions

The underlying assumption of this study is that any improvement in classes built, trained teachers, training material, the quality of education will be improved thus the country will get well trained labor force and this improve different sectors both Government and private which eventually improving social or community well being

Policies for better quality:
- Learners
- Teaching and learning
- Better schools
- Better teachers
- Partnership

QUALITY EDUCATION
- Effectiveness
- Efficiency
- Equality
- Relevance
- Sustainability

Factors that determine quality education
- Cognitive achievement
- Teacher qualifications and motivation
- Pupil/teacher ratios
- School effectiveness
- Years spent in school
- Instructional time and Education spending.

Common Quality Concepts
- Process based approach
- Customer based approach
- Continuous improvement model

Variables that influence teaching and learning processes
- Learner characteristics
- context
- Input
- outcome

Figure 2.2 Conceptual Framework

Source: Education Quality Research Program Consortium (EdQual RPC) - Implementing   Education Quality in Low Income Countries: www.edqual.org.

In an attempt to establish research thought patterns, this section provided a comprehensive framework for understanding, monitoring and improving education quality. The concept is adapted from a paper - *Implementing Education Quality in Low Income Countries* by *EdQual RPC Graduate School of Education*. It outlines how quality education is shaped by the entire design of the education system. It established what elements need to be incorporated in the formulation policy so as to ensure quality education and its adaptability to the constantly changing nature of global patterns.

2.6   Policies for Better Quality

On examining the key policy options for improving the teaching and learning process, emphasis is placed on school effectiveness. Areas include: learners, as they are at the centre of teaching and learning, better teachers, better schools and build partnerships.

2.7   Variables that Influence Teaching and Learning Processes

The different variables influencing the processes of teaching and learning contained in the framework are: learner characteristics, context, inputs and outcomes.

2.8   Factors that Determine Quality of Education

There are multiple factors that determine education quality. These are: cognitive achievement, teacher qualifications and motivation, pupil/teacher ratios, school effectiveness, years spent in school, instructional time and education spending.

Therefore in this framework, the study review key notions of education quality,

referring to key academic texts. World Bank and UNESCO document (2005). The approaches to education quality reviewed, covers the three main educational goals that Chitty (2002) identified, namely:- human fulfillment, preparation for the world of work and contributing to social progress and social change. We have identified five key dimensions of quality: - effectiveness, efficiency, equality, relevance and sustainability. These five dimensions can serve as a basis for analyzing the quality of educational innovations aimed any aspect of the education system (e.g. policy changes, national administration, local administration, classroom interventions) to conceptualizing quality.

The relationship between the variables is that improvement of the communities development depends much on the education provided in schools, and how the process of accessing education to all people which also include increasing awareness to different countries such as business and agriculture. Traditional education prepared a person to adapt in the environment and gives a person skills and ability to identify his or her responsibility in the society to become a productive individual and has no end. Nyerere (1968).

2.9   Research Gaps

In considering the literature above, large number of children with the age of joining standard one were not enrolled, PEDP Review of 2004 states that a large number of 7 years old are not enrolling in standard one. There are 630.821 children between the ages of 7- 13 who are not in school (URT: 2004b, 25).

The number of children with disabilities who are enrolled in schools is small. National monitoring report of 2004 shows that there are only 8,181 boys and 5933 girls with disabilities who are enrolled in primary schools (2004a, 15) No national data on the total number of children with disabilities is available. It is evident that in developing the education sector, policy makers have been careful enough to design programs and provide a framework for the translation and implementation of national policy. In doing this, inference has been drawn from various external sources. Consideration has as well been given to the practical situation of the education sector in the country.

However most of the literature attempting to monitor and evaluate the program, after exploring the objectives and strategies employed in the implementation of the program, have been guided in their studies to conclude in the affirmative as far as the program achievements are concerned.

 Nevertheless the successes have clearly been mainly quantitative, showing a visible increase in the number of schools, enrolment, classrooms, with the exception of the variation noticed in the academic performance of students.

This study therefore identifies a need for an in-depth investigation of the qualitative result of the program on the general state of education in the country. Despite the fact that Tanzania has done a commendable job as far as increasing the school enrollment rate is concerned, the quality of education remains uncertain and the country is called on to focus on improving it. This is evident as expressed by the World Bank Director

for Human Development – Africa Region RitvaReinikkain (The Guardian Newspaper, 2013) that "students are not receiving their lessons well due to poor learning environment. The problem is not just with some of the teachers, even the teaching methodology is fault.

The country has a long way to go in raising classroom standards. A document issued by the Ministry of Education on Tanzania beyond Tomorrow initiative says, "Up to 20 students share a textbook and reference books in some schools. Libraries, teaching and learning aids are extremely in short supply, while the curriculum was last updated in 2005". The document adds that the average student to classroom ratio is 4, but ratios of up to 100 students per classroom are common in the country. In this kind of situation interactive learning and individual attention from teachers is impossible due to class sizes". Classrooms are therefore so overcrowded, which challenges the few teachers Tanzania has to maintain a calm learning environment.

There is need to evaluate and provide information to indicate whether the PEDP program made an impact both quantitatively and qualitatively as is intended and clearly stated in its main objective. Therefore, this study aims at identifying the contribution of PEDP to Access and Quality of Primary Education in Arusha City.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the overall area of study, research approaches, research design, study populations and sample and sample size. This chapter is also subdivided into sub sections such as sampling techniques, sampled schools, and methods employed in the process of the data collection, analysis and presentation, validity and reliability of instruments and the methods of analyzing the data.

3.2   Area of the Study

Arusha City is in Northern Tanzania and the capital of the Arusha region with a population of 416,442 plus 323, 198 in the surrounding Arusha City (2012 census). As of 1994, Arusha City was the wealthiest city in Tanzania with 91,024 Tanzanian shillings. As of 2002 the population of the Arusha City was 282,712. The Arusha District is administratively divided into seventeen wards. Baraa, Daraja mbili, Elerai, Engutoto, Kaloleni kati, Kimandolu, Lemara, Levolosi, Ngarenaro, Olorien, Sekei, Sokon 1, Sombertini, Terrat, Themi and Ungalimited. Is the district where the Arusha declaration announced. And carries the history of Tanzania.

The Primary Education Development Program was a national policy aimed to bring good quality primary education; referring the 2014 Primary Education Leaving Certificate examination results in Arusha Region, were not good as it has been indicated in the table below.

Table 3.1: National Standard Seven Examination Results for Some Government Schools 2014

Name of School	Position Nationwide	Total Primary School in Tanzania
Terrat	10463	15867
Olbak	10271	15867
Ilengijavi	11459	15867
Mungushi	12600	15867
Enjoro	11754	15867
Lamoloki	10831	15867
Losinon	11795	15867
Okokola	13041	15867
Olchorovusi	10647	15867
Mlangalini	13583	15867
Elkisongo	12183	15867
Engutukoiti	15425	15867

Source (NECTA, 2014)

The table above shows the performance of some of the schools from Arusha region, these results are generally good. Total numbers of primary schools sat for the national examination were 15867. Taking an example of ENGUTUKOITI Primary school, it was almost the last, since it held a 15425 position out of 15867.and the rest of the schools were under 10 thousand positions wise as it can be observed in the table above. These results attracted the researcher to make a study in one of the district in Arusha regions to find out the Contributions in access and Quality of Primary Education Development Program in Arusha.

