

**EDUCATIONAL QUALITY ACHIEVEMENTS OF PRIMARY EDUCATION
DEVELOPMENT PROGRAMME PHASE II IN SELECTED PRIMARY
SCHOOLS IN MOROGORO DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL
DEVELOPMENT OF THE SOKOINE UNIVERSITY OF AGRICULTURE.
MOROGORO, TANZANIA.**

ABSTRACT

Tanzania has focused on providing quality basic education as a tool for fighting poverty, ignorance and disease. Thus, this study was conducted to assess educational quality achievements of PEDP II in selected primary schools in Morogoro District, Tanzania. Specific objectives were to: identify the factors which constitute priority indicators of quality education, determine the extent to which quality education initiatives were implemented under Primary Education Development Programme II (PEDP II) and determine leadership challenges associated with implementing quality education. Data were collected from 110 respondents including 80 teacher respondents, 30 key informants and various documentary sources using questionnaires, researcher's diary and checklist. Quantitative data were analysed using Statistical Package for Social Science (SPSS) computer software and "content analysis" technique was used to analyse qualitative data. The study identified priority indicators of quality education, determined the extent to which initiatives of quality education were implemented under PEDP II and leadership challenges associated with implementation of quality education. It was concluded that PEDP II Programme did little to adapt school to fit characteristics of child, especially those on the margin. It was recommended that quality improvement must attend to capacities of learners, supportiveness of learning environment, effectiveness of learning processes, appropriateness of content and achievement of outcomes. The study also suggested to undertake studies on educational quality achievements of PEDP II Programme in other parts of the country in order to enable generalisation of observations.

DECLARATION

I, **ESTHER P. MAHUNDA**, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

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Date

The above declaration is confirmed

Prof. R. M. Wambura

(Supervisor)

Date

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ACKNOWLEDGMENTS

Firstly, I would like to express my sincere thanks to Almighty God who created me and made me the way I am today. He granted me this opportunity and enabled me to conduct this study up to its fruition. I am deeply indebted to my supervisor, Prof. R. M. Wambura for his encouragement, effective supervision, guidance and constructive ideas which make this work presentable. His tireless efforts in giving me challenging advices have made the completion of this study possible. Despite his tight schedule, he always devoted some of his precious time to scrutinize this work, making corrections and recommendation where necessary, May God bless him in abundance.

I would like to express my heartfelt gratitude to my parents, the late Mr. Patrick Mahunda, Mrs. Veronica P. Mahunda and Rev. Fr. Norberth Mpande who brought me up with tender care, love and managed to give me the value of education. My profound gratitude to my beloved husband Mr. William N. Msafiri who gave me moral and material support, courage and wisdom to actualise the completion of this study. Being a student at the same time a mother is very hard task indeed but I thank very much my lovely daughters El-apenda Veronica and Angel Stella Msafiri for their great tolerance during my absence at home. Sincere gratitude also goes to my daughter Angel Stella who sometimes missed a breast feeding during a process of accomplishing this study, Angel sorry for missing my care.

Greater thanks are also extended to District Executive Director of Morogoro for granting me permission to conduct my research in the council. My sincere appreciation also goes

to Primary Education District Office, specifically to Academic Officer Mrs. Kapinga and Statistical and Logistic Officer Mr. Membe for their academic support. I appreciate the logistical support from Ward Executive Officers (WEOs), Ward Education Coordinators (WECs), Village Executive Officers (VEOs) of Kiroka, Mkuyuni, Mikese and Mkambarani for their introductory note to Head Teachers, Schools Committee leaders and parents. I would like also to present my sincere thanks to Head teachers and teachers of Mkuyuni, Kiroka, Mkambarani and Juhudi primary schools, where data were collected, for their cooperation and willingness to give information. My truthful thanks should go to my relatives; sisters and brothers for their moral support and encouragement. I appreciate the tolerance of my beloved mother together with my sisters for taking care of my beloved daughters during the two years of my study, thanks very much.

