

# Provision of Universal Primary Education in Tanzania: Selected Quality Issues in Kagera Region

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***Abstract.** This study investigated the performance of the Universal Primary Education (UPE) programme in Kagera region between 1998 and 2008. It involved 160 participants who responded to a closed questionnaire. Items in interviews also scrutinised the extent to which the programme has achieved its objective of providing quality education. It was concluded that provision of quality primary education in Kagera is facing challenges of: low numbers of trained teachers; deficiency of pedagogical skills; and modest supply of teaching/ learning resources. Recommendations include: deployment of well trained teachers to ensure optimal provision of quality education; Ministry of Education and Vocational Training should emphasise frequent use of in-service training programmes to complement pre-service training; teachers in schools should be encouraged to prepare instructional materials to mitigate book shortage; and education budget should be increased to meet the constrained desire for learning resources in schools.*

**Keywords:** Education; Quality Assurance; Tanzania

## Introduction

### Concept of Quality

The World Bank Report (2006) highlights that Quality education can be analysed by describing the interaction and interdependency of aims and objectives, content, learning activities, teacher's role, materials and resources, location, time and assessment. Smith (1987) suggests that the quality of education given by the school can be determined by examining physical and non-physical facilities which promote successful learning. Petty (1999) goes ahead to argue that besides other things, quality education should be linked with teachers' qualifications, records on pupil achievement, availability of teaching/ learning materials, the class size, teacher-student ratios, and location of the school. However, for the past three decades, a range of factors in the developing world have been reported to constrain the quality of education provided in educational institutions, particularly primary schools (Nyaso, 1998; Ssemkomwa, 1997; Clarke, 2001; Onzele; 1992; Mwasalanda, 1995 and Galabawa, 1999).

In Uganda a study to investigate the effectiveness of methods used to teach in primary schools was conducted and scaring issues emerged:

teachers were overloaded with work and were using teacher-centred methods due to scanty textbooks in the schools. Among the recommendations he advanced were that Government ought to invest substantially in teacher training programmes, provide enough teaching/learning materials and devise ways of promoting viable teaching methods (Ssemkomwa,1997). Similar and other issues had also been acknowledged in Kenya and Tanzania on factors affecting the teaching of subjects in primary schools - issues of shortage of relevant textbooks, limited number and low motivation of teachers were identified (Onzele, 1992; Mwalyasanda, 1995; Galabawa, 1999). All these studies in East Africa were conducted before the entrenchment of the policy framework of Primary Education Development Plan (PEDP) in Tanzania to enhance UPE quality provision through improved structural and systemic functionality (BEST, 2010). Quality in this study was underpinned by: professional training of teachers, adequacy of teachers, teachers' pedagogical skills and availability of teaching/learning materials -derived from selected goals and objectives of PEDP.

### **Theoretical Support**

The study was underpinned by the Open Systems Theory of Bertalanffy, in Handy, (1993). The Open Systems Theory perceives an entity, such as UPE, as a success story once all elements constituting it (in the internal and external environments) operate and cooperate optimally. It therefore takes into account the relationship between all sub-systems in the internal and external environments as crucial determinants of an effective system. In the context of UPE, the ministry of education and government (external environmental elements), education administrators and managers, planners, teachers, as well as parents and students (internal environmental elements) ought to play their nascent roles effectively, to help the achievement of the national goal of provision of quality education.

### **Trend of Universal Primary Education**

According to Anders (2003), the Dakar Educational Forum also reiterated and reaffirmed the essentiality of two main educational objectives of the Jomtien Declaration:

Ensuring that by 2015 all children, particularly girl children in difficult circumstances and those belonging to ethnic minorities, should

have access to and complete quality of free and compulsory primary education.

Secondly, improving all aspects of the quality of education and ensuring excellence for all so that recognised and measurable learning outcomes are achieved in literacy, numeracy and essential life skills.