Figure 3.1 Geographical Location of Arusha City

Source: RAS 2015

3.3   Research Approaches

This study used the mixed approach that means qualitative and quantitative approaches. According to Kombo and Tromp (2006) using of mixed methods maximize the strengths and minimize the limitations. The using of mixed methods allowed each approach to contribute knowledge to the understanding of the research problem than a single method design. Although the study used mixed approach the dominant approach was qualitative approach because it provided descriptive accounts targeted to understanding a phenomenon using data that were collected in a variety of ways such as interviews, observations, questionnaires and documentary review.

The study used both qualitative and quantitative approach; these were the ideal method because of the need to present a descriptive and explanation of the situation of the current problem.

3.4   Research Design

The design of the study based on descriptive and diagnostic research. According to Kothari (2004) the descriptive research studies are those concerns with describing the characteristics of a particular Individual or group, where as diagnostic research studies determine the frequency with which something occurs or its association with something else. Owiso (2001) defined descriptive research as a scientific method of investigating in which data are corrected and analyzed in order to provide description and explanation about the current status of a problem.

3.5   Study Populations

Best and Khan (1998) defined population as a group of individuals who have characteristics in common that are of interest to the researcher. In this study, the populations of Interests were the primary schools and the community in Arusha City in four selected wards namely Elerai ward, Levolosi ward, Sombetini ward and Ngarenaro ward. The population included both women and men of different ages. There were a total of 300 respondents
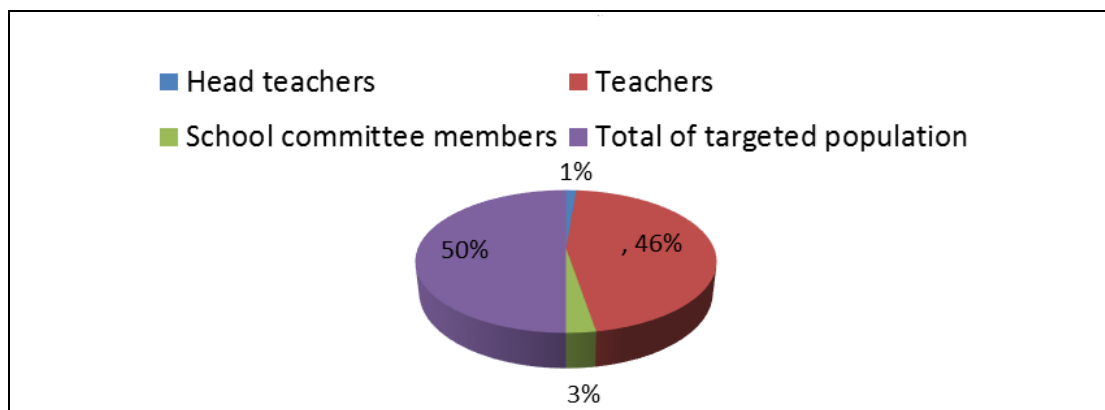
Figure 3.2 study Population

3.6   Sample and Sample Size

A sample is a group of respondent drawn/ taken from the target population from which the researcher is interested to get the information. A small representative part of the population is selected for observation. The sample size refers to the number of respondents for each group to be involved in the study drawn from the population. Best and Khan (2006). According to Kombo and Tromp (2006), sampling is the procedure which a researcher uses to gather people, places, or things for the study purpose. In this study a sample of 8 public primary schools was selected. The sample included teachers, head teachers and school committee members.

Table 3.2: Sample and Sample Size

Category of the participants	Actual Respondents			
	Males	Females	Total	%
Head Teachers	7	1	8	3.4
Teachers	19	200	219	92
School committee Members	1	1	9	3.8
DEO	1		1	0.4
WEC		1	1	0.4
Total				100%

3.6.1 Sampling Techniques

Sampling techniques refer to the process of selecting the participants of the study in a sample from the population, Ary et al (1996). Due to financial resources and time limitations it was difficult to take the whole population in the study, therefore the representative sample was selected.

This research used the multi-stage sampling where the sampling process started by randomly selecting the school and then each group were stratified into 5 categories as distributed in table 3:2 above. A stratified sample is preferred to be used since is free from biasness; it takes into account significant strata levels of population considering important to the investigation.

3.6.2 Sample Schools

Eight primary schools from 4 wards within Arusha city were randomly selected to be included in the sample. The names of 48 schools were written altogether on pieces of paper and then eight papers were picked to make a sample of the eight schools. Arusha city has a total of 48 government primary schools with a total of 1528 teachers. 226 are Males and 1302 are Female among these only 8 schools which is

equivalent to 17% and 279 teachers equivalent to 18% were sampled for study (District Education Officer 2015).

3.6.3 Head Teachers

Because of their positions, roles and relevance (managers and leaders, who are responsible in daily running of the school) to this study; head teachers of the eight (8) primary schools were included in the study by virtue of being the heads of the selected schools.

3.6.4 Teachers' Sample

Teachers were selected to be included in the sample through simple random sampling by gender. The process was that teachers from each school were divided into two groups – female and males. Equal size papers were cut to match each group of teachers. From each group one piece of paper was written *pick me* for male and female respectively. The remaining pieces of papers were written *do not pick me* All papers were rolled to hide their identity. The container for each group was shaken thoroughly. Each teacher was asked to pick one piece of paper for females and males respectively. Those who picked *pick me* were sampled. Those who picked *do not pick me* were not included in the sample.

3.7   Variables and Measurements

Primary, secondary and documentary information were collected to accomplish this research. In finding out to what extent do PEDP have contributed to education in Tanzania the research assess how enrollment in primary school before and after

PEDP, the ratio of teachers to students, availability of teaching and learning materials, Number of pupils in a class, number of teachers before and after PEPD and equality in accessing education, that is the ratio of girls and boys in a class/ school.

3.8   Types of Data

Data collection instruments refer to the tools that a researcher uses to collect reliable and valid data from the field (BEST and Kahn, 2006).

The research employed various techniques of data collection which are interview, questionnaire, focus group discussion and documentary review .The main purpose of using these instruments is to provide validity and reliability of information obtained from the different sources (Martella, et al, 1995). The use of different instruments helps to crosscheck the authenticity of the gathered data. Two types of data were collected in this study, Primary and secondary data. The methods of collecting each data are described below.

3.8.1 Primary Data

Primary data are referred as the original data which were collected by the researcher himself for the purpose of inquiry. These are collected specifically to address the problem in question and are conducted by the decision maker, a marketing firm, a university, or extension researcher. They are collected fresh and for first time and these happen to be original. (Kothari, 2006). They are originally obtained through

direct effort of the researcher. In this study were collected through interview, observation, Focus group discussion and questionnaires.

3.8.2 Secondary Data

Secondary data are referred as second hand data, these are those which have been collected by other persons and then passed through statistical mean at least once (Rwegoshora, 2006). They provide the basis for comparison for the data that is collected by the researcher, saves time since they are ready documented. Helps the collection of primary data to be specific as the researcher is able to identify the gaps and deficiencies and decide on the additional information's to be collected the secondary data in this research were collected from other researchers through books, research reports and Journals.

3.9 Methods of Data Collection and Instruments

3.9.1 Interviews

Enon, (1998) defines an interview as a purposive conversation usually between two people but sometimes it involved more. Oxford Advanced Learner Dictionary (2001) explains that an interview is a formal meeting at which somebody is asked questions to see if he/she is suitable for a particular job or course of study at a college or University. The Interview method of collecting data involves presentation of oral Verbal stimuli and reply in terms of Oral verbal responses. The Interview method of collecting data was used to help the interviewer to get more information's which would be impossible to get them if another method was used.