Last but not least regards to all colleagues and friends who made my stay at SUA more comfortable and useful, all DSI staff members at SUA for their supportive criticisms and ideas during proposal developments up to report writing. Their assistance and contribution is highly acknowledged.

DEDICATION

This work is dedicated to Almighty God, my parents, the late Mr. Patrick Mahunda, Mrs. Mahunda and Rev. Fr N. Mpande who laid foundation and invested a lot for my education since Primary School level; and the late of my beloved daughter Elishadai Scolastica Nyawa, may your Soul Stay in Peace Amen.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immunity Deficiency Syndrome
DPEO	District Primary Education Office
EFA	Education for All
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ETP	Education and Training Policy
Fig.	Figure
HIV	Human Immune-deficiency Virus
LDCs	Least Developed Countries
MDG	Ministry of Education and Vocational Training
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Plan
PRSP	Poverty Reduction Strategy Paper
SNAL	Sokoine National Agricultural Library
SPSS	Statistical Package for Social Science
SUA	Sokoine University of Agriculture
TPR	Teachers Pupil Ratio
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
VEOs	Village Executive Officers
WECs	Ward Education Coordinator

WEOs Ward Executive Officers

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Since the adoption of the Education for All (EFA) and Millennium Development Goals (MDG) in 2000, there has been significant progress towards Universal Primary Education (UPE) during the past decade, especially in developing countries (UNESCO, 2007). In Africa and Least Developed Countries (LDCs), net primary education enrollment has substantially increased, and the gender gap in enrollment and attendance continue to close (World Bank, 2006). According to URT (2005), from the mid-1960s through to the early 1990s, education practice in Tanzania was guided by the Philosophy of Education for Self Reliance (ESR). The government saw a need to get a clearer focus on education policy and, hence, in 1995 the government officially launched the Tanzania Education and Training Policy (ETP). This aimed at guiding, synchronising and harmonising all education and training structures, plans and practices in order to ensure access, equity and quality at all levels (URT, 2005). Since the launching of ETP, the country education sector has been experiencing challenges on quality of education provided in schools.

URT (2005) noted that, over the last decade, the Government embarked on the Education Sector Development Programme (ESDP), designed to focus on the problems and new challenges resulting from on-going macro-economic, social and political reforms. The ESDP was implemented within the policy framework of the Education and Training Policy (1995), Higher Education Policy (1999), the Tanzania Development Vision 2025, the Poverty Reduction Strategy Paper (PRSP) (URT, 2000) and recently it has been

enhanced by the National Strategy for Growth and Reduction of Poverty (NSGRP) (URT, 2005). ESDP provides a framework for achieving a greater access to the education sector and tackling equity, retention, quality and management issues and operationalises a series of policy-driven reforms covering all sub-sectors in the education sector.

The Primary Education Development Plan (PEDP I) was one of the first outcomes of the ESDP. The strategic priorities of the PEDP 1 (2002-2006) included: enrolment expansion (enrolment and access to primary education for all 7-12 old children); quality improvement (optimal utilisation of human, financial and teaching and learning materials); capacity building (pre-service teacher training; governance and management; financial management and institutional and operational efficiency improvement). Through implementation of PEDP 1 a number of achievements were realised under each of the strategic priority areas. Generally, the overall performance of all PEDP 1 components was satisfactory (URT, 2006).

However, despite the achievements, a number of challenges are identified. These include among others, shortage of basic school infrastructure such as classrooms, teachers' houses, toilets, and desks as a result of expanded enrolment, increased recruitment of teachers and low motivation by some communities to participate in augmenting Government contributions; shortage of qualified teachers to effectively manage the quality teaching and learning classroom and schools; inadequate quality to manage education delivery as well as management of PEDP I funds and procurement processes at school level; inadequate efforts to address crosscutting issues, especially, identification

and provision of care and support to teachers and pupils affected by HIV and AIDS; and the funding gap between resource requirement and approved budget (URT, 2008).

