

**ASSESSMENT OF THE PROVISION OF QUALITY BASIC EDUCATION IN
PRIMARY SCHOOLS IN MOSHI RURAL DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned do certifies to have read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled, “**Assessment of the Provision of Quality Basic Education in Primary Schools in Moshi Rural District, Tanzania**” a dissertation submitted in partial fulfillment of the requirement for the degree of master of Education in Administration, Planning and Policy Studies.

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Signature

Date

DEDICATION

This work is dedicated to Almighty God my creator, my parents Mr. Patrick Oyunge and Mrs Oyunge who laid foundation and invested a lot for my education since Primary School level; my lovely wife Joyce Shio and daughter Alicia Oyunge who have been always by my side offering social and moral support during the course of my masters' study.

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ABSTRACT

Tanzania has focused on providing quality basic education as a tool for fighting poverty, ignorance and disease. Thus, this study was conducted to examine education policy on ways the issue of quality education is stipulated; assess teachers and parents perceptions of quality basic education; and to determine whether the strategies that teachers use suffice to ensure the provision of quality education in selected primary schools in Moshi Rural, Tanzania. Data were collected from 70 respondents including 60 teacher respondents, 10 key informants using various sources such as questionnaires, researcher's diary and checklist. The study found that although the goals of Tanzania Education Policy on basic education is to improve the quality of the education, there is no proof that quality education is provided for all the children given the fact that many classes are overcrowded. Further, the study found that there is a need to dedicate more resources to enable friendly school environment and ensure adequate facilities for inclusive education. The study suggests improving teaching and learning resources. Further the study suggests to the government and development partners supporting the development of Primary schools in the country to revisit their plans and priorities to meet the challenges posed in the study.

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LIST OF ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
AIDS	Acquired Immunity Deficiency Syndrome
BEST	Basic Education Statistics Tanzania
CIPP	Context Input Process and Product
DEO	District Education Officer
DR	Dropout Rate
EFA	Education for All
ESR	Education for Self Reliance
ETP	Education and Training Policy
FGDs	Focus Group Discussions
Fig.	Figure
GER	General Enrolment Rate
H.I.V	Human Immunodeficiency Virus
LMIC	Low Middle Income Countries
MKUKUTA	Mkakati wa Kukuza Uchumi na Kuondoa Umaskini Tanzania
MOEC	Ministry Of Education and Culture
MOEVT	Ministry Of Education and Vocation Training
NSGPR	National Strategy for Growth and Poverty Reduction
PEDP	Primary Education Development Plan
PLSE	Primary Leaving School Examination
SPSS	Statistical Package for Social Science
T/L	Teaching/Learning
TEP	Tanzania Education Policy

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background Information

All over the world, basic education is considered important not only for children cognitive development but also essential for empowering children to choose appropriate way of life as members of human society (Sen, 1999). Basic education is also crucial for the development of society as it fosters in the learners the necessary knowledge, skills and appropriate attitude to participate in social and economic development. For example, quality human resource in modern society and particularly in Tanzania depends on people with strong basic education (Hakielimu, 2007; URT, 1995). The importance of basic education as a basis for life-long and national development has also been identified by the Association for the Development of Education in Africa (ADEA). ADEA highlights that basic education in any society is important in building strong communities. As UNICEF (2000) suggests, improving basic education is important for developing people's capacity to participate and support their families and communities.

From this importance, the importance of basic education has recently risen in the awareness among people in Tanzania and the demand to provide quality basic education has grown. The growth in demand for quality basic education has created the need to transform primary schools to provide quality basic education to ensure all the children accessing it are able to read, write and do simple arithmetic ((Nyerere, 1968; MoEVT, 2012).

There is, however, substantial disagreement on what that means and how that can and should be accomplished. The 2005 EFA Global Monitoring Report shows disagreement on the best way to achieve quality basic education. Sifuna (2007) defines quality education by focusing on inputs-outputs process. According to him, inputs in education include teaching and learning materials as well as teachers and students. According to Sifuna, quality education can be measured “quantitatively or through characteristics such as the qualification of teachers, textbook relevance and students’ intellectual and nutritional status” (p.46). Others may include “the proper organization of lessons, the correct use of texts and homework, the encouragement of child-centered learning and the absolute amount of time spent on a task” The output side can be measured through completion rates, and the competencies of students after completion of a programme.

A concern for the provision of quality basic education even to disadvantaged groups, including disabled children, is very well stipulated in Tanzanian education and training policy (Ministry of Education and Culture, MOEC, 1995). However, although it is mentioned in the policy about the need for provision of quality basic education to all the children, this has yet to be realized practically. In a recent extensive assessment survey, involving 38 out of 133 districts in the country, a total of 42,033 children aged 5-16, in 22,800 households, were assessed in basic literacy and numeracy skills (Uwezo, 2010). It was found that one in five primary school leavers cannot read standard 2 level Kiswahili. It was also found that half of the children who complete primary school cannot read in English. It can be reasoned that as result of their great numbers and lack of identification strategies, children with

learning disabilities, and specifically those with reading and writing difficulties, have probably not been well aided in Tanzania.

In 1967 Tanzania introduced the philosophy of education for self-reliance (ESR) aimed at equipping learners with skills for work and life (Nyerere, 1968b; Benson, 2006). The advocacy in the education for self-reliance (ESR) was terminal and complete basic education (Nyerere, 1968b). By terminal and complete it was meant that basic education provides knowledge and skills that offer the necessary skills for work and life which would empower individuals to participate effectively in their communities. The emphasis in ESR was co-operation, citizenship and work (Nyerere, 1968b p. 8). Interpreting from ESR, education and teaching had to relate both theory and practice (Ishumi and Maliyamkono, 1995). In primary schools, teaching had to integrate practical activities that could give students opportunities to practice the knowledge and skills acquired in lessons. Now ESR is not at the forefront, as it is no longer discussed either in educational forums or in politics. With the absence of ESR, this present study considers quality a core value in the growing investment in primary school education in Tanzania. Quality in basic school education is essential in the development of the country's economy.

Samoff (2007), argues that, quality education, “require reaching beyond the concentration on inputs to address the process of learning”. Here he sees quality learning as that which develops learners' cognition; develop their mastery of specified skills, or the desired values and behaviors. Moreover, quality education, according to Samoff, requires that learning objectives and learning practices are

locally contingent. This means that learning should help the learners to solve their perceived problems.

Mosha (2000) also defines quality education as a multidimensional concept which involve study of the interaction between contextual factors, input process of teaching and learning (research and consulting at tertiary and higher institution) in order to realize cherished goals.

However, the quality of basic education cannot be separated from the context and circumstances that are found in schools. A number of primary schools in Tanzania lack teaching and learning materials (Sumra and Rajani, 2006), are understaffed, and some teachers are under-qualified and de-motivated (Davidson, 2006; Komba and Nkumbi, 2008). Classrooms are also overcrowded, which affects teaching negatively (Wedgwood, 2007).

Low school performance among pupils, in general, and the failure of some pupils to read and write at the end of their seven years of primary education has been attributed to ineffective teaching and truancy on the part of pupils. Teachers have been considered to be inadequately prepared in teacher training colleges. According to Malekela (2003), the low quality of teacher education in Tanzania has a negative impact on the performance of students in schools. Concerning truancy, Malekela and Ndeki (2001) found that about 30 percent of the children who start standard one do not complete the seven year cycle of primary education. Furthermore, MoEVT (2004-2008) found that only 40 percent of children complete the primary cycle. Due to low school achievement these students are subjected to dropout. However, the

statistics given for dropout are not explicit about low achievement as the reason. The dropout rate (DR) by reason, for four years (during 2000-2007) is given in Table 1:

Table 1.1: Dropout Rate by Reason in (%)

Year	Truancy	Pregnancy	Death	Other
2000	86	3.9	3.7	6.7
2003	79.7	5.4	6.7	8.2
2005	77.7	6.0	5.6	11.1
2007	66	5.5	5.6	22.3

Source: (MoEVT, 2008)

The table indicates that truancy is the most leading and persisting reason for dropout from basic education in Tanzania. The rates ranged from 66% to 86% between 2000 and 2007. The other reasons: pregnancy, death and other reasons such as illness of parent or guardian, lack of school needs and others, have comparatively lower rates (BEST, 2008; MOEC, 2003; MoEVT, 2008). A remedy for truancy has been urgently called for in Tanzania (BEST, 2008).

When the transition rates (grades 1 to 7 for the years 2003/2004 to 2007/2008) are studied, dropout rate by grade is found to be highest in grades 4-5 /7.5% and 5-6 /3.4% (MoEVT, 2008, p. 20). This is indicated in Table 1.2.

Table 1.2: Dropout Rate by Grade from 2003/04 -2007/08 in (%)

	1-2	2-3	3-4	4-5	5-6	6-7
	DR	DR	DR	DR	DR	DR
2003/04	2.0	3.9	2.6	5.0	4.1	4.8
2004/05	2.4	3.0	2.4	6.6	3.3	2.8
2005/06	1.1	1.7	3.0	7.4	2.0	4.9
2006/07	3.3	1.5	1.8	7.2	1.4	3.7
2007/08	1.6	1.0	1.7	7.5	3.4	3.2

Source: (BEST, 2008)

These statistics support Malekela & Ndeki (2001), who found that low achievement for some children causes a high dropout rate. Students who show low achievement at the end of the year (i.e. those who fail the grade 4 final examination) are required to repeat a class. However, some decide to drop out. School attendance is also a factor that influences school achievement or performance among children. Apart from lack of quality education, some scholars (Elbers, Lanjouw & Lanjouw, 2000) have attached low attendance with low socioeconomic environments, which include lack of adequate food, sickness, engaging in petty business, running errands, attending to house chores, lack of school materials, lack of school uniform, fear of bullies, fear of punishment and walking long distances to school.