Through Interview, ideas and opinions of other people apart from the ordinary community were collected, the objective of using this method is to collect information about unknown facts and get a chance to observe things within the school, and face to face interview was used to collect data from heads of schools and some parents. This had a list of questions to ask the interviewee who answered them; the same was used to collect data from education officers.

3.9.2 Observations

The method gives the researcher a chance to witness things for further scrutinizing the real situation of the matter in question. Observation method was used to collect data from the field; where by the researcher got information through direct observation from the field without respondent (Rwegoshora, 2006). During observation a simple observation was made in natural surroundings and the action that taking place in their natural course without influence, controlled guidance from external agencies (Regoshora, 2006) this method was used in collecting primary data, Interview meetings and focus group discussion, were used in Investigating whether the school environments are conducive for pupils' to learn. It was used in observing whether students in classes have chairs and tables.

3.9.3 Focused Group Discussions

Focus group discussion is a method for data collection that involves interviewing group of people together rather than individually as an interviewer becomes a facilitator of discussion (Veal, 1997). According to Kombo *et al* (2006) identified that, the focus group discussion involves discussion of issues on specific topics

Focus group Discussion method was used to get detailed information on concepts, perceptions and ideas of teachers, it involves organized discussion with a selected group of individual to gain information about their views and experience of a selected area. Rwegoshora (2006) defined focus group discussion as a structured group process used to obtain detailed information about a particular issue. This method is used to collect general information about various issues existing in a community. A group of teachers made and question be imposed in order to make teachers, and other stakeholders be involved in the discussion.

3.9.4 Documentary Sources

Secondary data collected were used to supplement collected data through primary sources. Valuable information was collected from published and unpublished literature. Published literature included different dissertations, books, internet, journals and newspapers. Unpublished literature included reports from ward and district offices.

The methods used to get the secondary data were, text books, village report files, and other profile report were used to get the information. This method helped the researcher to get data concerning with the population, administrative setup of the district, different plans set by the district to improve the situation and theories in which the solution based on. The documentary sources can identify the opportunities they have which can be used to improve the student's welfare and also the information provides a clear understanding of the school in question.

3.9.5 Questionnaires

The word questionnaire is defined as a written list of questions that are answered by a number of people so that information can be collected from their answers. Kombo *et al.* (2006) notified that, the questionnaire is the most appropriate tool as it allows the researcher to collect information from a large sample with diverse background; the findings remain confidential, save time and since they are presented in a paper format and there is no opportunity for bias, Questionnaire is a tool which uses a set of questions for collecting data, the tool refers as a device for securing answers to questions using a form which the respondent fill in, Rwegoshora (2006). It is useful for collecting information from respondent in the shortest possible time. The method used in collecting various data from teachers with the intention of collecting more information from respondent scattered in schools, and collect reliable and dependable information since is useful for collecting data within a shortest time possible, the questionnaires was designed and presented to teachers for them to fill.

3.10 Data Analysis Procedure

 According to Kothari (2008), data analysis is defined as the process which is used to analyze the information gathered and compiled from the field which implies coding, classification and tabulation. In this research data analysis process was made to guide the compilation of data obtained from the field. Data were classified according to attributes and variables. Classification of data is the process of arranging things in groups or classes according to differences and similarities. The process gives expression to the unity of attributes that may submit among the diversity of individuals. After classifying the data into groups then were tabulated by arranging

them in a logical order. Using the statistical package for social science (SPSS), the data were arranged in column and rows, and then were qualitatively analyzed using tables,   and measurements of central tendency. Tabulation is the process of summarizing raw data and displaying the same in compact for further analysis.

3.11 Ethical Considerations

In this study prior to data collection the researcher ensured the following factors; First, approval from research supervisor about quality of the proposal. Second, the research clearance was sought from the Open University of Tanzania, Arusha City and Administration Secretaries. Informed consent was sought from head teachers and teachers. Likewise, during the entire research process, confidentiality was adhered to. All information collected were confidential and used for the purpose of this study and without attaching identity of individuals, who provided the information.

3.12 Reliability and Validity of the Research Study

3.12.1 Reliability

According to Last (2001), reliability is the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. In this study, questionnaires were well tested by other researchers, paying attention to the wording of the questions (the pilot survey and experts judgments were utilized to ensure good wording), correct coding and good appearance and friendly manners of the interviewer.

On the other hand, the interviewer had the same citizenship as the interviewees,

although his gender may have affected response rates, or the freedom of female respondents to express their opinion. Also reliability values were increased as test length increased.

3.12.2 Validity

According to Last (2001), validity is the extent to which the instrument measures what it is supposed to measure. For example, a test that is used to screen applicants for a job is valid if its scores are directly related to future job performance. Validity is the quality of the data-gathering instrument or procedures that measure what is supposed to be measured (Best & Khan 1998). The validity was ensured through checking the content validity where several questionnaires were supplied to the community members and key information's so that they could check the readability and clarity. The font size, length of questions and specificity were rectified.

However, face validity was improved through being checked by the fellow graduates and supervisor checkup through all parts before data collection. Also, the criterion-related validity was improved through pre-testing the instrument and comparing the answers and the real situations. So the validity and reliability were ensured through two major ways.

First, all data collection instruments were piloted. The information gathered helped to refine the instruments and iron out any ambiguities. Second, the instruments were discussed at various levels constituting research experts. Their input helped to modify the questions that seem irrelevant to the study. Finally, comments from the

supervisor and colleagues in the master program also helped to refine the instruments.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents the findings from the analysis and interpretation of the research findings. The data were collected from various sources as pointed in chapter three. Key participants of this study were head teachers, teachers and school committee members. The data were analyzed to provide the information to the set specific objectives of the study. The chapter is comprised of the assessment of the teaching and learning environment prior and after PEDP, performance level of standard seven leavers before and after PEDP enrollment level of class one pupils before and after PEDP. Additionally the chapter presents the major challenges faced the PEDP during implementation of the program.

4.2 Gender Distribution of the Respondents

Based on the categories of the targeted sample the frequencies of the gender were presented in Table 4.1 below. The sample size of 236 was involved in the study. However, various research instruments were applied in obtaining the data from the categorized groups. The study comprised of 32 males while females were 204. This implies that gender distribution was highly observed though in primary schools there was great number of female teachers than male teachers.

4.3 Knowledge of PEDP

The objectives of PEDP are not well understood, especially at the community level.

Many people do not know what PEDP is and what it is trying to achieve. The evidence from the DBSPE Mainstreaming Report, (July 2002) and other newspapers reports also corroborate this finding. It appears that PEDP has not been adequately "marketed". The sensitization of the stakeholders to have been done through a concerted information, education and communication (IEC) campaign appears not to have been very successful. The material generally fails to provide adequate practical information or provide answers to the concrete questions being asked by many in the community.

In order for people to get information this program needs to be explained and discussed. School Committees and ward education supervisors who are to play such an important part in the implementation of PEDP have not received the necessary support to enable them to provide the leadership at the street and village levels.