Furthermore, URT (2008) observed that these challenges posed a threat towards Tanzania's realisation of quality primary education and sub-sector targets enshrined in the National Strategy for Growth and Reduction of Poverty (NSGRP), Tanzania Development Vision (2025), Education for All (EFA) (2015) targets and the MDGs. As such, the Government, in consultation with stakeholders, prepared a follow-up second phase of the Primary Education Development Programme (PEDP II, 2007 – 2011). PEDP II was a medium term (5 years) programme that focused on seven strategic components at pre-primary and primary sub-sector, namely: enrolment expansion with focus on ensuring access and equity; quality improvement; strengthening capacities; addressing cross cutting issues; strengthening institutional arrangements; undertaking educational research and conducting educational monitoring and evaluation. It was considered appropriate and clear strategy to realise EFA, MDGs and NSGRP goals and targets.

Morogoro Region (where data for this study were collected) is one of the administrative regions in Tanzania (Fig. 1). The region lies between latitude between latitude 5° 58" and 10° 0" to the South of the Equator and longitude 35° 25" and 35° 30" to the East. It is bordered by seven other regions which are Arusha and Tanga Regions to the North, the Coast Region to the East, Dodoma and Iringa to the West, Ruvuma and Lindi to the South. The region has an area of 72 939 km² which is approximately 8.2% of the total area of Tanzania mainland. Administratively Morogoro Region is divided into seven districts which are Morogoro Rural, Morogoro Urban, Mvomero, Kilosa, Gairo, Kilombero and

Ulanga. It comprises of 457 villages which are grouped into 140 Wards and 30 divisions. According to the 2012 Population and Housing Census, Morogoro Region had a total population of 2 218 492 (male being 1 093 302 and females 1 125 190) with a total of 506 289 households. The average population growth rate stood at 2.4 % per annum (URT, 2013). In addition, the region has a total number of 822 primary schools (URT, 2011).