The above have been found to be the key challenge facing Tanzanian education systems and in other countries as well. In Tanzania in particular the challenge has been to balance between access and quality education especially as it strives to provide education to all the children. This is evidenced by the fact that, In Tanzania, primary education enrollments rose rapidly in 2011 when a number of candidates who sat for primary school leaving examination (PSLE) hit 1,000,100 and 2008 was 1,017,967 this is a million plus candidates.

The rapid increase of enrollments brought about an unprecedented stress on the existing resources in the sector. Pupil-teacher ratios, pupil-classroom ratios, pupil-text book ratios and most other educational indicators reached unacceptable levels. The quality of education is thus seen as having declined while increased access seemed to have been the only gain. Development partners have been sympathetic to

the situation and they assisted the government in various ways. Policy documents such as the MKUKUTA and others have been crafted to direct and support the Free Primary Education effort and the eventual attainment of EFA goals.

Year's later gains such as a decrease in the number of untrained teachers, decreasing disparities between boys and girls, increased access and provision of text books are noteworthy. However dropout rates, completion rates, attendance rates and pass rates seem to have remained at unacceptable levels. The system seems little able to keep children in school and the children are not able to reach acceptable levels of literacy and numeracy even when they stay on in school (Uwezo, 2010). With efforts by various players to improve the quality of education it is imperative that these are directed in a manner which brings about positive changes.

This requires deep insights into how the various efforts or inputs into education sector are being integrated at the school level and how, among various variables, achievement is being affected. In this study inputs to schools were categorized as infrastructure, community participation, school feeding, in-service training, teaching and learning materials and advisory services.

Charles Kalugula (2001) argues an overcrowded would be considered if classroom do not offer the teacher to interact directly and freely with pupils individually or in groups. He adds an overcrowded class would be considered if it does not provide adequate circulation of space for pupils to interact freely among themselves and with the teacher during teaching and learning. The lack of circulation space in the

classroom makes the teacher ineffective consequently stifles mastering learning and lowers the quality of education.

Bangladesh one of the developing countries has accepted large class and overcrowded classroom as unavoidable features in their education under prevailing economic stress. Thus Bangladesh overcrowded classroom are a common phenomenon children sit on mats on the floor but they are taught by well-prepared teachers. The fact learnt is that teaching an overcrowded class needs teachers with equipped with appropriate skills and methodology to teach effectively.

Teaching in primary schools for example, has been criticized as ineffective in preparing students to enter into secondary education (Davidson, 2006). Primary school pupils are claimed to finish school without necessary competent in reading writing and simple arithmetic (Benson, 2005) and hence become a burden when they enter secondary school or when they join their communities (Shahzad, 2007). Teaching and learning in primary schools are also claimed to produce only temporary knowledge and skills that are used only in answering examinations (Malekela, 2000; Wedgwood, 2006).

In addition, teachers are accused of devoting less attention in their teaching to conceptual rather than procedural knowledge, which further leads to memorization of facts rather than concept meaning formation (Wedgwood, 2007). Pupils in primary schools, therefore, learn superficial knowledge and the necessary knowledge of reading; writing and doing arithmetic are left unattended (Sumra and Rajani, 2006).

The poor basic knowledge that is attained in primary schools in Tanzania reflects lack of quality education in this sub-sector.

Keffyalew Gebremedhin (2012) the Ethiopia observatory notes Ethiopia's key challenges in education had also been sufficiently identified. In the World Bank sponsored studies which were;

(i) A low primary education completion rate is constraining enrollment at the secondary level; (ii) Due to inequitable access for rural populations and girls are at a particular disadvantage; and (iii) The learning achievement of students is disappointingly low.

Keffyalew further argues further "At the primary level Ethiopia has almost reached middle-income country enrollment rates, with a GER [General Enrollment Rate] of 96 percent and a net enrollment rate of 85 percent, compared to the LMIC [Low Middle Income Countries] averages 107 percent and 83 percent, respectively. However, it lags substantially behind the LMIC average for all other level of education. The lower and upper secondary (preparatory) GERs for Ethiopia are 38 percent and 8 percent, respectively, compared to the respective LMIC averages of 72 percent and 45 percent."

The source of this problem could partly be traced to the ambivalent situation the country found itself in. The expanded school systems and high enrollment of children at lower grades, irrespective of the quality of teaching and learning, earned the ruling party favorable credits. In a manner that hurts the interests of the country, these have had the unintended consequences of veiling the regime from criticisms. In other

words, it has diluted the internal and external pressure that could have compelled the regime into seriously working in ameliorating the situation

Kolapo (2011) argues further problems with public school system is confronted with overstretched facilities, population explosion in recruitment into schools, poorly trained teachers, poor remuneration of teachers leading to poor motivation and low morale ,little or no plans for career development for teachers. Anangisye (2011) also observed the challenges of quality education in Tanzania and related this with lack of well prepared teachers. According to Anangisye, teachers are frequently poorly prepared for their tasks and those recruited to join teaching profession are those who performed poorly in secondary education, mostly those who got division four of which is perceived failure and these join teaching profession as their last resort.

1.2 Statement of the Problem

While basic education in Tanzania and elsewhere in sub-Saharan Africa countries has been considered important (Nyerere, 1968), there are many challenges to its provision including lack of teaching and learning materials (Sumra and Rajani, 2006), understaffed, under-qualified and de-motivated teachers as well as overcrowded classrooms (Komba *et al.*, 2008). These impediments have led to producing students with no quality basic education to help them go up the academic ladder or participate effectively in their local communities. The high dropout and repetition rates and poor school attendance, especially in the lower grades, suggest low quality of provision of basic education in primary schools. Because basic education is important for the children's learning of other subjects at higher levels of

education, and for their later socioeconomic life. The child's failure of not being provided with quality education frustrates both children and parents. The struggling children and their parents need to be relieved of this frustrating experience. The children, in particular, need to be saved from being future parents who cannot support their own children in acquiring the best education because they too did not get one.

Despite of many researches such as ; (Sumra and Rajani, 2006, Sifuna 2007 and Komba *et al.*, 2008) on the assessment of quality education, little is known on how this problem is addressed in Moshi Rural district, the major challenges are to assess the quality of basic education, clear knowledge about what is going on in primary schools is needed , who are the key actors, thus, research on this level of education is still needed to expose challenges that primary schools face as they struggle to provide quality basic education and suggest some solutions.

1.3 Purpose of the Study

The main purpose of this study was to examine the extent to which quality basic education is provided in Tanzanian context specifically in Moshi Rural District using some selected primary schools.

1.4 Objectives

1.4.1 General Objectives

The overall objective of the study was to examine the extent to which quality basic education is provided in Tanzanian context.

1.4.2 Specific Objectives of the Study

The specific objectives of the study were;

- i) To examine education policy on ways the issue of quality education is stipulated.
- ii) Assess teachers and parents perceptions of quality basic education.
- iii) To determine whether the strategies that teachers use suffice to ensure the provision of quality education.

1.4.3 Research Questions

- i) How is quality education conceptualized in Tanzanian Education Policy (TEP)?
- ii) How do teachers and parents perceive quality basic education?
- iii) Are the strategies that teachers use suffice to ensure the provision of basic quality education?

1.5 Significance of the Study

This study is significant for several reasons. First, it provides an understanding of the relationships that exists between education inputs and achievements levels. Secondly, the study shows the appropriateness of the educational inputs in school situation. Some inputs were brought into schools without the benefit of prior testing or verification. For example some school buildings may not be appropriate to weather in different locations but there was tendency for authorities to erect buildings of a standard architectural design in the different locations. It would then be interesting to study how such inputs were affecting performance in schools. Thirdly, the study gives a clear picture of the minimum levels of resources required by the case study school settings in order to bring about significant gains in

achievement levels. Fourthly, through in-depth interviews, the research uncovered features of schooling that matter in improving achievements. The study research provided thick descriptions of how the teaching and learning environment is managed in relation to the improvement of quality of education.

The study helped in the understanding of the usage of school inputs, which were linked, to quality improvements with respect to achievement. These significance are all in agreement with the national strategic objectives of EFA goals 5 and 6 which aim at (1) creating a conducive learning environment for both boys and girls, (2) promoting higher achievement levels especially for girls, (3) improving the availability of teaching and learning materials and (4) promoting effective monitoring and evaluation of education quality.

1.6 Limitations of the Study

This study had several limitations, which affected the generalisability of the results. First, some of the inputs may have aged, as they were not be usable in some situations. For example, teachers who went on specific in-service were more likely not be using the training because they were not given opportunity to use it. Secondly, the study was limited in its analysis because of limited information gathered from some the respondents due to their inability to provide profound views of the situation at the teaching and learning processes. Thirdly, some activities, which occurred at specific periods of the school calendar, were not captured during the short period of visit during the research. These and other confounding circumstances limited the understanding of the results but these are generally controlled by the research design.