However, it seems more difficult to determine how to achieve and sustain this ambition. The call for quality UPE/EFA provision (at local and global level) and in the development of education, constitute a great challenge for education policymakers, planners and administrators (Massawe and Kipingu, 2000).

### **UPE in Tanzania**

Tanzania has for many years been committed to offer effective management and provision of UPE (URT, 1979 and 1995). Accordingly, the first explicit expression of this commitment came in 1969 with the setting of a target to achieve UPE by 1986. The 'Education and Training Policy of Tanzania' states the major objectives as:

1. To enable students develop an enquiring mind and ability.
2. To think and solve problems independently.
3. To attain social value, attitudes and knowledge necessary for them.
4. To play a dynamic and constructive role in the development of their society.
5. To gain education that is complete in itself with commitment to the community.

According to URT (1995 and 1997), the struggle for the achievement of UPE in Tanzania is a journey involving three phases:

The first phase was the period from 1967 to 1980s - described as the era of Education for Self Reliance (ESR), based on *Ujamaa* or African Socialism which was the national philosophy then; The 'Arusha Declaration, on Socialism and Self-Reliance' gives all necessary directions on how to provide and attain UPE. The Government embarked on an enormous national campaign for universal access to primary education for all children of school-going age. For this matter, the process of UPE in Tanzania was contemplated and implemented with the full cost borne by the Government. Efforts to undertake UPE were systematically planned and centrally directed. This connoted putting in place medium-term and long-term development plans; resulting into significant access to primary school education across the country (URT, 1995 and 1997).

The second phase, spanning between the late 1980s and early 1990s, was characterised by the entrenchment of liberal reforms advocating for free choice and market-oriented schooling. On the surface these appeared to be necessary precepts and recovery domains with cost efficiency mechanisms but as time went on, inherent implications translated into the loosening of government control over the UPE agenda. Though the expansion of UPE and other social services was a national priority, the economy could not sustain the provision at this time. In the first phase Government had emphasised self-reliance and expansion though with inadequate measures for sustainability. This, in part, meant that the education sector lacked quality teachers as well as teaching/learning materials and infrastructure to address the abrupt expansion of UPE (Massawe, *et al*, 2000).

When Government underwent economic reforms through Structural Adjustment Programmes (SAPs) this became another blow to UPE in Tanzania. With SAPs, the Government decreased support towards provision of social services, including education. Consequently, cost-sharing policies came into force, as timely interventions. Conversely, SAPs led to a situation where peasant families received less or no subsidies. Regrettably also at this time, a large number of workers lost their means of livelihood through retrenchment from public and civil services (Boma, 1998; Galabawa, 2003). These macro-demographic trends and economic dynamics have continued to exert pressure on UPE - lowering the enrolment rates to 71 percent in 1981 and to 47 percent in 1992, according to *Basic Education Statistics in Tanzania* (BEST, 1985 and 1995).

The third phase spans the period of 1999 to date. In this period, the Government strives to address poverty by generating capacity for provision and consumption of better social services especially education. As part of the underlying underpinnings of the third phase the Government articulated the Development Vision of 2025; a long-term socio - economic development philosophy articulating a desirable future condition for all Tanzanians. *The Vision* states that the Tanzania of 2025 will have five major attributes including:

1. High quality livelihood
2. Peace, stability and unity
3. Good governance
4. A well-educated and learning society
5. A competitive economy capable of producing sustainable growth and shared benefits.

By being a well-educated and learning society (Attribute 4), *The Vision* projects that Tanzania will be a nation whose people are well educated with a developmental mind-set and competitive spirit. These attributes are critical for the nation in effective mobilisation of domestic resources, assuring the provision of people's basic needs and in attainment of competitiveness in the regional and global economy. Thus, by this very fact, Tanzania has been under pressure to revitalise the drive towards UPE and to joining many global commitments made in recent years.