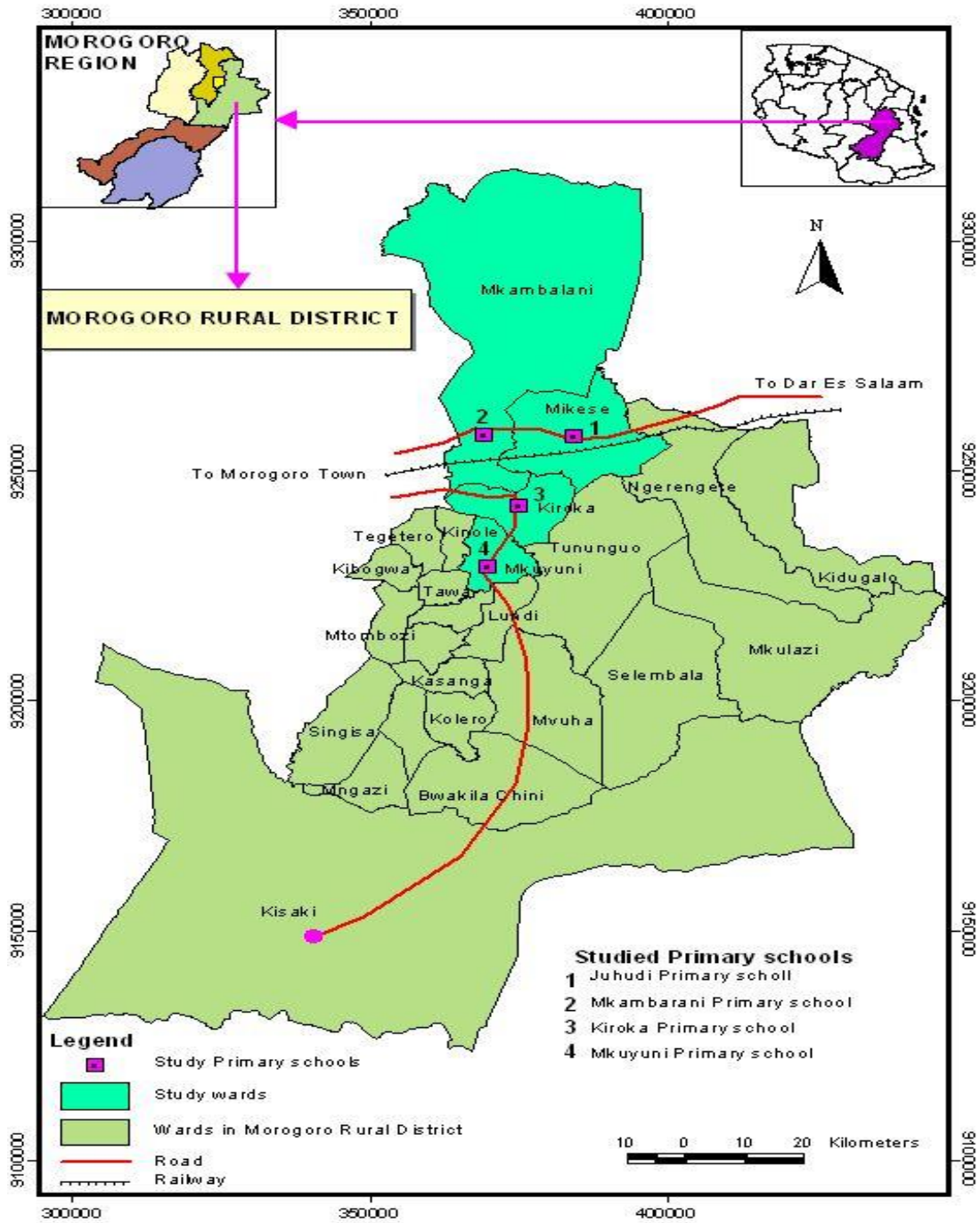


Figure 1: Map of Morogoro Region showing Morogoro District and study schools

The Morogoro District (Fig. 1) had a total number of 142 primary schools when data for this study were collected. The district covers about 11 711kms comprising a population of 286 248 people (140 824 male and 145 424 female) at growth rate of 2.2 (URT, 2013). It is among the districts which implemented PEDP I and PEDP II Programme with the aim of improving quality education to primary schools in the country. Educational quality achievements in selected primary schools in the district remains to be clarified by this study. With this in mind, problem outline for the study is set in perspective.

1.2 Problem Statement and Justification of the Study

The central issue facing educational policy makers and practitioners in the developing world is one of matching the imperatives for quantitative expansion of educational provision with the need to ensure the quality of the education provided for those children who do enter the school environment, explicit or implicit, a vision of educational quality is always embedded within countries' policies and programmes (URT, 2005). Tanzania's PEDP I and II aimed to 'ensure that quality education is provided to all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free compulsory primary education of good quality' (URT, 2008). However, despite many achievements during PEDP I implementation, major improvements are still needed in order for all children to receive the benefit of quality education. The major challenges are access, equity and the quality of education. The purpose of this study was therefore to assess achievements of PEDP II on education quality in selected primary schools in Morogoro District. In order to advocate policy makers and other stakeholders the need of ensuring effective utilisation

of human and material resources, school time as well as effectiveness of leadership at both school and classroom levels in promoting quality education is of great importance.

1.3 Objectives

1.3.1 General objective

To assess educational quality achievements of PEDP II in selected primary schools in Morogoro District.

1.3.2 Specific objectives

- (i) To identify factors which constitute priority indicators of quality education in the study area.
- (ii) To determine the extent to which quality education initiatives have been achieved under PEDP II.
- (iii) To determine leadership challenges associated with implementation of PEDP II towards achieving quality education.

1.4 Research Questions

- (i) What factors constituted priority indicators of quality education in PEDP II?
- (ii) To what extent were the quality education initiatives implemented under PEDP II?
- (iii) What were leadership challenges associated with implementing quality education under PEDP II?