1.7 Summary of the Chapter and Overview Structure of the Study

The study on quality basic education had the following structure; Chapter one describes the background to the research problem; these include the introductory chapter which provided the statement of the problem, purpose and objectives of the study. The chapter also discussed briefly significance of the study, limitation of the study and key terms were defined among other background issues relating to a study.

1.8 Operational Definition of Key Terms

The terms that are used frequently in the study are defined below to provide a common basis of conveying meaning, While many other terms will be explained in text, the following terms were crucial to this study; Education, quality education, primary education and quality in primary education.

1.8.1 Education

According to URT (2000), education is the process or art of imparting knowledge, skill and judgment, either formally or informally. In this study, education is the process which helps students to have the knowledge of solving problems and challenges which they face in their life and in the study area.

1.8.2 Quality Education

According to UNESCO (2000), quality education is a tool which enables the learner to acquire knowledge, values, attitudes and skills needed to face challenges of the contemporary society and globalisation. In this study, quality education refers to education which is expected to have positive impact to the learners and creates well-

educated people with a high quality of life that in the study area solve problems and come out with solutions for the current development challenges.

1.8.3 Primary Education

The Education and Training Policy (1995) defined primary education as the socio-cultural foundations which ethically and morally characterise the Tanzanian citizen and the nation. It prepares every citizen to embark on an unending journey of lifelong learning, education and training. In this study, primary education implies educations that enable children to learn, realise their full potential, and participate meaningfully in the society in the study area.

1.8.4 Quality in Primary Education

According to UNICEF (2000), quality in primary education is the child-centered education, that the key goal of education is the development of the individual child's personality, talents and abilities, in recognition of the fact that every child has unique characteristics, interests, abilities and learning needs. In this study, quality in primary education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the different literature review that relate to the proposed study. The literature helped the researcher identify what is already known, relation of the study and proposed objectives, greater understanding of the topic, and the potential theoretical frameworks of the study. Reviewing the literature also helps prevent duplication of research and avoid making mistakes made by other researchers (Ary, Jacob, Sorensen, & Asigher, 2010). This chapter is divided into five subheadings namely theoretical framework for the study, conceptual frame work of the study, research gap and finally summary of the study.

2.2 Theoretical Framework

Quality has been subsumed into many perspectives. Some perspective consider quality to mean a high degree of goodness or excellence (Mosha, 2000) and Lomas (2002) consider quality as a degree in which a phenomenon fit the expectations of the customers and Manyanga (2007) consider quality with effectiveness in the service offered. Other perspectives of quality include the notions such as excellence, transformation, and empowerment.

Quality of education as the fitness for purpose perspective is used to assess whether programs is achieving the intended outcomes (Weir, 2008). This perspective is based on the assumption that the provision of education is directed towards meeting specific objective, such as eradicating illiteracy, thinking critically, understanding

social issues and the like. This kind of perception is a bit narrow; when we consider that the goal of education is wide and can be different from one individual to another. However, scholars consistently consider achievement of education as developing capabilities to solve a certain problem (Warn and Tranter 2001). Employers specifically use this notion to determine the qualification in workplaces. In this perspective basic education is considered to fit the purpose of developing competencies that prepare students for higher learning. This means, a student from basic education will be judged to have acquired quality education when they pass their final examination and effectively use the acquired knowledge and skills to perform in that higher level of environment.

As excellence, quality is usually understood as extremely different from normal in a positive manner, including extraordinary or outstanding (Mosha, 2000). Other equates quality with high standards (Lomas, 2002). In an educational context, quality can be determined by the degree to which the provision of education can solve very crucial problem such as critical thinking where the graduates are highly competitive (Manyanga, 2007). To be associated with possessing quality education, an individual needs to possess distinct characteristics exceeding others. In basic education for example, students will be identified as passed through quality education when they can solve problems that not many students of their level can solve, including passing with high marks, engaging in critical thinking and possessing attitude and behaviors that are highly accepted in society. This means that quality education within excellence perspective is not judged against a set of criteria, but from separate and unattainable standards (Mosha, 2000).

From transformation perspective, quality education is considered as transformative when it is able to change and develop the knowledge, skills, attitude and capabilities of the students (Parri, 2006). Transformation does not entail adding or increase knowledge, but contributes to change the knowledge in a qualitative manner and this change must help the learner to be critical of what is happening in the society (Ng, 2009). Sometimes transformation is put in a metaphor of ice and changed temperature. As an ice, education refers to qualitative changes that not only apply to individual, but to the community and society where one lives. Changing individually through education helps one to solve the problems they encounter alone, without the need or depending on others.

On the one hand, it entails cognitive development, which can be seen more in scientists, but on the other, it entails development of interpersonal skills to help one in negotiating with other people. This kind of skill can be seen more among the people in the business and those in the politics. Quality education that is transformational helps individuals to develop and affirm their social identity, demonstrate their position for social identification (Ng, 2009).

2.3 Empirical Literature

2.3.1 The Education Policy on the Issue of Quality Education

The educational policy in any country is a blue print that guides the whole system of education of a given country. The policy stipulates among other things objectives and goals of education, content to be studied at each level, duration of each course at each level, qualification of teachers and students for each course. Also education

policy describes nature of leadership and management as well as assessment and evaluation for each level.

Zainul (2011) studied the significance of quality education to development, factors that influence quality education and Ghana's policy on quality education in senior high school. This was a case study where data were obtained in three selected districts. Questionnaires and interview guides were used to interview 477 respondents (two District Directors of Education, three Headmasters, 15 programmes Heads of Departments, 89 teachers, three chairmen of Parents-Teachers Associations, three Old Students and 362 students).

Zainul, (2011) confirmed that Ghana's policy on quality education is comprehensive and its goals directly related on quality teaching and learning, promotion of good health and environmental sanitation as well as prevention of HIV/AIDS. The study found that since the introduction of the policy, the average academic achievements of the schools have fallen below 60 percent. The realization of education policy goals are challenged by shortage of professional teachers, teaching and learning materials, low motivation of teachers, unpopularity of guidance and counseling coordinating units and lack of intensive supervision. The study established that measures need to be put in place to overcome the challenges that hinder the implementation of educational policy in order to achieve to the fullest the objectives and goals of the policy.

Hamza (2008) investigated the extent to which the Nigerian Policy of Education promotes the provision of quality of education specifically early childhood education

to five year old children in Plateau State. The data were collected through classroom observation, interviews, questionnaires and assessments of children. The secondary sources were the Nigerian National Policy of Education students score sheets, timetables, teachers' records of work, and enrolment/admission registers. Sample for this study involved head of school, students and policy makers.

The study shows varying perceptions and provision of quality in the schools. The Nigerian National Policy of Education was found to offer limited access to children because of family poverty and the high fees charged by the proprietors. Also, didactic teaching methods in the classrooms failed to offer children active participation or play-based learning. Socio-cultural and economic factors are identified barriers to policy implementation.

Lawrence, (2012) investigated the influence of the education policy in Kenya vision 2030 on the provision of quality education in public secondary schools in Nakuru District, Kenya. The education policy in Kenya vision 2030 which falls under the social pillar emphasizes on the provision of globally competitive quality education, training and research to her citizens for development and enhanced individual wellbeing. The study used descriptive survey design targeting all the 24 principals and 308 teachers from the 24 public secondary schools in Nakuru District. Stratified random sampling was used to select 10 principals and 32 teachers to participate in the study. Questionnaires were used to collect data from the principals and the teachers. An interview schedule with a district quality assurance officer was also conducted.

The study established that the education policy influences the provision of teaching and learning resources. The study suggest that proper policies regarding teaching and learning resources should be put in place as the country strives to achieve Kenya vision 2030 in its entity. In addition, the Government should carry out an assessment of resources in different categories of schools to ensure equal and adequate distribution of resources.

Tanzanian Educational Policy of 1995 valued the question and attainment of quality basic education in different ways. Master Basic plan of education quoting the Tanzania education policy shows that provision of quality education is the ultimate goal of any education system.

However, realizing the desired quality becomes difficult without effective management and administration and management machinery. The Tanzanian Educational policy of 1995 among other things states the following strategies as measures to bring quality education; firstly, the government shall establish an advisory council to coordinate and harmonize the provision of education and training in the country.

Secondly the ministry responsible for education and training shall devolve the responsibilities of management and administration of education and training to lower organs and community. Thirdly, establishment of education and training board for every region, district, town, municipal and city council for management of all levels of education their jurisdiction. Fourth, establishment of a primary school committee

which has to work jointly with school leadership. Finally, Tanzania Institute of Education shall design develop, monitor, review, and update the primary school curriculum.

Theoretically the Tanzania educational policy of 1995 values the questions of attaining quality education but practically the policy is faced by different challenges such as shortage of teaching and learning materials, poor teaching and learning environment to mention a few. In turn these problems lower quality of education. Historical background of primary education could be traced indifferent policies accompanied with different reforms and changes.

Sumra and Kataro (2014) studied that the quality education to be achieved in Tanzania need long term efforts, because the poor learning outcomes experienced in education in Tanzania result from several factors. In many schools, learning environment is not conducive to learning. Lack of classrooms, toilets, water, and electricity and inadequate supply of (motivated) teachers contribute to poor learning outcomes.

Unlike in 1960s and 1970s there is no clear vision that currently drives education in the country, In order to improve the quality of education. The Government should realize that there is a learning crisis and should put quality of education at the centre of their plans and actions. There are no easy solutions and instead of developing quick fix solutions, evidence based decisions need to be made. As a matter of priority we need to focus on teachers. Quality education can be achieved if we have adequate

number of well-trained and motivated teachers. Government needs to ensure that all schools, whether in rural areas or in urban areas, have required number of teachers.