However, one question that appears to remain unanswered is: How is UPE being provided in the country? Galabawa (2003) argues that it is not the mere initial enthusiasm to expansion of primary school education and achieving quantity in the short run that matters but Government is obliged to consider the long-run implications of UPE efforts as related to cost-effectiveness of investments as well as the commitment to achieve institutional competence and developmental mind-set. Given the limited resources and weak institutional capacity, difficult decisions have to be made regarding trade-offs between investments that promote school quality. The achievement of UPE begs for appropriate and strategic investment to allow for a feasible joint pursuit of access and quality in a holistic manner.

Owing to the predicaments experienced in the previous years, especially in the second phase, Government introduced the Primary Education Development Plan (PEDP) of 2002-2007. PEDP was expected to pursue both qualitative and quantitative improvements via four strategic priorities:

1. Enrolment expansion
2. Quality improvement
3. Capacity building
4. Strengthening institutional arrangements.

Accordingly, Government was expected to maintain its current policy of no fees and other attendant costs for primary schooling, specifically in the government owned schools. A wide range of initiatives were identified and implemented towards supporting a safer, children-friendly and more conducive environment, for efficient and effective delivery of primary education. Conversely, the major challenges towards the UPE drive are reflected in the relationship between access and quality. The two features, access and quality, are linked but there appears to be little agreement among scholars and researchers about how this link operates and even how it can be strengthened. For instance, Carnoy (2000) argues that there is almost no need in

expanding access to education unless this expansion leads to reasonable quality improvement.

### **PEDP and Private Demand for Universal Primary Education**

According to ‘Basic Education Statistics in Tanzania’ enrolments (private demand as determined by households) into primary schools have been rising annually, for example from the year of 2006, which the researcher considered due to available data (BEST, 2010), there were 7,063,362 school age going children in Tanzania in the age bracket (7 to 13 years) that were expected by national policy to be in school (standards one to seven). During the base year almost all expected children were in school, with only 1914(0.027%) staying out of the primary schooling institutions. Nevertheless the deficit appeared rather insignificant - possibly the figure of 7063362 (Table 1), may have included all kinds of children in the age bracket of (7 - 13), invalids, inclusive. More information on enrolments in the other respective years is summarised in Table 1.

**Table 1: Primary School Age Populations and Enrolments (2006 to 2010)**

Year	A: School Age (7-13 years)	B: Enrolment of Standards 1-7	C = (A – B)	(B/A)%	(C /A)%
2006	7063362	7061448	1914	99.973%	0.027%
2007	7271198	7075899	195299	97.314%	2.686%
2008	7490693	7284331	206362	97.245%	2.755%
2009	7637813	7324848	312965	95.902%	4.098%
2010	7911584	7647806	263778	96.666%	3.334%

*Source: Culled from Basic Education Statistics in Tanzania (BEST, 2010).*

Table 1 shows enrolments into primary schools that appear to be falling. In 2006 the difference between expected entrants and actual enrolments was a mere 0.027%, while in 2002 there was a negative deviation of 2.686% and for the rest of the academic years, deviations of 2.755%, 4.098%, and 3.334% were recorded for academic years 2008 up to 2010, respectively. It is not yet acknowledged, however, whether the alleged falling quality in the service delivery could be responsible for this phenomenon. Other researchers will delve in this to provide relevant answers.

### **UPE Quality during the Primary Education Development Plan (PEDP)**

UPE Performance during PEPD was highly praised as an imperative that was anticipated to improve UPE quality. In this context quality,

inter alia, implied improving teacher's teaching styles and methods in the classroom; availability of good quality learning and teaching materials; and necessary support for maintaining educational standards, aiming at improving the overall achievement of both female and male students in the primary education, mainly those with UPE. Similarly, other institutional and structural capacity was to be enhanced with effective pre-service teacher training programmes, governance and sufficient management and also, effective financial management, to attract children into the schools that are inherently planned to be free institutions (URT, 2003).