4.4   Teaching and Learning Environment Prior and After the Program

4.3.1 Classrooms Infrastructure

Regarding on how was learning and teaching environment was taking place prior and after the PEDP specifically on classrooms situation, the study revealed that there was an increase in number of pupils enrollment in schools which resulted a big shortage of classrooms this forced the program to construct new classrooms to match with the number of pupils enrolled in class I. An increase in number of pupil's enrollment in school resulted in shortage of classrooms this forced the program to construct new classrooms to match with the number of pupils enrolled in class I. This

is highly related to the literature review that the Tanzania Government intended to construct 54,000 new classrooms during the program. (MOEC, 2001).

Table 4.1: Classroom Status for the Eight Sampled Schools

School	Number of Students	Classroom before PEDP	After PEDP	Shortage
Levolosi	1078	20	23	Extra 2
Mwangaza	1400	5	17	14
Ngarenaro	2102	20	26	20
Burka	1207	23	23	4
Osunyai	2594	NIL	28	29
Azimio	825	2	7	9
Elerai	1547	NIL	16	18
Sombetini	2529	16	19	37

Source: Field Research Data 2015.

From the collected data, the results show that in eight primary schools where the study was conducted, 46% of the total classrooms were constructed through the primary Education Development program. Among the eight primary schools under study, four schools were constructed under PEDP, these are Mwangaza which was divided from Ngarenaro primary school, it started with 5 classroom inherited from Ngarenaro primary school and 12, which is equal to 240% of the total classrooms were constructed by PEDP. Mwangaza primary school has a total of 17 classrooms to date equivalent to 54%. Osunyai primary school is also a result of PEDP where a total number of 28 classrooms were constructed by PEDP. The school was opened after Sombetini primary school been overloaded by pupils.

Azimio primary school was also divided from Burka primary school and it started with only 2 classrooms, the other 7 classrooms were during by PEDP. Elerai primary school which stated in 2002 has a total number of 16 classrooms, which were

constructed by PEDP. The school also was opened due to an increase enrolment of students at Burka primary school.

Apart from good number of classroom built in old school and the establishment of new schools, data shows that there is still a shortage of 132 classrooms in the eight primary schools which are under this study, as it has been indicated in Table 4:1:1 above.

4.3.2 Availability of Desks

The study intended to learn whether there were a good number of desks in sampled schools. The study revealed that, In order to improve the quality of education different factors were to be considered. Among these factors is availability of seating facilities (desks) that makes learning environment supportive. The sampled schools under the support of PEDP provided desks to students to easy teaching and learning process.
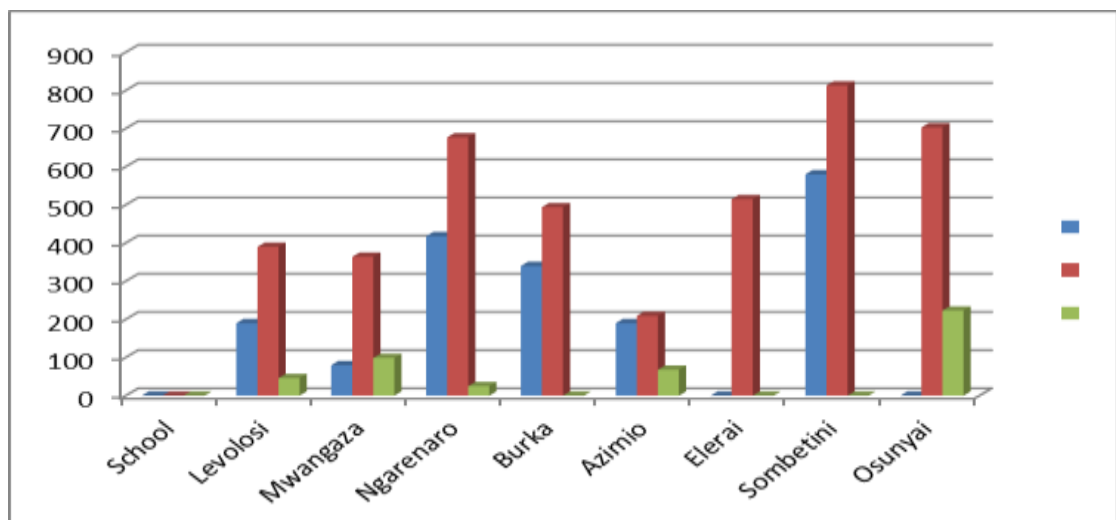
Figure 4.1: Number of Desks in Surveyed Schools

Source: Field Research Data 2015

However, an interview conducted in one of the sampled primary school, one of the teachers had this to say,

> *To be honest PEDP has led a great number of pupils to be enrolled, but there are positive and negative impacts .The Negative impacts are such increase on enrollment thus resulted the shortage of desks. This shortage made three (3) pupils to sit on one desk. This made their handwriting to be poor and not much readable. (Field data)*
> Additionally,

An observation made to one of the sampled primary schools revealed that some pupils were not concentrating in their lesson while teacher was teaching, they were pushing each other to get better position to sit comfortably, this means that there is a great shortage of desks despite of the PEDP

Table 4.2: Latrine Ratios for the Eight Sampled Schools

Name of the School	Number of Pupils	Number of latrine pits	Ratio
Levolosi	1078	41	1:26
Mwangaza	1400	20	1:70
Ngarenaro	2102	22	1:95
Burka	1207	24	1:50
Azimio	825	10	1:83
Elerai	1547	8	1:193
Sombetin	2529	32	1:73
Osunyai	2594	43	!:60

Source: Field Research data 2015

The study intended to learn the current number of pit latrines and the ratio in the sampled schools.

The data in the Table 4.2 and Figure 4.2 show that there is a big shortage of pit latrines in primary schools. The required ratio of a latrine hole to students is 1:25 for

boys and 1:20 for girls. The data in the table below shows that the ratio goes up to 1:193, although the ratio has been calculated without considering the gender ratio but still is very high.
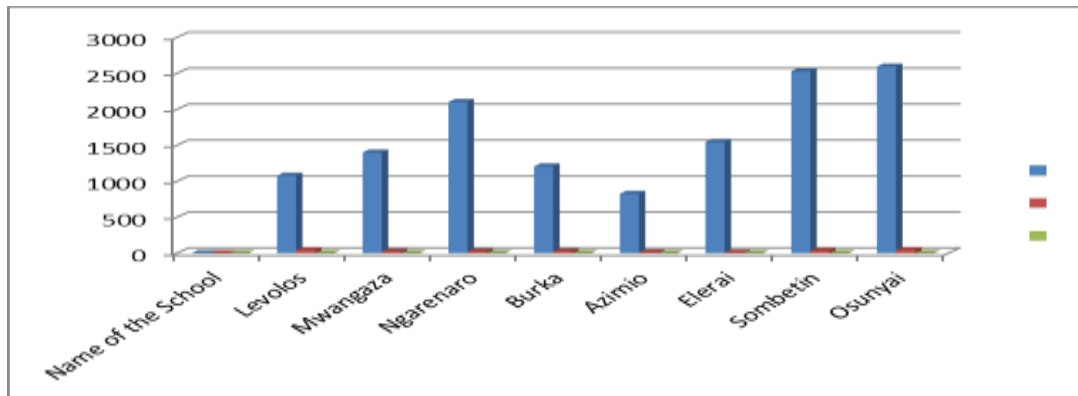
Figure 4.2: Number of Latrines in Eight Sampled Schools

The situation is not good for students in all the sampled schools. The study shows that only one school which the ratio 1:26. According to the data mentioned above, there is a great possibility for both girls and boys to acquire several diseases such as Urine Tract Infections (UTI) and other related diseases. According to the interviewee, Lack of such important infrastructure can lead to increase of truants despite the efforts made by the PEDP in Arusha City.