2.3.2 Perceptions on Quality Education

There are various ways and conceptions in defining the term quality education. Sheridan, 2009; Jidamva, (2012) quoted by Chambulila (2013) , explained that as an educational phenomenon the term quality education is a debatable when comes opportunity in capturing, concretizing and operational zing its meaning, its difficulties originate g from different discourses, paradigmatic standpoints and perspectives. The concept is also not easy to describe because of involving different, unique and individual purposes, stakeholders, time and contexts. This signifies that quality of education as a concept that cannot be explained in isolated manner therefore, there is a need for different inputs from other scholars, policy of education context and other phenomenon valued and included in education.

2.3.3 Quality Education in Excellence Perspective

Harvey (2009), described quality from the excellence perspective in two aspects. As a degree of excellence quality involves worthiness, and second, quality depends on a position, thus, excellence in quality education must look at position or standard of a school or an individual relation to others. Mosha, (2000), stated that quality education does not depend on other things rather than established acceptable benchmarks of performance

Quality education may refer to inputs, that is, numbers of teachers, teacher training curricula, and learning materials. Secondly it may refer to processes, which is the

amount of direct teaching time, extent of active learning. Thirdly, it may mean outputs, that is, test scores, examinations, graduation rates, and lastly it may refer to outcomes, that is, performance in subsequent employment (Shabangu and Msafiri, 2013).

2.3.4 Quality Education in Transformative Perspective

Quality education is believed not only to bring transmission of knowledge and wisdom but also transforming an individual and society at large. In transformative perspectives, education is expected to bring and promote social change and contributes to building a just and democratic society (Aikman and Unterhalter, 2005). Vlăsceanu, Grunberg & Pârlea, 2004; Harvey & Green, 1993). Moreover, Chambulila (2013) explained that the transformative perspective of quality in education focuses on the positive changes obtained in specific educational programs levels or course.

However, Jidamva (2012) quoting Lomas, 2002; Parri, 2006; and Hakielimu, 2007; explained that using standards in excellence perspective to describe the quality of education is weak especially when performance is led to conform to the set standards. If, for example, every student acquires high scores, then examinations lose the status of being standards.

Likewise in Kenya, Shiundu (2001) did a study to explore the perceptions of teachers on quality basic education. He interviewed 45 primary school teachers. He found that, most of the teachers linked quality basic education with quality teachers.

Shiundu suggested that the Ministry of Education need to train teachers for basic education.

Jidamva (2012) through a qualitative study examined secondary school teachers' conceptions on understanding and improving the quality of secondary school education in Tanzania. Data were also collected through semi-structured interview from thirty teachers serving in four secondary schools both in the urban and rural context. The main focus has been to identify variations in conceptions about quality among teachers.

The results show that, teachers understand quality of education in their schools as meeting the aims of schools and society, as individuals' achievements and capabilities, as possessing competencies and as meeting the challenges of education. The conceptions identified were based on teachers' personal knowledge, the context of their work or the different circumstances found in their schools.

2.4 Strategies to Ensure the Provision of Quality Education

Discussion on provision and assessment of quality education become meaningless if quality teachers will not be discussed and considered. It has to be understood that the implementation of education policies and curriculum depend on competence of teachers. If a teacher is not competent enough attainment of quality education will be next to impossible is like having a modern furnished car without a driver. Khatoon (2008) assert vividly that quality and level of excellence in education is greatly contributed by the quality and competence of teachers.

Knowledgeable, competent and committed, teacher intended to deliver content well. Also successful teacher is emotionally matured using different teaching techniques and a facilitator for the students and an instrument of character building. Thus, primary school teachers have and use different strategies to ensure that quality education is attained. However, so as teachers to bring effective achievement of the so called quality education they have to be motivated, supported, trained and given conducive working environment.

Likewise in Kenya, Shiundu (2001) did a study to explore the perceptions of teachers on quality basic education. He interviewed 45 primary school teachers. He found that, most of the teachers linked quality basic education with quality teachers. Shiundu suggested that the Ministry of Education need to train teachers for basic education.

Orodho, Waweru, Ndichu and Nthinguri (2013) studied strategies applied to cope with challenges inhibiting effective implementation of basic education curriculum in Kenya through a mixed study methods. The study used where convenience sampling was used to select a sample of 205 primary and secondary school teachers. The study revealed that despite the gains made in accelerated enrollment, still there challenges facing provision of basic education. The study found inadequate teachers resulting in high teaching load prompting the use of ineffective teaching methods; Lack of motivation of the teaching force has been creating little room for use of modern teaching techniques that require individualized teaching, among others. As a result, the coping strategies employed both at the Ministry of Education level;

school level and teacher level have not been effective in ensuring the provision of equitable and quality education.

Kavenule (2013) studied that quality, qualified and effective teachers is priceless in the provision of quality education in different ways. Through classroom interaction with students, teachers work as transmitters of knowledge, values and skills which work as tools for rural and urban transformation. Teachers provide education which works as a solution to poverty alleviation, empowerment, sustainable development and environmental challenges. Also, Oziambo (2010) in Kavenule (2013) asserts that attainment of quality and standard education depends on accountability of teachers who transmit values and norms to students by teaching them or being models. Teachers play a role of developing students' understanding, learning and core values. Despite such teachers' significance, teachers do not stay in the teaching cadre

2.5 Conceptual Framework

The conceptual frame work for this study use CIPP model as described by Stufflebeam (1972).The model has been selected on the premises that attainment of quality education results from interactive units, namely context, process and output that is judged whether quality education has been achieved or not. The model has four interrelated variables namely context, input, process and then product;

Context: describes the situation and environments that surround the provision of basic education in Tanzania. In this study, the context could be described by looking

at the, educational policy of Tanzania which provide guidance on how different levels including basic education should be provided. Educational policy will guide different stakeholders in terms of their role in quality education; this includes parents and community around a school, school administration and leadership at large.

Input: According to this study inputs from different resources are utilized in effort to achieve quality education. Resources include text books, laboratories and libraries, classrooms, dormitories, classroom and others. Each resource has its unique role and contribution to the provision and attainment of basic quality education.

Process: The term involves various mechanisms used in the provision of education as stipulated in Tanzanian educational policy and other seculars. Process deals with how education is provided in school, the term can also be investigated in management and administration's pedagogical practices, assessment and evaluation strategies, effective teaching and learning process and medium of instruction use in teaching.

Product: The variable is about the end product of inputs, process and context. The quality of education as an outcome is judged according to the extent stakeholders' needs and interests are met in the provided education. This aspect is also determined by the competence and perspectives shown by individuals looking at process, inputs and context.

The model was preferred because it treats evaluation as a crucial component of improvement bringing and enhancing accountability within intended objectives.

On the other hand, the model has been selected because quality education may refer to inputs, that is, numbers of teachers, teacher training curricula, and learning materials. Secondly, processes, which is the amount of direct teaching time, extent of active learning. Lastly it may refer to outcomes, that is, performance in subsequent employment (Shabangu and Msafiri, 2013). Thus, all elements of the model are accommodated in the study.

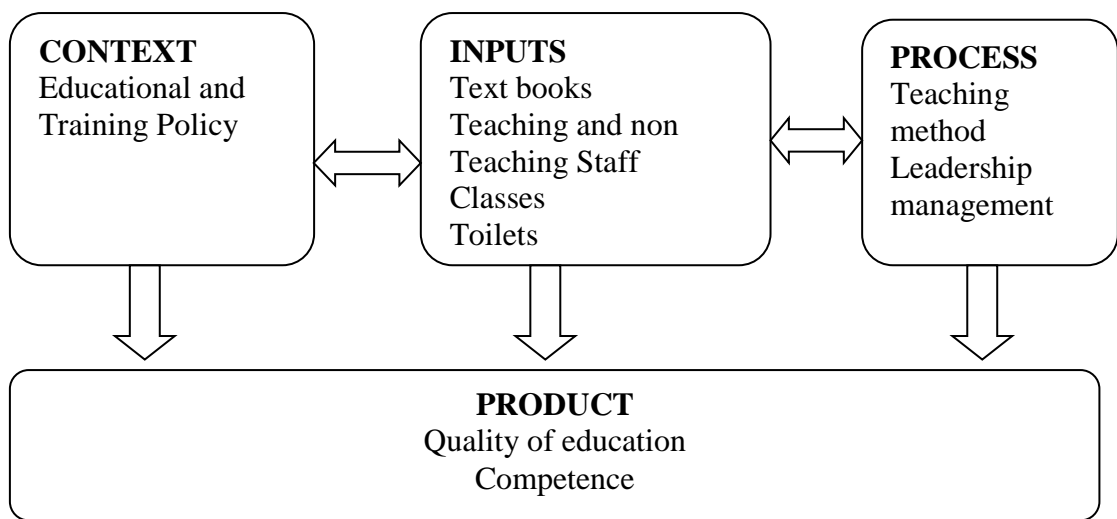


Figure 2.1: Conceptual Framework: Adopted from Stufflebeam (1972)

2.7 Research Gap

The reviewed literatures show that quality education is important and valued all over the world. The literatures show that quality education is stated and directed in the different policies from different nations governing provision of education. Despite stated in different policies and seculars in different nations, what is taking place in actual school environment is different. Provision of basic education in different nations especially in sub-Saharan nations including Tanzania faces different challenges. Thus, this study assessed how quality basic primary education is attained

in Moshi Rural District because there are few studies in Moshi Rural District putting in mind that basic education is a mother and foundation for other levels of education.