1.5 Operational Definition of Terms

The terms that are used frequently in the study are defined below to provide a common basis of conveying meaning, these include: development, programme, education, educational quality, primary education and quality in primary education.

1.5.1 Development

According to UNDP (2000) development is to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. In this study, development refers to social process of empowering primary schools by providing them school facilities they need in order to have quality education and bring change in the society and alleviate poverty in the study area.

1.5.2 Programme

Kayunze (2012) defines programme as set of projects diverse in nature and scope and widely diffused both in time and space, and are typically continuing interventions without fixed finishing dates. In this study, the term refers to PEDP II programme which provide materials and physical facilities to primary education in order to improve quality education in the study area .

1.5.3 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 in the study area.

1.5.4 Educational quality

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.

1.5.5 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.

1.5.6 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.

1.5.7 Key variables used

The definitions of key variables (background, independent and dependent variables) as used in the study are given in Appendix 1. Literature review is presented in the next Chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

This Chapter reviewed literature of other studies in order to provide a theoretical framework which guided the development of the study model on which analysis of data for the present study was based. It focuses on: factors that constitute priority indicators of quality primary education; implementation of quality primary education initiatives; leadership challenges associated with implementation of quality primary education; and conceptual framework for analysis of the study data.

2.1 Factors that Constitute priority indicators of Quality Primary Education

In the analysis of indicators of educational quality, there are a number of internationally recognised indicators of quality that are highlighted in the substantial body of literature which attempts to determine the appropriate school quality inputs required to boost student achievement (Adams, 1997). In a review of priority indicators, according to the World Bank (World Bank, 2007) they were in the following order: libraries; instructional time; homework; textbooks; teacher subject knowledge; teacher experience, laboratories;

teachers salaries; and class size. It is generally perceived that school improvement focused on input and process quality measures, especially on the learning end which is likely in principle to have the effect of improving output quality, namely: student achievement, since students are able to better master the curricular content that is mandated for each grade (Macmillan, 1998). Lockheed and Verspoor (1991) identified five major in-schools areas for improving the quality of education. These included: improving curriculum; increasing learning materials; increasing instructional time; improving teaching; and increasing the capacity of students.

In general terms, research on inputs has focused on materials such as textbooks, desks and blackboards as well as teachers and students. The outputs include proxies of achievement (promotion and completion rates) as well as measures of actual achievement which include the kinds and quantity of facts and skills learned. The output characteristics of quality education is therefore the quality of student achievement and it is the amount and degree or perfection of learning according to the various levels of intellectual achievement, from recall to application and creative innovation. A minimum level of quality is a fully functional literacy and a good mastery of basic mathematical operations including the capacity to apply them to simple everyday problems (Bergmann, 1996).

In the process factors, emphasis is placed upon the experience and the complex processes that interact in the daily delivery of education. The extent to which inputs can improve quality is directly related to the extent to which teachers effectively use them to improve the teaching and learning process. The process quality is therefore, the quality of the teacher-pupil interaction in the teaching-learning process. It means the use of teaching approaches suited to the given situation such that pupil's opportunities to learn are

optimised. Normally, if classroom conditions permit, it means pupil-centered methods of instruction, a full mastery of the lesson content by the teacher, a calm and 'orderly' learning environment, and availability of the basic materials needed for pupil activities and exercises. It also means error-free and relevant teaching content as well as the absence of fear among pupils. The quality of the teaching and learning process depends on the quality of the curriculum, of its contents, methods and manner of implementation. The quality of curriculum implementation depends in turn on the teaching and learning materials, the working conditions, and the pedagogical skills of the teachers, the total instructional time, and on the importance assigned to quality by the key stakeholders. These factors depend, to a large extent on the control exercised by the school and the parents themselves (Bergmann, 1996).

In terms of input-process-output measures of quality, it is generally believed that intervening at the school and classroom levels is crucial in raising the quality of primary education in Sub-Saharan Africa, as ultimately educational quality is obtained through pedagogical processes in the classroom where knowledge, skills and dispositions are acquired (Verspoor, 2003). Therefore, managing the quality of classroom interactions is seen as the single most important factor in improving the quality of teaching and learning, particularly in contexts where learning resources and teacher training are limited (O'Sullivan, 2004).