4.4   Enrollment Statistics for Class One During and After the PEDP

The highest priority of PEDP was to increase overall gross and net enrolment of both girls and boys regardless of status of the individual. (URT, 2001**).**

Researcher sought to find out the trend of enrolment of class one pupils during PEDP. The analysis of the data from the field Indicates that there is an increase of pupils during implementation of the program.

Table 4.3: Trends of Enrolment in Standard One

Year	2003	2004	2005	2006	2007
Levolosi	104	112	109	120	122
Mwangaza	82	96	96	102	101`
Ngarenaro	150	211	200	190	204
Burka	130	134	140	129	139
Elerai	110	108	119	132	138
Sombetini	208	210	219	217	220
Osunyai	206	218	232	218	238

Source: Field Research data 2015

The analysis of the data shown above indicates that there is an increase in pupil's enrolment in every year. An increase of number of pupils in the sampled schools led great demand of teaching and learning materials, classrooms and other scholastic materials .Introduction of the Primary Education Development Program also resulted some schools to divided to suite favorable teaching and learning conditions. The analysis shows that the schools which were divided ware Mwangaza primary school was divided from Ngarenaro Primary School.

However, Finding from the study revealed that there was also an increase of number of girls in primary schools.

Table 4.4: Ratios of Boys to Girls in Sampled Schools

School	No of boys	No of girls
Levolosi	507	571
Mwangaza	600	800
Ngarenaro	1056	1046
Burka	590	617
Azimio	394	431
Elerai	773	774
Sombetini	1248	1281
Osunyai	1260	1334

Source: Field research data 2015

The data show that the number of girls in schools which were studied is 51.6% and the number of boys is 48.4%. The data has an implication that PEDP has done a lot in sensitization of parents to send girls to school. It has been projected that the trend of increasing enrolment in primary schools is expected to continue toward the end of PEDP. The increases in overall enrolment ratios have been very positive under PEDP it was established that girls are lagging behind in both GER and NER. In fact, the gender parity ratio has been declining from 2003 to 2008 respectively.
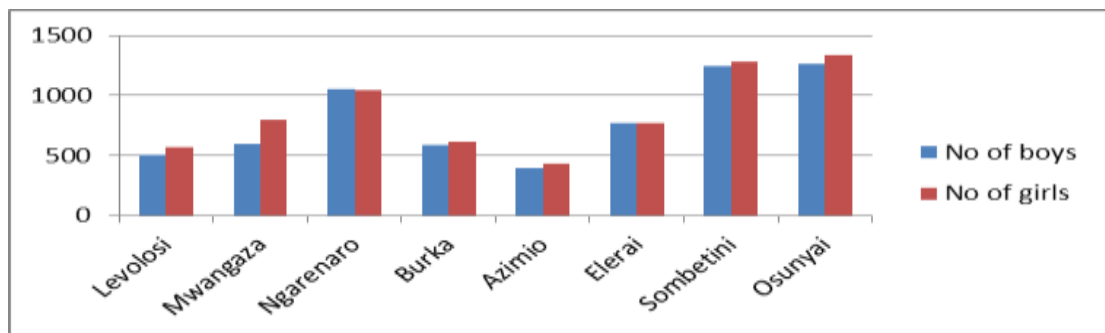
Figure 4.3 Ratios of Boys to Girls in Sampled Schools

Figure 4.3above shows the enrollment statistics for the sampled schools. It can be seen clearly that the general trend of enrollment has been increasing as per above observations at the district level. The objective of PEDP was to ensure equity in education and access is available. Table4:1:6 further indicates that there has been a continuous increase of enrollment of students for the sampled schools where the data were obtained. It was established that there is almost equal enrollment of boys and girls in Elerai Primary school for 773 boys to 774 girls.

It is certain that the increase in enrollment is mainly due to expansion of infrastructure and increase of teaching and learning materials for the schools under

study. For the eight schools the enrollment is very high as they are close to Arusha
City which is densely populated. Through questionnaire a member of the school
committees revealed that more students are currently enrolled in primary schools and
thus it does not cope with the educational facilities available. The member pointed in
Kiswahili that:

> *"PEDP ilikuwa na uwezo wa mkubwa wa kuhudumia lakini ongezeko la*
> *wanafunzi wanaoandikishwa ni kubwa mno. Hivyo PEDP imeshindwa*
> *kukidhi matarajio ya wanafunzi na wadau wa elimu" (response from*
> *study interview)*

Translated as:

> *"PEDP has a capacity to offer facilities that equip education, but due to*
> *the increase of big number of pupils PEDP failed to meet aims of pupils*
> *and education stakeholders"*

4.4.1 Allocation of Teachers

The study intended to find distribution of teachers in Arusha City. According to the
literature review, PEDP intended to recruit many teachers to bring a ratio of
1:50.That means one teacher to fifty pupils. (URT 2002a).The finding shows that
major problem that the country had been facing in education sector is the lack of
enough and qualified and competent teachers in rural areas. Additionally, In order to
improve the pupils' performance, the human labour is very important in schools.
Having competent and a considerable ratio of teachers and pupils will make the
whole teaching and learning process to be efficiency and effective.

Learning from the Table 4:1:5 below indicates that, Most of the schools under study
were observed to have a good number of teachers; although most of them are female
teachers, this implies that, urban schools have many teachers regardless of gender

issues. An interview conducted depicted that the concentration of teacher in urban and city areas it is because of push factors. The analysis of the finding revealed that the sampled schools extra teachers.

Table 4.5: Allocation of Teachers in Sampled Schools

	Male	Female	Total	Extra/Shortage
Levolosi	5	34	39	Extra 16
Mwangaza	1	35	36	Extra 5
Ngarenaro	2	53	55	Extra 8
Burka	4	38	42	Extra 15
Azimio	3	25	28	Extra 10
Elerai	4	44	48	Extra 13
Sombetini	3	45	48	Shortage 8
Osunyai	3	40	43	Shortage 14

Source: Field research data 2015

4.4.2 Qualifications of Teachers

The study sought to seek qualification of teachers in the sampled schools.It is vividly that, the qualified teachers are very important for the good delivery of the materials and handling of the characteristics and behavior of pupils. Good teaching is about motivating students not only to learn but also teaching them how to learn and doing so in a manner that is relevant, meaningful and memorable. Qualified teachers are able to treat their students as consumers of knowledge; they can bridge the gap between theory and practice, and assist practitioners and liaising with their communities. A knowledgeable teacher is able to elicit response and develop the oral communication skill of the students and push students to excel and at the same time being human, respecting others and being professional at all times. They know where they need to b and when. Caring, nurturing and developing minds and talents is one

of the responsibilities of qualified teachers. The Table 4:1:6 below show that the teachers in the schools under study have the required qualifications.

Table 4.6: Teachers Qualification

School	Certificate holder	Diploma holders	Degree holders
Levolosi	36	1	2
Mwangaza	28	5	3
Ngarenaro	46	6	1
Burka	38	1	3
Azimio	24	2	2
Elerai	44	3	1
Sombetini	44	2	2
Osunyai	40	2	1
Total	**300**	**22**	**16**

Source: Field research data 2015

The analysis of the finding from Table 4:1:6 above shows that 89% of the teachers in the sampled schools are certificate holders, 6.5% are diploma holders and 4.5% holding a first degree in education. This implies that all subjects are taught by qualified and knowledgeable teachers. All have the teaching methodology and able to use variable strategies for pupils to understand.