2.6 Summary of the Chapter

This chapter examined some of the theories put forward as major factors affecting the provision of quality education in the world and specifically in Tanzania. A historical Background of the development of education and quality basic education in Tanzania and other African countries was provided in the chapter on literature review.

Moreover Conceptual framework has been used to explain variables on quality education. The model adopted has been selected on the premises that attainment of quality education results from interactive units, namely context, process and output that is judged whether quality education has been achieved or not. The model has four interrelated variables namely context, input, process and then product.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is understood as a science of studying how research is done scientifically, the researcher describes steps that are generally adopted in studying a research problem along with the logic behind them. The researcher had to determine not only the use of research methods/techniques but also reasoning which of these methods or techniques, are relevant or not, and what would they mean and indicate and why (Kothari, 2004). This chapter involves different subheadings namely location of the study, research design, research approach, sampling procedures, tools for collecting data, data analysis method, reliability and validity of instruments, ethical issues and chapter summary.

3.2 Study Location

Moshi rural is one of the districts in Kilimanjaro region of Tanzania. It is bordered to the north by Rombo district, to the west by Hai district, to the East by the Mwanga district and to the south by the Moshi urban district. According to Tanzania National Census (2013), the population of the Moshi Rural district was 466,737. The district was chosen because of researcher's financial constraints and also researcher's proximity to the study area. The district has 31 wards. Therefore assessment should be done on provision of quality education in primary schools in the district.

3.3 Research Design

Kothari (2004) affirms that making decisions regarding what, where, when, how

much, by what means concerning an inquiry or a research study constitute a research design. He added that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.

A cross-section research design was adopted. The design was useful during data collection on a sample at one point in time. The study employed a descriptive survey research design considered to be appropriate in this study as it crosses at all types of respondents within a given at a time. The design provided an opportunity to the researcher to collect in-depth interview to investigate the assessment of quality primary education phenomenon in deep and within a small and manageable area by involving a few primary schools. The survey design was selected to enable the researcher determine the respondents' attitudes, beliefs, opinions, characteristics, and pieces of information on how to attain quality primary school education. Survey research design allowed description of data to show participants beliefs, attitudes, interests or behavior through questionnaires and interviews.

The survey research design suggested that the researcher had to go out and look for information. Surveys are associated with getting information 'straight from the horse's mouth'. And, more than this, the search is purposeful and structured. The survey approach is a research strategy, not a method where the researchers who adopt the strategy are able to use a whole range of methods within the strategy:

questionnaires, interviews, documents and observation. The approach focuses on the snapshot at a given point (Denscombe, 2007).

3.4 Research Approach

The study is mainly qualitatively structured with some few elements from quantitative approach. Qualitative approach was used mainly so as to enable the researcher to get in depth information from natural settings of respondents. Miles and Huberman (1994 in Punch (2005) explained that the role of a researcher in qualitative research among other include gaining a holistic overview of context under study, its logic arrangement, explicit and explicit rules. Miles and Huberman (1994) argued that the qualitative approach allows the researcher to study participants in their particular settings to understand, account for, and otherwise manage day to day situations. The approach was realized in data instruments and analysis plan.

On the other hand, quantitative approach was used to quantify some information that relate with assessment of quality primary school education. The quantitative approach is mainly used in the study when the researcher intends to use statistics and numbers to explain some information. The approach will be realized in tools for collecting data and data analysis plan.

3.5 Study Population

Population for this study is about all individuals who played part in the provision of education whether of the required quality or not. The small group that is observed in any study planned is called a sample, and the larger group about which the generalization is made is called a population. Study population is defined as all

members of any well-defined class of people, events, or objects. That could be used in giving relevant study for a planned study (Ary *et al.*, 2010). Also, Omari (2011) conceptualized study population as the totality of any group of individuals, units, objects or items which give samples for measurements in a given study. Population for this study involves teachers who are implementers of suggested curriculum who will describe whether the provided education is of required quality or not. On the other hand, officials from primary district education office were involved as a part of population because of their positions in facilitating the provision of education in terms of resources and administration. Furthermore, some members of school board were used as a part of population so as to air their views on the quality of education provided in their respective schools.

3.6 Sampling Procedures

The study employed multi- stage sampling technique because of large number of units that can be sampled for a given cost and sequential clustering, whereas this is not possible in most of the simple designs (Kothari, 2004). Moshi rural was selected purposively due to its high availability of primary schools. To obtain the desired sample size, a list of all primary schools, arranged in rural/urban in the district were be obtained from the DEO. Simple random sampling technique was used to select few primary schools balancing the number from rural. This technique provided an equal opportunity for participants to be involved in a given study.

Simple random technique was also used to select members of school committee and teachers from the five selected primary schools namely; Samanga, Ashira, Mengeni,

Rauya and Palangeny. Also purposive sampling was used to select key informants(i.e. Headmasters and Academic Teachers) in the Focus Group Discussions (FDGs) Participants based on their experience and knowledge they have on the assessment of quality education in the community.

3.7 Sample Size

The numbers of respondents involved in the study were 70, including a sample size of 60 teachers and 10 key informants. The distribution of all respondents involved in the study is shown in Table 3.1.

Table 3.1: Distribution of Respondents (n=70) involved in the Study

Type of respondents	Male	Females	Total
Teachers	27	33	60
Key informants	6	4	10
Total	33	37	70

Source: Field Work, 2015

3.8 Data Collection Instruments

3.8.1 Interviews

Data collection instruments used for the study were: interview schedule, researcher's diary and checklist.

- i) Interview schedule: One type of interview schedule was used, namely to collect primary data from primary school teacher respondents. The questionnaire was filled by means of personal interview conducted by the researcher.
- ii) Researcher's diary: This was used to collect secondary data from relevant documentary sources, including: official reports, internet websites, district,

wards and school files, as well as data through researcher's observations from the respondents in the study area.

- iii) Observation Checklist: This was used to collect primary data from key informants (Appendix C) to supplement information gathered through interview schedules and researchers' diary.

3.8.2 Documentary Reviews

The researcher also consulted Education Policy (ETP) of 1995 as one of methods in collecting data for this study. Tellis (1997) in Chedié (2009) states that documentary review as a method of collecting data involves critical reading of the written documents. Chedié however is quick to point that documents may sometimes mislead the reader. He suggested that people's interpretation of the written information is necessary.

Documents consulted for this study were Tanzanian Training Educational Policy of 1995 so as to see how the issue of quality basic education is addressed. The other document is the results showing academic result in form four national examination, this is because quality education can also be observed by relating input and output.

Also, the researcher needed to review school board meetings' agenda showing different leadership efforts taken towards the provision of quality basic education. Other documents were available from the Headteachers, and District Education Office.

3.8.3 Focus Group Discussion

The researcher used focus group discussion as a method of collecting information on how quality primary education could be attained. Focus groups consisted of small group of informed people to conduct conversation on a certain topic with the purpose to elicit feelings, attitudes and perceptions about a particular topic through conversations (Puchta & Potter 2004). The method enabled discussants to identify perceptions, thoughts and impressions of a selected group of people regarding a specific topic of investigations (Kairuz, Crump and O'Brien, 2007). The method allowed the use of a moderator to facilitate group discussion, ensure a loose agenda of questions or topics is covered, and to ensure the engagement of all group members.

The researcher organized two groups for discussion with this method. One group involved a few selected teachers who were picked randomly among many teachers in selected schools. The other group brought together some parents who were selected randomly to explore their views and positions on attaining quality education.

3.9 Data Processing and Analysis

3.9.1 Data Processing

The data collected from teacher respondent's interview schedule were coded for computer analysis. Data from researcher's diary and checklist were summarized manually to single sheets of paper. In summarizing the data great care was taken to make sure that it properly reflected original meanings of the statements made.

3.9.2 Data Analysis

Data from teacher respondent's interview schedules were coded for computer analysis, analyzed using Statistical Package for Social Science (SPSS) version 20 computer programme for windows. Descriptive statistics were used to obtain frequency, means and percentages. Furthermore, data processed from researcher's diary and checklists were examined. Qualitative data were analysed using "content analysis" technique which mainly involved transcription of recorded note books and then clustering information into sub-themes. Qualitative data were processed and analysed to frequencies to facilitate assessment of quality education in primary school in the study area.

3.10 Limitations of the Study

- (a) The major limitation during data collection was the difficulties in reaching some of the respondents due to the topographical nature of the study area and some areas had no reliable transport which cost much time and energy. To deal with this problem the researcher hired motorcycle to reach the selected schools.
- (b) There were difficulties for some respondents to give some answers for example with respect to their perceptions on the extent to which of quality education is practiced in their schools. In order to overcome this problem, the researcher decided to educate the respondents on the importance of the study to them and other people at large.
- (c) Some respondents were unwilling to give information without knowing how the study will benefit them. Most of them became cooperative after the researcher's clarification of the study objectives.