In addition, sex differences in school enrolment often emerge during teenage years, suggesting that school quality, particularly those aspects affecting retention, may also have gender dimension. In which case, it is not only critical to identify what school

factors affect enrolment and retention more generally, it is also important to determine which ones matter more for girls and which ones matter more for boys. This is because boys and girls may have different experiences in the same school as result of differences in curricular opportunities within the school, differences in treatment by individual teachers as well as differences in rules, regulations and administrative practices. Furthermore, even if the school environment is the same for both boys and girls, gender differences in school outcomes could occur if particular aspect of that environment have a differential impact on the retention of boys and girls (Lloyd *et al.*, 2000).

2.2 Implementation of Quality Primary Education initiatives

Considering the importance of primary education in national development, it would be expected that many countries would have launched programmes to increase access leading to achieving universal primary education (Therkidse, 2000; Gershberg and Winkler, 2003). This has, however, not been the case with many of the Africa countries (Kagia, 2005). They reflect enormous differences in enrolments and participation, with some countries having achieved close to universal provision, while others continue to lag behind. Among the key underlying factors affecting primary school enrolment rates are economic ones. Research indicates that poverty is one of the most important economic factors accounting for the low participation. Many households especially, in the rural areas are too poor to afford direct and opportunity costs for their children to enroll in school. As economists tend to demonstrate, economic development normally boosts educational growth. In this regard, countries which have more resources to allocate to education, both as an investment and as consumption good, achieve a higher participation in education as shown by evidence from more industrialised countries (Harber, 2002).

In response to the globalised framework of Jomtien and Dakar as well as the Millennium Development Goals (MDGs) for achieving universal primary education (UPE) by 2015, many Sub-Saharan African governments have abolished school fees in public primary schools under the banner of the free primary education policy. In addition, increased access to good quality education is seen as an important means of achieving many of the other development goals. Following the introduction of free primary education, many countries have experienced robust increase in primary education enrolments. Despite such enrolment increases, especially over the last decade, many countries have fallen short of achieving the goal of universal primary schooling for all in both quantitative and qualitative goals (Ainscow and Miles, 2008).

According to UNESCO (2009), although UPE policies have contributed significantly to access and equity in primary education, the push for UPE in many countries has come to be identified with increasing deterioration of the quality of primary education right from the provision of physical facilities, teaching and learning materials, deployment of teachers and performance to the transition from primary to secondary education. There seems to be strong evidence of internal inefficiency, due to enrolment of over-age children, high rates of repetition and dropout rates, and use of unsound pedagogical approaches. Among the measures to improve the quality of primary education, there is strong evidence that increasing the provision of instructional materials, especially textbooks is among the most effective ways of raising the quality of primary education.

UNESCO (2009) further observe that the scarcity of learning materials in the classrooms is the most serious impediment to educational effectiveness in most Africa countries.

The availability of all instructional materials has declined in recent years as increased fiscal stringency has led to severe cuts in non-salary expenditures. Teachers' use of time and other classroom resources is known to be a principal determinant of pupil achievement. To the primary school teacher falls the important task of turning into reality government strategies for improving quality. However, for that to happen, the teacher needs to be motivated and dedicated. The lifting of teachers' morale through monetary incentives is major challenge due to poor economies, but some measures need to be taken to regenerate their professional pride and enthusiasm through improving working conditions as well as increasing supervisory support and services. There is also the need for most countries to address the policy of the medium of instruction, with an emphasis on the use of vernacular languages in lower classes of the primary school (Vuningungo, 2009).