Respondents through questionnaires acknowledged that there has been an increase in the staffing levels in all eight schools since the introduction of PEDP. One of the teachers who were part of those interviewed mentioned that:

> *"PEDP has improved the quantity of teachers, students and buildings rather than the quality of education"*

4.5 Trends of Academic Performance

From the previous subsection it has been pointed that the enrollment had been increasing from year to year. One of the aims of PEDP was to raise the standard of

students' academic performance in the whole teaching and learning process. The Table 4:1:7 below show statistics of performance for eight schools under study. From Table 4:1:7 below shows the level of performance in four different years. The years in which data were collected are as follows, these are 2001, and 2002. The other two are recent years 2013 and 2014.The aim of collecting data in different years was to make comparison of the general performance during PEDP and after PEDP .The table also shows the analysis of total number of students sat for the final standard seven examinations on the basis of gender. Additionally.

The table shows the percentage of number of pupils passed the examinations indicated by gender. Learning from the Table it can be seen that the pass rate had been increasing. This revealed that PEDP had effects on academic performance and it match with the intended objective of academic performance.

Table 4.7: Trends of Academic Performance Level

Year	Total no of students sat for class vii examinations		Total no of students who passed the examinations		Percentage pass at district level
	Male	Female	Male	Female	
2001	2026	2350	1150	1079	51%
2002	2319	2376	1039	997	43%
2013	4265	4618	3963	3636	87.5%
2014	4339	4767	3790	4129	87%

Source: Field Research data 2015

4.6   Challenges Faced PEDP During and After Implementation

The study determined to find out major challenges face the Program, an interview conducted in the sampled schools revealed that, the program was top down structure.

It was noted most of parents/guardians were not involved in PEDP although they were forced to pay money to construct classrooms and pit latrines to a certain level. However respondents mentioned the major challenges as it is indicated in Table 4.8.

Table 4.8: Frequency Response of Challenges

Responses	Frequencies	Percentage (%)
Overcrowded classrooms	140	61
Infrastructures are under standard	45	20
Un equal allocation of money	26	11

Source Field data 2015

Learning from Table 4:18 above, It is clear that PEDP ha lead number of pupils to be overcrowded in classrooms as it revealed by 61% of the respondents. An increase of the number of pupils in single classroom is geared by increase of the number of enrollments is class one. This finding goes hand to hand with the literature review of the study.

Additionally, 20% of the respondents indicated that most of the classrooms were built under standards. This was also observed in two schools on study. Poor involvement of parents/ guardian and poor supervision of head teachers and school committee members could be reasons for poor standards of the school infrastructure.

CHAPTER FIVE

5.0 DISCUSSION

This chapter gives a discussion of the finding of the data collected from the field and gives a summary of the major findings.

5.1   Pupils Enrolment

The data presented in Table 4.3 shows that there was an increase in number of pupils registered in the primary schools under study; the increased enrolment forced some of the school to be divided into two, to give a room for expansion to accommodate the number of pupils registered. Ngarenaro primary school was divided to get the second primary school called Mwangaza, Burka divided to get Azimio and Sombetini divided to Osunyai primary school. Apart from that a new school was constructed called Elerai, from the area of study; data show that there was a continuous increase in number of pupils enrolled. At Levolosi primary school the number of enrolment increased from 104 in 2003 to 122 in 2007. At Mwangaza primary school enrolment increased from 82 pupils in 2003 to 101 pupils in 2007 there was also an enrolment increase at Ngarenaro Primary school from 150 pupils in 203 to 204 pupils in 2004.

Burka primary school increased enrolment from 130 pupils in 2003 to 139 in 2007, Elerai primary school increased the number of pupils enrolled from 110 in 2003 to 138 in 2007, Sombetini increased enrolment from 208 in 2003 to 220 pupils in 2007, and Osunyai increased enrolment from 206 pupils in 2003 to 238 pupils in 2007.

Enrolment of girls also shows that currently there are an equal number of pupils in primary schools as Table.4.4 depict that there is 51.6% of girls students present in primary and 48.4% are boys.

5.2   Improved Facilities

The data from Table 4.1 show that in every school where the study was conducted show that there is a good number of classrooms constructed under PEDP program the data show that 73 new classrooms out 159 classrooms present in the 8 primary school under study where constructed through PEDP program, which is 46%, this show that, by taking the class to pupils ratio of 1:45, a total number of 3285 pupils, could have been without classrooms if the PEDP program could have not come, although there are still a shortage of 132 classrooms which carries 45% of the total required classrooms but PEDP has tried to reduce the gap.

5.3   Provisions of Desks

Desks are very important furniture's for students to sit on. Figure4.1 shows that there has been an increase in the number of desks in primary school under study.

During the implementation of PEDP, the data show that before PEDP there were 1798 desks in schools where the study was conducted and after PEDP the number shoot to 3411, there was an increase of 1613 desks which is 47% although there is still a shortage of 461 desks in these 8 schools equivalent to 14%. Burka primary school, Elerai primary school and Sombetini have no shortage currently. A big shortage was observed at Osunyai primary school reaching to 223.

5.4   Teachers

Basing on the data provided on table 4.5 it has been observed that most of the primary school under study has a big number of extra teachers. This has been observed after taking the teacher – student's ratio of 1:45. Levolosi has an extra number of 16 teachers Mwangaza 5 teachers, Ngarenaro 8 teachers Burka 15 teachers, Azimio 10 teachers and Elerai has 13 extra teachers. While Sombetini primary school has a shortage 8 teachers and Osunyai primary school has a shortage of 14 teachers. The schools under study show that there are 339 teachers present teaching various subjects, of which 315 equivalent to 93% are female and 24 equivalent to 7% are males. This show that there are a big number of female teachers concentrated in these schools, and the reason were not known.

Table 4.6 shows that all the primary schools where data were collected have teachers with the required qualification to teach at primary level, 302 teachers in these primary schools holds a certificate of Education, which is 89%, 22 holds a diploma in education equivalent to 6:5% and 15 teachers a first degree holder, taking 4:5%.

5.5   Availability of pit Latrines:

Table 4.2 provides an overview of the number of pit latrines available in their schools. Data shows that there is still a big shortage of pit latrines in the schools under study. The data show that only 200 out of 5631 pit latrines are available which is equivalent to 37.7% of the total required, so there is a shortage of 331 pit latrine which is 62.3%: the shortage to meet the required standard. Elerai primary school

has the largest shortage with the present with a pit latrine pupil's ratio of 1:193 which is very dangerous to pupil's health.

5.6   Trends of Performance at District level

As the depicted in Table 4.7 data shows that the numbers of candidates between boys and girls are almost equal, and somehow the number of girls seems to be bigger than boys. In 2001 the number of girls was 324 higher than boys, in 2002 the number was 57 higher than boys, in 2013the number of girls was 353 higher than boys, and in 2014 were 428 higher than boys. This implies that the students are getting equal access to Primary education although the result did not show a change on the ratio of girls and boys before and after the introduction of PEDP.

Again the data shows that there is a big increase in enrollment of students when compared. At the launching of PEDP in2001, the total number of students who sat for standard seven final examinations were 4371, at the beginning of implementation in 2002 the number of standard seven candidates were 4695. The results show that the number almost doubled to 8883 in 2013 and to 9097 in 2014. This proves that PEDP increased the level of enrollment.