3.11 Reliability and Validity in Research

Reliability and validity are common terms used in quantitative studies (Golafshani, 2003). When used in qualitative research, the terms may hold different meaning, and hence it is important to define them. Patton (2002) states that validity and reliability are two factors which also a researcher in qualitative studies should be concerned about while designing a study, analyzing results and judging the quality of the study (Golafshani, 2003). Reliability and validity are viewed differently by some qualitative researchers, who consider them as inadequate. To bring the same function in qualitative research, terms like credibility, transferability, and trustworthiness of the study are used (Hoepf, 1997; Winter, 2000; Golafshani, 2003).

This study continues using the terms reliability and validity and because of that they are defined and explained. Kvale (1996) refers reliability to the replicability of results, which is ensured through appropriate methodological procedures to obtain consistency in data interpretation.

In qualitative research, validity is a tool for bringing justice to the study. It refers to the degree to which findings reflect the phenomenon investigated (Åkerlind, 2004). According to Marton and Booth (1997), data in phenomenographic research are reflected as they are experienced by the researchers. To bring valid reflection, researchers are cautioned to use appropriate validity measures. Kvale (1996) suggests two validity measures that are appropriate in phenomenographic studies. These are communicative and pragmatic validity. Communicative validity is ensured if the researcher is able to argue his or her research findings.

Pragmatic validity is based on the usefulness of the research outcome to the group under study. Furthermore, pragmatic validity is ensured from the acceptance of the research findings by the intended audience (Uljens, 1996). According to Åkerlind (2005), the study is considered useful if the findings can be applied to the situation under investigation. This study aims at adding knowledge about the quality of Primary school education in Tanzania. The findings therefore are expected to benefit not only teachers in their teaching but also curriculum developers, examiners as well as educational planners.

3.12 Ethical Considerations

Ethical protection is an important issue in any scientific study, especially when human beings are involved. In research, mainly in education and social sciences, ethics are concerned with protecting from harm individuals and groups who participate in giving information (Lankshear and Knobel, 2004).

In scientific studies, the researcher is charged with the obligation of assuring that the confidentiality and anonymity of the research objects is guaranteed and upheld (Patton, 2002). This is done to make sure that the objects are not easily identified in the research and as a way of minimizing any repercussions or consequences on them as a result of the data given or result of the study, particularly when the results present some controversial and sensitive issues. It should be noted that the need to protect the individuals in this study was paramount. In assuring that participants remain unrecognized, in the present study pseudonyms were assigned to each individual teacher. The use of pseudonyms is a traditional ethical criterion aimed at

minimizing negative repercussions for individuals in qualitative studies (Meena, 2009).

However, in some cases assuring confidentiality and anonymity is difficult. Protection is difficult for schools or teachers with unique characteristics that make them easily identifiable. They may have specific features that are easily recognized when the researcher describes the settings of the study and the profiles of the research participants (Mtika, 2008; Meena, 2009). To protect such cases in this study, efforts were made to ensure that the presentation of the findings does not give specific features for readers to easily identify or relate the teachers with the statements or quotes included in the report. Since the focus was on conceptions, the specific characteristics of an individual or a school are not included in this report. As argued above, the use of pseudonyms is maintained throughout the study to ensure anonymity. Furthermore, interviews were on an individual basis, and not in groups, which made it simple to maintain the anonymity of the teachers (Shahzad, 2007).

Informed consent is another traditional guideline of ethics in research with human subjects. According to Kvale (1996), informed consent requires informing the research participants about the overall aim of the study and the possible features of the design and the possible benefits and risks that may result from the study. It is based on giving relevant information to the participant so they can voluntarily participate (Silverman, 2006). This was done during the introductory stage of data collection. Meeting with the head of schools was done aimed at seeking permission to obtain an audience with the teachers. Later on, in common meetings with the

teachers the purpose of my study, together with the method of data collection was explained. The teachers were then asked to voluntarily participate in the interviews.

3.13 Summary of the Chapter

This chapter clearly and concisely describes how the study was conducted. Major issues examined in this chapter on research methodology included, the research design, sampling techniques, research instruments and issues of validity, reliability and Ethical issues were all examined among other related methodological issues.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results, analysis and discussions of research findings according to the data collected using both quantitative and qualitative approach as observed by the researcher. The findings are arranged by considering the objectives of the study which were to: 1. To examine education policy on ways the issue of quality education is stipulated; 2. Assess teachers and parent's perceptions of quality education; and 3. To determine whether the strategies that teachers use suffice to ensure the provision of quality education. The first part of this presentation is demographic characteristics of the research participants. Followed by ways the issue of quality education is stipulated in education policy; the perceptions of teachers and parents of quality basic education. The last part is the strategies that teachers use suffice to ensure the provision of quality education followed by the summary of the chapter.

4.2 Socio-Demographic Characteristics of Respondents

Table 4.1: Distribution of Respondents (n=70) involved in the Study

Type of respondents	Male	Females	Total
Teachers	27	33	60
Parents	6	4	10
Total	60	37	70

Source: Field Work, 2015

4.2.1 Sex of the Respondents

The study findings as presented in Fig.2 revealed that majority of teachers who teach

in primary schools were female by 55% compared to men (45%). The reason for larger percentage of female respondents, women prefer teaching field compared to any other work whereas men prefer any other work like crop cultivation, animal keeping (such as cattle, goat and sheep) and other non-agricultural activities.

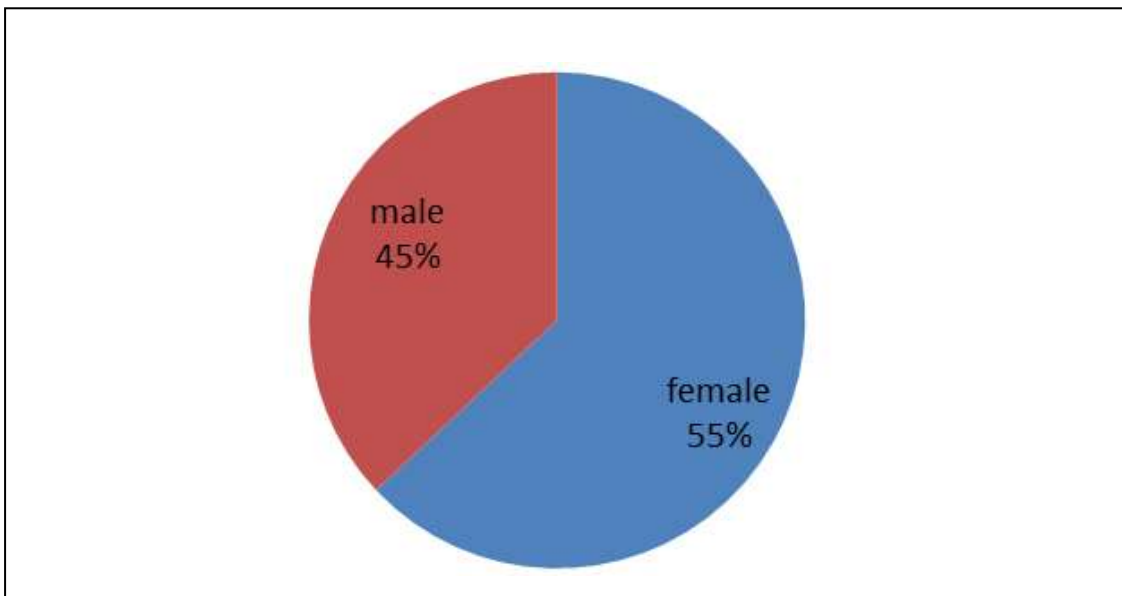


Figure 4.1: Percentage of Respondents by Sex

Source: Field Work, 2015

4.2.2 Respondent's age

The minimum age of the respondents was 25 years while maximum age was 51 years. Table 4.2 show that the majority (36.5) of the respondents were in the age group of 31-35 years. Which is a good proportion followed by 30.0% of respondents who were in the age group of 36 to 50. This implies that, teaching profession absorbed larger number of economically active population aged between 31 to 35 years providing a workforce labour for teaching primary school Pupils. However, the result suggest that involvement of respondent having 30 years and above was rich

source of information on implementation of quality primary education in the study area.

Table 4.2: Distribution of Respondents (n=60)

Age of the respondents (Teachers)	Frequency	Percent
<25 years	1	1.7
26-30	13	21.3
31-35	22	36.5
36-50	18	30.0
>50	6	10.5
Total	60	100

Source: Field Work, 2015

4.2.3 Respondent's Education Level

Education is one of the long term strategies that may be used to development in developing countries like Tanzania. Table 6 shows that the majority (56.7%) of the respondents population have certificate level, while respondents with diploma level and degree (40.0%) and (3%) respectively. The results show that only (3%) of the respondents who teach in primary schools have degree levels of education. This implies that majority of the primary school teachers have low level of education hence need for in service training in order to equip themselves with new pedagogical skills in order to help our primary schools pupils for improved quality of education. According to Bergmann (1996), the pedagogical skills of teachers are one of the important factors of quality of teaching and learning.

Table 4.3: Respondent's (Teacher's) Education Level (n=60)

Education level	Frequency	Percent
Certificate	34	56.7
Diploma	23	40.0
Degree	3	3.0
Total	60	100

Source: Field Work, 2015

4.2.4 Respondents (Teachers) Work Experience

With respect to teacher's years of experience, the results in table 4 shows that (36.7%) of the respondents have been in the teaching service for 6 to 10 years, followed by 31.7% respondents 3- 5 to years and 25.6% spent 11years and above. This implies that majority of the teachers are experienced.