At the moment, although the woes about insufficient quality service delivery continue to be rife among some stakeholders, it is paradoxical because quality in UPE schools has been receiving a great deal of attention in recent years, as educators and other stakeholders in education appear to have recognised the need for improved standards in the wake of the tremendous growth of educational enrolments throughout the country. Nevertheless, advocates of the foregoing opinion appear to diametrically contradicting the position of Govinda, (2001), who empirically found out that, almost universally there is a general consensus that educational quality, whether private or government aided, needs to be improved to remove definitional and contextual complexities, such as wanting professional training of teachers, inadequate teachers, scanty teachers' pedagogical skills (instructional or teaching methods) and inadequate teaching materials.

Despite the complexities involved, it remains very lucid that quality is key to the success of any education system, particularly with reference to long term sustainable development goals in Tanzania. Apparently the most important task facing Tanzania now is how to provide and maintain the desirable quality education. In absence of credible and systematic explanations on anticipated quality provision, according to PEDP dictates, the current research became crucial, thus. Its purpose was to investigate the extent to which quality in UPE Schools has been provided or maintained UPE schools, given the perennial woes over wanting service delivery in these schools. The researcher presumed that if the state of affairs remained unresolved, the cherished national development agenda would only remain a dream beyond the periphery.

## **Methodology**

Using a mixed methods approach (Rorty, 2006; Dash, 2000; Creswell, 2003) - with both quantitative (Cohen, *et al*, 2001; Howe, 2002) and qualitative approaches (Rossman, 2001), the study was conducted in

Kagera Region; situated north-western Tanzania, bordering Uganda, Rwanda and Burundi. It involved five districts: Bukoba, Muleba, Biharamulo, Ngara and Karagwe. From each district 4 rural and 4 urban schools were used. A sample of 205 respondents: 160; 40 head teachers in government primary schools with UPE and 5 District Education Officers, was engaged.

### **Data Collection Tools, Collection and Analysis**

Two questionnaires with similar but differently formatted items for head teachers and teachers - both with open items (to solicit divergent respondent views) and closed items (for targeted responses) were accordingly administered. Education officers were interviewed on similar issues as those in the said questionnaires, to safeguard validity and reliability issues. Descriptive data were tabulated with appropriate percentages, while inferential data (data about the hypotheses) were tested with chi - square test - of - independence ( $\chi^2_{\text{obs}} = \sum [(f_o - f_e)^2 \div f_e]$ ) statistic to prove significance of the respondent claims.

## **Findings**

### **Training of Teachers and Quality of UPE**

On,  $H_01$ : The training given to the teachers in this region is not sufficient to provide expected quality of universal primary education, the researcher asked the respondents to indicate their professional qualifications and whether they have ever accessed any In service training - Tables 3 and 4 summarise the responses.

**Table 3: Teachers Professional Qualifications**

Qualification	Number	%
Certificate Grade A	50	31
Certificate: Grade B	80	50
Diploma in Education	30	19
Total	160	100

The data presented in Table 3 show that 19 percent of all teachers were Diploma holders and 31 percent were Grade A, teachers. Majority (50%) of the teachers were Grade B. This position is contrary to *The Tanzania Education and Training Policy (1995)* which states that the 'minimum qualification for a primary school teacher shall be possession of a valid Grade A, Teacher Education Certificate'. Going by this revelation, it was



therefore established that the teachers in UPE schools in Kagera region lack sufficient training and this can deter the national goal to provide the expected quality.

According to PEDP guidelines, a teacher’s qualification is signified as one of the strategic elements required for mind-set transformation and for the creation of a well-educated nation that can address the development challenges. In fact in some districts, such as in Ngara district the situation was worse. Only 8 out of 32 (25%) teachers were Grade A, and nobody had Diploma in education, implying that majority; 24(75%) were Grade B teachers who, by the presumption of PEDP are most expected to get exposed to refresher courses.