The data also shows that the level of performance of those who completed their standard seven studies increased. In 2001 the percentage pass was 51%, in 2002 the percentage pass was 43%. While by comparing with the year 2013 the percentage pass was 87.5% and 87% in 2014This proves that the level of performance has increased after the introduction of Primary Education Development Program.

5.7   Challenges Observed

A part from the effects done by PEDP in improving the sector of Education in Primary schools, there are challenges which has been discovered during the collection of data, although most of the school under study have enough teachers to teach all subjects but most of them are not motivated, Teachers promotions are not provided on time, there is a big delay in promotions even when they write letter to request their promotions there is poor response especially at district level. Even when they are promoted, their promotions are accompanied with their salary increment.

A civil servant has 28 days of leave in a year and with an interval of 1 year, there is a leave with payment where a staff is supposed to be paid money for fare to the area which is supposed to go together with spouse and four children, In primary school under study is not the case, teachers use their pocket money for their paid leave and on return, come to claim, where again the money for compensations are not released on time.

The PEDP program is providing find for rehabilitation of classes, buying books and school management. These find is not released on time and not to the required amount, this is calculated to the number of pupils the school have, and should be provided in every month.

There is poor collaboration between the school management, and parents, in most of the school head teachers complained of not given assistance from most of parents

when are asked to do so some of the parents transfer their children to private schools without informing the head teachers where the pupil was studying. Most of the schools are sill with a big number of pupils in a class.

Considering the classroom pupil ratio of 1:45 most of the schools have the ratio above that level up to 1:56 at Sombetini primary school. The influence of taking on a challenge was a common area of discussion in the post course interviews. Participants described how having completed tough challenges on PEDP program had resulted in them feeling capable to preserve when faced with a difficult task back in their school environment as a result they said they were more focused to achieve their future aspiration. The PEDP elements that the participants attributed to this influence were overcoming setbacks, activities that that require efforts and an incremental increase in challenge they reflected on the fact that activities often feel tough at the time. Yet were fun on reflection.

Reflecting on these elements will illuminate how PEDP has contributed to participants being more willing to take on a challenge.

CHAPTER SIX

1.0 SUMMARY, CONCLUSION AND RECCOMENDATIONS

6.1   Introduction

This chapter presents the summary of the study findings, conclusions and the recommendation for the action and further study.

6.2   Summary of the Study

The purpose of the study was to find the contribution of PEDP to access and quality of primary education in Arusha. The researcher was interested to conduct this study because he wanted to make an analysis of the contribution of PEDP in access and quality education in primary school in Arusha City. There was no evidence indicated the same study had been conducted in Arusha City.

The study had four objectives; the first was to evaluate the effect of PEDP on teaching and learning environment in Arusha City, the second objective was to evaluate the effect of PEDP on performance of pupils in Arusha City, the third objective was to determine the effect of PEDP on enrolment of class one pupils while the last objectives was to draw major challenges faced the implementation of PEDP.

The study employed both qualitative and quantitative approach. The use of this approach enabled researcher to get in-depth explanations intended for the study. The sample for the study involved two hundred and thirty six (236) respondents based on gender, eight (8) head teachers, two hundred and nineteen (219) teachers and nine (9)

school committee members. The respondents were drawn from eight (8) primary schools from the study area.

Data were collected using questionnaires, interviews, observations and documentary reviews. All tools were triangulated because there is no single techniques that were sufficient in collecting data from the sampled schools. Collected data from the field were analyzed qualitatively, and the data from questionnaires were processed, coded thematically and presented in form of tables, percentages, graphs and pie charts as per given objectives.

6.3   Summary of the Research Findings

The analysis of the research findings shows that sixty two (62%) of the respondents don't have knowledge while thirty eight (38%) percentages have the knowledge.

Additionally the findings showed that there was increase of enrolment which resulted shortages of classrooms in the sampled schools. It derived from the findings that PEDP constructed only 77 classrooms and there is a shortage of 132 classrooms. Likewise the findings indicated that before PEDP there were 1798 equivalent to 39% of the required desks. PEDP managed to purchase 2367 desks which is an increase of 51% finding also revealed that still there is a shortage of 461 desks equals to 10% of the total requirement. The findings showed that ratio of pit latrines is 1:198 instead of 1:25 for boys and 1:20 for girls. This implied that there is a shortage of pit latrines in the sampled schools. An analysis of the findings indicated that the trends of enrolment in class one increased in the year 2003/2007. The finding revealed that

there are 6854 girls equivalent to 51.6%% while boys are 6428 equivalent to 48.4%. of the total students.

The study shows that 300 equivalent to 89% of primary teachers have certificates while 22 equivalent to 6.5% are diploma holders. At least 16 teachers equivalent to 4.5% are degree holders. This finding gives a picture that PEDP had decreased the shortage of teachers in primary schools. The study also revealed that the trends of performance has increased in the year 2002 for 43% 2013 87% and 2014 87.5%.

6.4   Conclusions

This study of an analysis of contribution of PEDP to access and quality of primary education in Arusha City revealed that many educational stake holders have not yet understood the knowledge of PEDP. Moreover, the finding indicated that there an increase of enrollment of class one pupils in many schools. The increase of enrollments led many pupils to overcrowd and makes difficult for teachers to teach effectively and efficiently though there are moderate trends of academic performance. Additionally, the ratio of girl's enrollment is much higher compared to their counterparts. The study also shows there is shortage of pit latrines in the sampled schools.

6.5   Recommendations for Immediate Action and Further Studies

On the basis of this study, findings and conclusion made, the following recommendations are divided into two parts: Recommendation for actions and recommendation for further research.

6.5.1 Recommendation for immediate Action

To some extent the objectives of establishing PEDP were minimally realized. There are still challenges facing primary schools in the country. The following are recommendations to all stakeholders of education in the country.

It is recommended that there should be shared knowledge to any educational initiatives. This will help all educational stakeholders to participate fully in any educational programs. Involve key stake holders and actors at all levels of paramount importance. The priority should be set in collaboration with all stakeholders.

The United Republic of Tanzania should seek information from parents, guardians and teachers about their educational priorities.It is required to establish the long term educational strategies and plans rather than having the fire fighting initiatives which cease soon after completion of the projects.

School management should find out other alternatives sources of funds to support internal operations. The internal generated funds can be supplement to the scarce resources to reduce the deficit in terms of infrastructure.

6.5.2 Recommendations for Further studies

From the above recommendations it is suggested that the manner in which the government implement the education programs need great improvement. However, this study did not investigating the quality of teaching and learning materials PEDP supports, this could serve as another avenue to establish the research area. The study

also did not dwell much on the possibility of integrating technologies in the current setup to address some of the challenges in the education system and thus open avenues for other researchers to explore.

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APPENDICES

QUESTIONNAIRE FOR HEADTEACHERS

Dear Sir/Madam. I am Charles. J. Mayala A Student at the Open University of Tanzania, Arusha Campus. I'm doing a study on the title of *"Contribution of Primary Education Development Programme to Access and Quality of Primary Education in Arusha City"* . Your district has been school as a sample in this research. You are therefore kindly requested to respond honestly without fear of consultation. The information you give will remain confidential and used only for academic purpose.

Thank you.