Table 4.4: Respondents (Teacher's) Work Experience n=60

Years of experience	Frequency	Percent
3-5 years	19	31.7
6-10 years	22	36.7
>11years	15	25.6
Total	60	100

Source: Field Work, 2015

4.2.5 Teaching subjects

The results in Table 8 shows the majority of teachers reported to major one subject (English 36.7%), Maths (26.7%), Kiswahili (16.7%) and other teachers (8.4%) reported to teach several subjects. However majority of these teachers (80%) have few numbers of teaching periods (4-10periods) per week these implies that most of the time teachers remain idle in schools hence underutilization of resources. Further investigation revealed that to the primary school teacher fails important task of

turning to quality government strategies of improving educational quality. However, for that to happen, teacher needs to be motivated and dedicated. The lifting of teachers morale through monetary incentives is a major challenge due to economic constrains, but some measures need to be taken to regenerate their professional pride and enthusiasm through improving working conditions as well as increasing supervisory support services.

Table 4.5: Number of Periods and Teaching Subject

Periods	Frequency n=60	Percent
4-10	48	80.0
11-20	1	1.7
21-30	5	8.3
31 and above	6	10.0
Total	60	100

Source: Field Work, 2015

4.2.6 Education Policy and Quality Education

The first objective was meant to examine education policy on the ways the issue of education quality is stipulated. The goal was to assess whether the way quality is stated is clear and directive to teachers to provide quality basic education .The Education and Training Policy (ETP 1995). The major objectives of the ETP are: improving the quality of the education process; increasing and improving access and equity for all children; devolving authority to local levels; and, broadening the financial base for supporting education.

From these broad objectives of ETP of 1995, which is still followed, as there is a new ETP (2015), the policy stipulates that there is the need to improve the quality of the education process. This implies, ensuring that the teaching and learning is

appropriately done to produce competent pupils who can read, write and do simple arithmetic. What have been effectively achieved or at least some progress towards achievement of this objective? Teachers through interview were asked to comment on the achievement of quality basic education. The question was: How has the government ensured there is provision of quality basic education? Some of the responses were as follows:

Teacher 1: *To some extent the government is trying to achieve quality basic education. We are now seeing in-service training for teachers of standard one and two on modern methods of teaching children.*

Teacher 2: *There is some improvement in the provision of basic education, at least in government schools. But in private, this is a dream. A lot of people have opened up private schools for young children and Teachers' Colleges to train teachers of children. But the education that is provided there, no one knows about its quality.*

Teacher 3: *I don't think there is any quality education going on in primary schools. Look, all the classes are crowded. How can we say there is quality education in such crowded classes?*

From the above responses, it seems that teachers are skeptical about the quality of basic education provided in both the public and private primary schools. These findings correspond with Osaki (2000) observation of the provision of quality education in Tanzania. As Osaki observed, the problem of low quality education is serious. According to him, many parents, community members, government employers and other stakeholders frequently lament that students leaving school at various levels do not have the requisite knowledge and skills for life.

This implies that although the goals of Tanzania education policy in basic education is to improve the quality of the education process; increasing and improving access

and equity for all children, there is no proof that quality education is provided for all the children given the fact that many classes are overcrowded. It is thus safe to say that although the education policy talks about quality basic education, in reality this is not in practice.

4.2.7 Teachers Perception on Quality Education

The second objective was set to assess teachers and parents perceptions of quality basic education. Questionnaire was used to get responses from the teachers. The question was: How do you perceive quality education?

Table 4.6: Teachers' Perception on Quality Education

Perceptions	Frequency	Percent
Teaching and learning environment with adequate resources	46	76.7
Helps to live better life	2	3.3
Increased academic performance	5	8.3
Employment and self-reliance	7	11.7
Total	60	100

Source: Field Work, 2015

Results in Table 9 show that the majority (76.7%) of the teachers said that quality education can be assessed through teaching and learning resources. This implies the inputs in the teaching process will produce quality education, while 3.3% said that quality education helps to live better life (8.3%) increase competence and performance and Employment and self-reliance (11.7%).

In informal conversation with teachers, teaching and learning resources were discussed as key in providing quality education. They had the opinion that provision

of quality teaching and learning resources are necessary to improve quality of primary school education. However, it was revealed by key informant respondents that their attitudes were not so positive due to frequently cited problems of teacher competence and teacher motivation for the quality education in the study schools. They often work in difficult and demanding conditions with large classes and insufficient resources. These combinations of factors often result in low motivation and morale. In addition, teachers were poorly paid and study respondents felt that salary increase would have a most significant effect on motivation; therefore both Teachers and pupils needs need to be addressed for quality education.

These findings suggest that there is a need to dedicate more resources to enable friendly school environment and ensure adequate facilities for inclusive education. The findings are in agreement with what has been noted by Nkinyangi (2006) and Tjeldvoll (2004) that quality should be met so as to ensure conducive school teaching and learning environment.

4.2.8 Parents Perception on Quality Education

Parents were also asked their views on what they believed on quality education. Like teachers, through questionnaire, they were asked to indicate their preferences.

Table 4.7: Parents Perceptions on Quality Education

Perceptions	Frequency	Percent
No quality education attained	7	70.0
Slightly effort done by teachers (hence need for in-service training)	3	30.0
Total	10	100

Source: Field Work, 2015

The results in Table 10 shows that the majority (70.0%) of parents responded that quality education has not yet attained in primary schools, their Pupils have completed standard seven without knowledge on 3Rs skills (i.e. Reading, writing and arithmetic). However, some of the parents said that there is slight effort done by teachers to ensure basic quality education but teachers need in-service training. Through further probing on the supportive measures for both Teachers and Parents, the parents agree on supporting pupils when at home which will lead to good performance. These findings are in agreement with one of the PEDP II components of substituting and involving pupils, parents and teachers in development of the school. Moreover, parent's expectations, positive or negative, towards school and child's capacity have greater impact on child's performance. The more positive the parents are towards education, the school and child's capacity, the more the child is likely to be able to take advantage of learning opportunities. There is therefore a need for continuous development of awareness campaign towards greater parental support. These findings are supported by Courtney (2008) who noted that quality determinant factors include supporting inputs from parents, education system, school climate, teaching and learning process involving learning time, teaching pedagogies and the student outcomes.

4.2.9 Teacher's Motivation

The majority of respondents (98.3%) revealed that in order to improve quality education in primary schools there should be good environment for both teachers and Pupils, for the pupils there should be conducive classrooms suitable for learning, teacher student ratio at least 1:50, enough books and food for the pupils while at

school; for teachers, they said that quality education is difficult to attain with no motivation i.e. salary increments. The findings of the results concur with that of (Komba and Nkumbi, 2008), who argued that attaining quality education is difficult if teacher motivation is not improved. This argument sets teacher motivation as one of the prerequisites for improving the quality of education (Davidson, 2006; Benell and Mukyanuzi, 2005). It is an important area in that teachers are the main implementers of the curriculum and hence their motivation can lead to successful teaching and learning and achieve the desired targets. It was noted that teachers related motivation to improved earnings through improved salaries and compensations.

4.3 Strategies to Ensure the Provision of Quality Education

The third and the last objective aimed to determine whether the strategies that are used suffice to ensure the provision of basic quality education or not. Questionnaire was used to request the teachers to indicate the strategies that they use to ensure the provision of quality education. The question was: What strategies does the Ministry of Education and Vocational Training use to ensure the provision of quality education?

Table 4.8: Strategies to Ensure Provision of Quality Education

Strategies	Frequency	Percent
Friendly classroom environment	12	20.0
Employs various teaching strategy	2	3.3
Competent teachers	42	70
Motivation to teachers	4	6.7
Total	60	100

Source: Field Work, 2015

The majority of the respondents (70%) said that competent teachers are key towards provision of quality education as they are knowledgeable enough to interact with learners and the learning materials in the classroom. The findings of the study concur with that of (Khatoon, 2008) who asserted that quality and level of excellence in education is greatly contributed by the quality and competence of teachers. Knowledgeable, competent and committed, teacher intended to deliver content well. Also successful teacher is emotionally matured using different teaching techniques and a facilitator for the students and an instrument of character building.

Also 20% of teachers suggested that friendly classroom environment for their pupils and conducive working environment for teachers is among the strategies to ensure quality education. Moreover, teachers argued that, lack of motivation of the teaching force has been creating little room for use of modern teaching techniques that require individualized teaching, among others. As a result, the coping strategies employed both at the school level and teacher levels have not been effective in ensuring the provision of equitable and quality education. The findings concur with that of (Khatoon, 2008), that coping strategies employed both at school and teacher's level had not effective in ensuring quality education.

4.4 Chapter Summary

The overall objective of the study was to examine the extent to which quality basic education is provided in Tanzanian context. The study provided thick descriptions of how the teaching and learning environment is managed in relation to the improvement of quality basic education. The study helped in the understanding of

the usage of school inputs, which were linked, to quality improvements with respect to achievement. The study identified factors which constituted priority indicators of quality education being education policy, Teachers and Parents perceptions on basic quality education, Teachers' motivation and strategies to ensure the provision of quality Education. The extent to which quality education initiatives had been implemented was found to be based on supporting inputs in addition factors related to effective school leadership, an organized curriculum and incentives for academic success.