Nsubuga (2000); Moshia (2004) reiterate that the qualification of a teacher is one of the significant factors to be considered in improving the quality of education, especially at primary level which is the foundation of the education pipeline. To get further collaborative evidence about the inadequacy of teacher training - a precursor to educational quality in UPE schools in Kagera region, the researcher proceeded to ask the respondents as to whether they have ever accessed any In- service training since they left the formal training colleges. Their responses are depicted in Table 4:

**Table 4: Teacher’s Access to In- Service Training Programmes**

Teacher qualification	Access to In-service Training		
	Attended	Not attended	Total
Grade A	16(32%)	34(68%)	50(100%)
Grade B	30(38%)	50(62%)	80(100%)
Diploma	06(20%)	24(80%)	30(100%)
Total	52(33%)	108(67%)	160(100%)

*Source: URT (2002)*

According to ETP (1999), the in- Service Training for practicing teachers was meant to be compulsory ‘in order to ensure teacher quality and professionalism’. Nevertheless, this appears not to be the case in Kagera Region where teachers’ access to in service training programmes is claimed to be rather low (Mean=30%); Table 4.

Overtly the Mean deficiency of 70% (Table 4), may imply inadequacy in anticipated quality service delivery in the schools, other factors being constant. Even with the yardstick of PEDP (URT, 2002), the first goal which was projected to improve teaching and learning environments in all primary schools via enhanced teacher training and access to in-service programmes cannot be optimally realised. This may imply that ill-trained teachers still exist in public Primary Schools despite Government’s efforts to improve provision of quality education.

According to Mosha (2006), lack of In-service training for teachers leads to a retrogressive teaching profession as a life-long process; as academic and pedagogic skills remain constantly wanting. PEDP developed a strategy to provide In-service teacher training programmes geared towards sensitising and developing pedagogical skills among teachers, although all these aspirations appear to have remained psychologically and realistically inept.

A chi-square ( $X^2_{ob}$ ) statistic to ratify the notion that ‘Training given to the teachers in Kagera region is not sufficient to provide expected quality of universal primary education’ was done via SPSS programme. It was found out that ( $X^2_{ob} = 21.025$ , *Asymp. Sig* = 0.561 >  $P=0.05$ :  $df=1$ ): since  $P > \text{Asymp. Sig}$ , null hypotheses ( $H_0$ ) was upheld after rejecting the research hypothesis ( $H_1$ ). This meant that, when judged from in-service training, the training given to the teachers in Kagera region is not adequate to translate into the expected quality of universal primary education.

### **Adequacy of Teachers and Quality in UPE Schools**

The research question corresponding to hypothesis  $H_{02}$ : ‘Number of teachers is not adequate to provide the anticipated UPE quality in Kagera Region’ was investigated on four levels: the five education officers were asked to give a brief on the demand and supply of qualified teachers in that year 2010; Head teachers were asked give their teacher/pupil ratios; thirdly, head teachers were asked to tell whether the teaching loads were huge or not- expected responses were yes/no.

Lastly, the teachers were asked to say whether the heavy teaching loads had significant effect on performance of the teachers in the teaching / learning situations (Yes/ No responses). On the forth issue chi square statistic was applied to test the claim significance via SPSS on the notion ‘Demand and Supply of Qualified Teachers are not conducive to expected quality in UPE schools in Kagera Region’.

**Table 5: Demand and Supply of Qualified Teachers in the Year 2010**

District	Demand	Available	Deficit	Deficit %
Bukoba	2503	1593	910	36.3
Muleba	2025	1222	803	39.6
Karagwe	1663	1033	630	37.8
Biharamulo	1204	694	510	42.3
Ngara	1049	569	480	45.7
Total	8444	5111	3333	39.4

*Source: Kagera Regional Education Office (2010)*

Table 5 shows that the total number of teachers that was required in Kagera Region (5 districts) in 2010 was 8444 but only 5111(60.5%) were available for service in the UPE schools. This is an ugly situation since a deficit of 3333(about 40%) is overtly too bad to allow quality service delivery. In all the five districts, except Ngara district which had about 50% deficit, about 40 per cent deficits of qualified teachers were experienced.