Section A: Instruction

Please do not write your name on this questionnaire. Answer all questions as best and as honestly as you can. **Put tick (√)** to the appropriate answer

Section B: Demographic Information

1. Gender

    (i) Male, (   )   (ii)Female (   )

2. Age   (i) 21-35 (   )   (ii) 36-50 (   )   (iii) 51-above (   )

3. Education Level

     (i) Primary (   ) (ii) Secondary (   ) (iii) Diploma (   ) (iv) University (   )

4. Marital Status (I) Married (   ) (ii) widow (   ) (iii) single (   ) (iv) divorced (   )

Section C

General Questions

1. When does this school start? --

2. How many students does your school have? --

    (i) Girls--- (ii) -----------------------------

3. How many classrooms does your school have? ....

4. What is Primary Education Development Program?---------------------------------

5. How was teaching and learning environment ware before and after the introduction of PEDP?

6. How many classes were built before and after the introduction of PEDP?

7. Do you have enough teachers at your school?

    (a) If yes how many teachers do you have?

    (b) If, NO, how many teachers does your school need to solve the

        Shortage?

8. Does your school have enough desks?

    (i). YES ( )   (ii) NO

9. If the answer in Question 12 is NO, how many are lacking?

    (a) Where do you get the desks?

        (i) From parents------------------------------------

        (ii) From council------------------------------------

        (ii) From parents/guardians-----------------------

        (iii) Any other? Specify---------------------------

10. What is the ratio of latrines holes to pupils?

    (i). 10-50   (   ) (ii) 51-90 (   ) (iii91-130 (   ) (iv) 131-170( )

11. What was the enrolment level of class one before and during PEDP?

12. Do you have qualified teachers? (a) yes ( )   (b) NO ( )

    (a)If the answer is YES, provide their education qualifications.

13. What was the performance level of class seven National Examination before and

    after Implementation of PEDP?

14. Do you think that there were challenges faced the PEDP? If yes mention them.

-

Thank you for taking time to fill out this questionnaire

APPENDIX II

QUESTIONNAIRE FOR TEACHERS'

Dear Sir/Madam. I am Charles. J.Mayala a student at Open University of Tanzania, Arusha Campus. I'm doing a study on the title **of** *"Contribution of Primary Education Development Programme to Access and Quality of Primary Education in Arusha City" Your* district has been school as a sample in this research. You are therefore kindly requested to respond honestly without fear of consultation. The information you give will remain confidential and used only for academic purpose. Thank you.

Section A: Instruction

Please do not write your name on this questionnaire. Answer all questions as best and as honestly as you can. **Put tick (√)** to the appropriate answer

Section B: Demographic Information

1. Gender

   (i) Male, (   )   (ii)Female (   )

2. Age   (i) 21-35 (   )   (ii) 36-50 (   )   (iii) 51-above (   )

3. Education Level

   (i) Primary (   ) (ii) Secondary (   ) (iii) Diploma (   ) (iv) University (   )

4. Marital Status

Section C General Questions

1. For how long have you teaching?

2. Do you understand the Concept of PEDP?

   (a) If **Yes**, then what is all about**?**

3. How was teaching and learning environment before and after

    PEDP?

4. Have you attended any training concerning PEDP?

    (a) If, **Yes** how did the training helped you and your pupils?

    ---

5. Is there any infrastructures supported by PEDP?

    (a) If, Yes what are they?

    ----

6. What was trends of academic performances of class seven National Examination

    before and after PEDP in the year 2001, 2002, 2013 and 2014?

7. What is the statistics of class one enrolment before and after

    the PEDP?

8. Do you have enough teachers in your school?

    (a) If **No,** what initiatives are taken by city/school to solve   the issue?

    (b). If **Yes**, then how many are there and their educational levels?

9. Do you think that there was challenges faced the PEDP?

    (a) If **Yes**, What were they?

    Thank you for taking time to fill the questionnaires

APPENDIX III

INTERVIEW GUIDE FOR HEADTEACHERS', TEACHERS' AND SCHOOL COMMITTEES'

1. For how long have been teaching here or being a member of school Committee?

2. Are you aware of PEDP?

   (a) If **yes**, what is it and its aim?

3. How was teaching and learning environment in your school before and after PEDP?

4. What were the performance class seven national exams before PEDP?

   (a) What were the performances of class seven after the PEDP?

5. Were the numbers of enrolment of class one increased or decreased?

   (a) If it increased what were the reasons?

   (b) If it decreased what were the reasons behind?

6. Any initiative there must be challenges, did the PEDP face challenges?

   (a) If, **yes** what were the challenges?

APPENDIX IV

DOCUMENTARY REVIEW GUIDE

Name of the School...

Name of the Ward ....

Date……………

Document	Types of Documents
School committee meeting minutes	To provide information on money disbursed in schools
Cheque Books	To pay expenditure carried in PEDP
Ledger Books	To indicate materials brought to schools
Files	To preserve important documents related to PEDP

KIAMBATANISHO CHA V

DODOSO HOJAJI KWA WAJUMBE WA KAMATI YA SHULE

Ndugu mjumbe wa kamati ya shule,Naitwa Charles.J.Mayala.Ninasoma Chuo Kikuu Huria tawi la Arusha. Nafanya utafiti juu" *Mchango wa Mpango wa Maendeleo ya Elimu ya Msingi juu ya Upatikanaji na Ubora wa Elimu YaMsingi katka Jiji la Arusha*" Shule yako imechaguliwa kama sehemu ya utafiti huu. Naomba ujibu maswali yote kea uaminifu na bila woga au kutishwa.Taarifa utakazotoa zitakuwa **SIRI** na zitatumika kwa maswala ya kielimu tu.

Asante.

Sehemu A

Maelezo ya awali ya mdodoswaji

Kamwe usiandike jina lako katika dodoso hili.Jibu maswali yote kwa uaminifu kwa kuweka alama ya (√) panapostahili

1. Jinsia   (a) mwanamke   (   )   (b) Mwanamme   (   )

2. Umri   (a) 25-35 (   )   (b) 36-50 (   )   (c) 51-zaidi   (   )

3. Kiwango cha elimu

    (a) msingi (   ) (b) sekondari (   )   (c) chuo (d) chuo kikuu

4. Hali ya ndoa

    (a) nimeoa (   ) (b) mjane (   ) (c) sijaoa (d) mgane (   ) (e) Nimeolewa

    (f) sijaolewa (   )   (h) nimeachika (   )

Sehemu B

Maswali ya Jumla

1.   Unaelewa nini kuhusu MMEM?

2. Shule yenu ina madarasa mangapi..

3. Madarasa mangapi yalijengwa kutokana na mpango wa

MMEM..

4. Kabla ya MMEM mazingira ya utoaji elimu yalikuwa je?.

5. Shule yenu ina matundu ya choo mangapi ....

6. Matundu mangapi yalijengwa kutokana na mpango wa MMEM

7. Takwimu za uandikishwaji wa darasa la kwanza zilikuwa je kabla na wakati

wa MMEM?..

8. Shule yenu ina walimu wa kutosha.

(a).NDIYO (   )   (b) HAPANA (   )

9. Kama jibu ni hapana kwenye swali la 9 hapo juu kuna upungufu wa   walimu

wangapi...

10. Kiwango cha ufaulu wa wanafunzi wa darasa la saba kwa mwaka 2002,2003

na 2013 na 2014 kimepanda au kimeshuka?

11. Shule yenu ina madawati ya kutosha?

12. Una uelwewa wowote kuhusu Mpango wa Maendeleo wa Shule Za msingi

Tanzania (MMEM)?