CHAPTER FIVE

5.0 SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

Based on study findings, a number of lessons regarding quality basic education in selected primary schools in Moshi District were drawn. These lessons are important because of their policy implications in improving quality basic education in primary schools in the study area and beyond. The overall objective of this study was to assess the provision of quality basic education in Primary schools in Moshi district. The study identified factors which constituted priority indicators of basic quality education being how education policy is stipulated on quality basic education, Teachers and Parents perceptions of quality basic education, Teachers' motivation and Strategies that teachers use to ensure the provision of quality education. In addition, factors related to teachers' strategies on how to overcome challenges associated with quality basic education identified were; friendly classroom environment, employ various teaching strategy and develop teachers competence.

The findings from the collected data found that there is a need to dedicate more resources to enable friendly school environment and ensure adequate facilities for inclusive education and suggests improving teaching and learning resources.

5.2 Discussion

The study discusses assessment of quality basic education in primary schools. The data collected in respect of the qualification of teachers from the five selected

primary schools sampled showed that 56.7% had certificate level, 40.0% diploma in education and 3% with degree in education. This implies that majority of the primary school teachers have low level of education hence need for in service training in order to equip themselves with new pedagogical skills in order to help our primary schools pupils for improved quality of education.

On working experience and number of pupils per class, With respect to teacher's years of experience, the results showed that With respect to teacher's years of experience the results shows that 36.7% of the teachers have been in the teaching service for 6 to 10 years, 31.7% for 3- 5 to years and 25.6% spent 11years and above. The implication of this to the study is that, majority of the teachers are experienced.

On the extent of the implementation of the quality basic education in terms of teacher- pupil's ratio as stipulated in the Tanzanian Education Policy (i.e. 1:50), the results of the data collected revealed that most of the classrooms are overcrowded. The results obtained shows that the schools are yet to adhere strictly to the small class enrolment.

In order to ascertain basic quality education in schools, adequate classroom facilities should be provided.it is the consensus opinion of educators that for effective learning to occur, learning environment must be conducive.

The questions of what teachers understand and what conceive as possible ways to improve the quality of basic education in primary schools are addressed. The results

have shown that teachers' perception were influenced by circumstances and challenges experienced in schools.

In the results, teachers have made different suggestions that can be utilized to improve the quality of education in schools. With regard to teacher motivation, the teachers have suggested the introduction of teaching allowances, special allowances as a means of improving teacher morale at work. Issues related to teacher quality and school contexts are also being addressed and suggestions for improvements being made. These suggestions may have budget implications so it is important therefore policy makers and planners to integrate into the national plans.

Based on study findings, a number of lessons regarding assessment of quality education in selected primary schools in Moshi Rural were drawn. These lessons are important because of their policy implications in improving quality education in primary schools in the study area. This chapter presents conclusions and recommendations.

5.3 Conclusions

- i) School improvement that ignores one or more of interacting factors that constitute priority indicators of quality education risks missing essential component of the whole.
- ii) The teachers in the selected schools are qualified and well experienced. There are more female teachers than the male teachers.

- iii) Most classrooms are overcrowded. This implied that schools are yet to adhere to the teacher-pupils ratio of 1:50 pupils in a class.
- iv) This study also has implication on improving the quality of primary school education in Tanzania. In the results, teachers have made different suggestions that can be utilized to improve the quality of education in schools.
- v) With regard to teacher motivation, the teachers have suggested salary increment and other fringe benefits as a means of improving teacher morale at work.

5.4 Recommendations for Policy Makers and Action

- i) Quality education must attend to teacher's competence, supportiveness of learning environment, teacher's salary increments, various T/L techniques and achievement of outcomes.
- ii) Many problems that students face at home and school can be solved with teacher awareness and action focused curriculum, parental support.
- iii) As the country is shifting towards a competence-based curriculum, the quality of education at all levels needs to be at the forefront (World Bank, 2005).
- iv) Teaching in schools, the training of teachers in colleges and universities, and modes of examinations need to be improved.
- v) This study therefore sends a message to teachers, teacher educators, inspectors, educational planners, policy makers and examiners. More focus in terms of teaching, training of teachers as to build their competences and improving the quality of learning to our Pupils.
- vi) In general this study provides a message and recommendations to different actors in the Primary school education sector. The government and development

partners supporting development of Primary schools in the country have to revisit their plans and priorities to be able to meet the challenges posed in this study.

5.4.1 Suggestions for Further Studies

- i) To undertake a case study on interaction between teachers and students in the study schools. The major purpose of this study would be to elicit more reliable clues about communication behaviours of teachers and students during the process of teaching.
- ii) To undertake case studies on basic quality education in other parts of the country in order to enable generalization of the observations. The major purpose of the case studies would be to assess and enhance the provision of quality basic education and understanding of quality education achievements.
- iii) Research on issues and practices in planning the quality of education would improve to a great extent the direction of educational planning. Findings established from such studies should shade light on the alternative strategic plans to improve the quality of education in schools. It is hoped that studies relating to planning the quality of education would generate information that would be used to improve the quality of education in schools.

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APPENDICES

APPENDIX 1: Interview Guide for District Education Officer

A. Personal Particulars

- 1. Sex.....
- 2. Age.....
- 3. Educational level.....
- 4. Experience.....

B. Questions

- 1. What do you understand the term quality education?.....
- 2. What are the elements that describe quality education?.....
- 3. Describe (3) three measures to be taken to enhance the provision of quality primary education.
 - i).....
 - ii).....
 - iii).....
 - .

APPENDIX 2: Interview Guide for Teachers

A .Personal Particulars

1. Sex (i) Male... ii) Female....
2. Age i) 20—25 () ii) 26—30(). iii) 31—35(). iv) 36-50 (). v) 51 and above ().
3. Educational level. (a).Certificate () (b).Diploma level () (c).Degree (d) Others.....
4. Experience in teaching profession
 - (a) 1-2yrs.....
 - (b) 3-5yrs
 - (c) 6-10yrs.....
 - (d).11yrs and above.....

B. Questions

1. Teaching subjects:
 - a) Subject do you teach..... (b). Number of periods per week.....
2. Experience in teaching: Number of years in teaching.....
3. What do you understand the term quality education?
4. What are the elements that describe quality education?
5. Do you think primary schools need improvement in quality education?
 - (1)Yes.....(2) No....
6. If yes explain how.....
7. What makes Primary school education needs improvement?

Explain.....

8. What is your role in improving quality in your school and subject area?

Explain.....

9. Can you explain how quality education can be improved in Primary schools?

.....

10. What are the roles of other actors in improving quality of Primary school education?

Explain.....

11. What do you think your work can improve the quality of primary school education?

Please, Explain.....

12. What strategies do you use to ensure you provide quality education to your students?

.....

APPENDIX 3: Interview Guide for Parents

A. Personal Particulars

1. Sex.....2.Age.....3.Educational level.....4.Experince.....

B. Questions

1. What do you understand by the term quality education?
2. What are the elements that you see in your child to determine that he/she is getting quality education?
3. What do you do to ensure that your children get quality education?

Appendix 4: Observation Scale

The researcher used observation Scale for evaluating strategies for enhancing quality education using two teachers from each selected school of the case study.

The criteria for awarding marks on the usage of observed teaching and learning activities will be:

Scores

1. Extremely often
2. Often
3. Occasionally
4. Rarely/Never

S/N	Classroom activity	1	2	3	4
1	Created friendly classroom climate for all learners				
2	Employs various teaching strategies (mention)				
3	Encourages participation to all students				
5	Employs co-operative group teaching				
6	Employs Peer Tutoring				
7	Employs reciprocal teaching				
8	Provides appropriate teaching and learning materials				
9	Adapts appropriate and flexible curriculum				
10	Employs formative assessment				

APPENDIX 5: Letters

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

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drps@out.ac.tz

22/07/2015

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you **Mr. OYUNGE AMOS** with **REG. NO. HD/E/193/T.10** who is a Master student at the Open University of Tanzania. By this letter, **Mr. OYUNGE AMOS** has been granted clearance to conduct research in the country. The title of her research is "**ASSESSMENT OF THE PROVISION OF QUALITY BASIC EDUCATION IN PRIMARY SCHOOLS IN MOSHI RURAL DISTRICT-TANZANIA**". The research will be conducted at **MOSHI RURAL DISTRICT**.

The period which this permission has been granted is from 27/07/2015 to 26/08/2015.

In case you need any further information, please contact:

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

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

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
MOSHI DISTRICT COUNCIL

(All correspondence should addressed to District Executive Director)

KILIMANJARO REGION

Tell: 027 27 55172/2751865,

Fax: +255 27 2754305



P.O BOX 3003,

MOSHI.

Ref.No.MDC/E.10/16/198

Head Teacher,

ASHIRA PR, PALANGENI PR.

SAMUNYA PR, RAUYA PR.

AND MENGENI PR.

MOSHI.

RE: BACHELOR/MASTERS OF EDUCATION, PhD Thesis / PROJECT PLANNING AND MANAGEMENT RESEARCH PROJECT.

Kindly refer the above subject.

I am writing to you to introduce AMOSI OYUNGE A second /third-year
 in bachelor/Masters, PhD thesis from THE OPEN UNIVERSITY OF TANZANIA

Reg. HD/E/193/T10

Please allow him to undergo his/her research on your premises and give the support to fulfil his/her academic exercise.

Your support is highly appreciated.

S.S. MLACHA

FOR: DISTRICT EXECUTIVE DIRECTOR

MOSHI DISTRICT COUNCIL

MOSHI.

DISTRICT EDUCATION OFFICER

P. O. Box 3003,

MOSHI