### Adequacy of Teachers

This finding was collaborated with a questionnaire item to 40 head teachers (Say 'yes or no') to the question 'Do you have enough teachers in your school?' Also on this statement the head teachers overwhelmingly said no; 29 (72.5%) out of 40. Only 11(27.5%) out of 40 said yes. This situation is contrary to what Benya (2001) acknowledges that the best indicator of quality education provision in any education system is detectable in the availability of a quality teaching force with manageable teacher-pupil ratios. Table 6 shows what was found out on these ratios.

**Table 6: Teacher- Pupil Ratio in Primary Schools 2005 - 2010**

Year	Enrolment		Teachers		TPR
	N	% Rise	N	% Rise	
2005	6793223	4.6	108111	3.3	1:51
2006	7061448	10.6	106921	-1.1	1:56
2007	7075899	15.2	113850	6.5	1:63
2008	7284331	9.9	116340	2.2	1:67
2009	7324848	7.9	122548	5.4	1:68
2010	7647806	8.5	136013	7.1	1:70

*Source: Basic Education Statistics in Tanzania (2010)*

### Teacher – Pupil Ratios

Teachers complained about the large Teacher-Pupil Ratios (TPR), in respective schools. In fact according to District records, this was acknowledged (Table 6 summarising the TPR). According to URT (1999), every teacher is expected to teach 45 pupils. However, this has never been realised since 2005 to 2010 (Table 6). In fact according to the statistics in this Table the teacher-pupil ratios have only been rising, even to the ugliest situation of 1: 70 in 2010.

With such numbers class management and child study and guidance remain but puzzling as workloads become too huge to allow adequate pupil assessment and evaluation (Ssemkomwa, 1997). Moreover, 66 per

cent of the teachers who were involved in the study said that workloads were too heavy for them to enable expected effectiveness.

Using SPSS data memory, a chi-square test was done on  $H_0$ : *Heavy teaching load does not lead to poor quality performance among teachers in UPE schools* It was revealed that ( $X^2_{ob} = 15.625$ , *Asymp. Sig* = 0.731 >  $P=0.05$ :  $df = 1$ ): Since  $P > \text{Asymp. Sig}$ ,  $H_0$  was upheld after rejecting  $H_1$ . When judged from heavy teaching loads, this therefore meant that *the heavy teaching loads negatively affect quality performance among teachers in UPE schools* in Kagera region.

### Teachers’ Pedagogical Skills and Quality in UPE Schools

Data on  $H_{03}$ : The teachers’ pedagogical skills are not adequate to provide the expected UPE quality in Tanzania was collected and analysed on the following levels:

#### Teaching Methods Employed by Teachers in Kagera Region

Respondents (teachers) were given 12 common methods used by teachers and they were expected to use the Likert scale (Always, Very often, Sometimes, and Not at all) to judge how each was being used in one’s class during the teaching/learning. Responses are summarised in Table 7.

**Table 7: Frequently Used Teaching/ Learning Methods in UPE Schools**

Methods	Frequencies							
	Always		Very often		Sometimes		Not at all	
	N	%	N	%	N	%	N	%
Lecture	100	62.5	18	11.2	30	18.7	12	7.5
Text reading	103	64.3	15	9.3	42	26.2	00	00
Dictation	131	81.8	08	05	16	10.0	05	3.1
Brainstorming	142	88.7	05	3.1	10	6.2	03	1.8
Class exercise	148	92.2	12	7.5	00	00	00	00
Question–Answer	155	96.8	05	3.2	00	00	00	00
Class discussion	10	6.2	06	3.7	09	5.6	135	84.3
Group work	14	8.7	07	4.3	15	9.3	124	77.5
Debates	22	13.7	12	7.5	17	10.6	109	68.1
Role play/Drama	19	11.8	14	8.7	26	16.2	101	63.1
Field work	03	1.8	20	12.5	07	4.3	130	81.2
Field trip	05	3.1	10	6.2	06	3.7	139	86.8

Table 7 shows that the most preferred methods of teaching the UPE teaches use in the respective schools include Question–Answer (96.8%); Class exercises (92.2%); Brain storming (88.7%); Dictation of notes (81.8%); Text reading (64.3%) and Lecturing (62.5%). This revelation

signifies that UPE pupils are mainly taught to remain individualistic because the methods that would encourage cooperation, exploration, creativity and innovativeness, such as class discussion (10%), group work (14%), debating (22%), field work (3%) and field trips (5%) are scantily employed. This is possibly given the larger numbers in the respective classes and the larger workloads resultant from the relatively fewer teachers.

According to Omari (1995); Blendern (2001); and Osaki (2007) there is no single style of teaching that is singularly the most effective. By this very fact, the best teacher is one who combines different methods and varies them according to circumstances. If some situations necessitate discussions or debating and these are denied it implies quality in the school situation is compromised.

A chi-square statistic to verify the statement: ‘The teachers’ pedagogical skills are not adequate to provide the expected UPE quality in Tanzania’ was done using SPSS programme. It was established that ( $\chi^2_{ob} = 273.838$ , (Asymp. Sig = 0.061) > P=0.05: df =2): Since P > (Asymp. Sig = 0.061), H1 was dropped and instead, H0 upheld. This connoted that the teachers’ pedagogical skills – methods of teaching, are not adequate to provide the expected UPE quality in Kagera Region.

### Availability of Teaching Materials and Quality in UPE Schools

On the fourth null hypothesis (H<sub>04</sub>): ‘The relevant teaching materials are not available to enable provision of UPE quality in Kagera Region’. The researcher asked the Head teachers to tell (using Sufficient/ Not Sufficient) whether the key teaching /learning materials were available in their schools. Their responses are given in Table 8:

**Table 8: Availability of Teaching/Learning Resources in Schools (N=40)**

Type of materials	Responses					
	Sufficient		Not sufficient		Total	
	N	%	N	%	N	%
Subject text books	14	35	26	60	40	100
Supplementary books	13	33	67	27	40	100
Equipment	03	08	37	92	40	100
Syllabi	28	70	12	30	40	100

It was found out that most of the key text books were missing in the UPE schools, although syllabi were at least said to be quite available (70%). Availability of key subject text books were unfortunately reported to be very scarce (35%). This was so with the supplementary books (33%); and the equipment such as maps and science materials

(only 8%). With such scantiness in these essential items, this puts the UPE schools in sorry situation as they can't favourably compete with their counterparts in the privately founded and managed primary schools; in public as well as co-curricular contestations, such as final academic examinations.

Through observations, it was also discovered that only 10 out of 40 schools mainly located in urban centres of Bukoba, Muleba and Karagwe had libraries, with no regard to relevance of stocks. However, in Ngara and Biharamulo Districts, this facility was not available.

To ratify the significance of respondent claims on 'The relevant teaching materials are not available to enable provision of UPE quality in Kagera Region', a chi-square ( $X^2_{ob}$ ) statistic was done using SPSS memorised data. It was found out that ( $X^2_{ob} = 36.100$ , *Asymp. Sig* = 0.821 >  $P=0.05$ :  $df=1$ ): Since  $P > \text{Asymp. Sig}$ ,  $H_0$  was upheld after rejecting  $H_1$ . This confirmed that the relevant teaching materials are lacking in UPE schools in Kagera Region, to enable provision of quality education.

## **Conclusions and Recommendations**

It was concluded that provision of quality primary education in Kagera faces structural and systemic challenges including low numbers of trained teachers; deficiency of pedagogical skills; and inadequate supply of teaching/ learning resources. Therefore, the following recommendations are made: deployment of well trained teachers to ensure optimal provision of quality education; Ministry of Education and Vocational Training should emphasise frequent use of in-service training programmes to complement pre-service training; teachers in schools should be encouraged to prepare instructional materials to mitigate book shortages; and the education budget should be increased to meet the constrained desire for learning resources in schools.

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