2.3 Leadership Challenges Associated with Implementation of Quality Primary Education

Hayes *et al.* (2004) revealed how a great deal of a school's success depends on its leaders and the model (s) of leadership that are implemented in the school. Its success also depends on which areas of school life the educational leader chooses to focus the time and attention of the school leadership team. As any single input by a leader can have multiple outcomes, so does the impact of multiple leaders have a still greater effect. An effective leader, acting either alone or as leadership team leader needs to be able to see and act with a whole organisation perspective, as well as work on the individual elements, and the relationships between them (Silins *et al.*, 2002). Given the complexity of schools, it is little wonder that principals and their leadership teams find their work both exhilarating

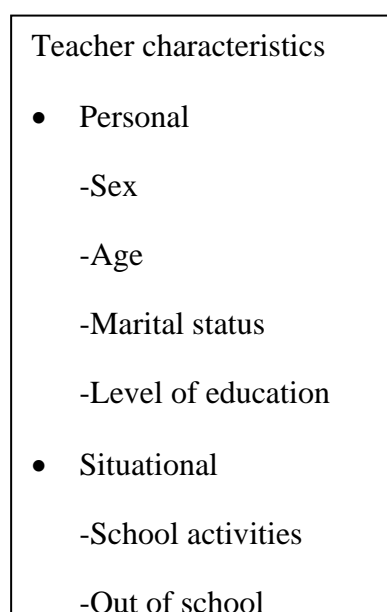
and exhausting. Heck (1996) canvassed evidence from the national and international research literature on the three nested elements of context, organisation and leaders. To be successful in managing these three elements in a school, especially in respect to the embedded inter-relationships they contain, is the biggest current leadership challenge for school leaders. Within this broad challenge, school leaders must be part of ongoing conversational out context and its implications for schools. Leaders need to understand and be able to act on the evolving and preferred organisational models for schools.

According to Gauthier and Dembele (2004), it is clear that leaders need to be able to understand and act on the quality evidence that is now accumulating on being successful school leader. Gauthier and Dembele state that there is a need for school leaders to move beyond mere technical competence in school leadership. There is therefore a need to empower the professional, providing the time for reflection on effective change and serious support for creativity. Only this way can schools and school systems move forward. Gauthier and Dembele emphasise that there is a need to achieve better balances in our world, including between learning what the political and bureaucratic systems require of individual leaders and what practicing professionals require of themselves and their colleagues. On the basis of the available research, it can be argued that this balance can best be achieved by groups of educational leaders, or professional collectives and alliances, setting negotiating and delivering their own agendas. This position is consistent with emerging priorities for successful educational leadership. Wedgwood (2007) observed that participation in context, organization and leadership including policy making, not only enhances efficiency in implementation but also can contribute to the creation of more pluralistic and democratic educational systems.

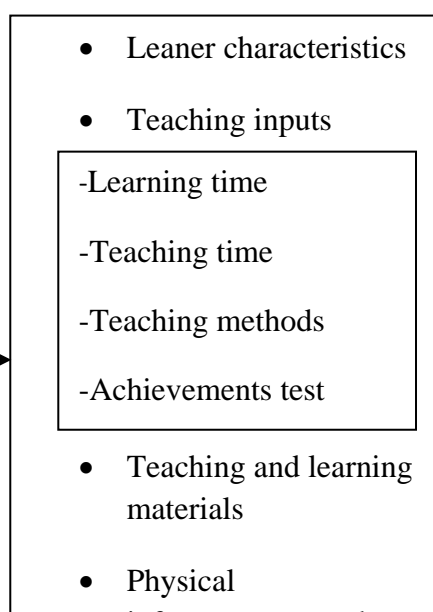
2.4 Conceptual Framework for the Analysis of the Study Data

In the context of this study, the purpose of which was to assess educational quality achievements of PEDP II in selected primary schools in Morogoro District, the conceptual framework shown in Fig. 2 was developed. The framework provides a means of organising and understanding the different variables of educational quality. It is comprehensive, in that quality of education is seen as encompassing access, teaching and learning processes and outcomes in a ways that were influenced by context and by range of and quality of inputs available. This conceptual framework was for analysing a large volume of data and was oriented towards establishing findings which fulfill the objectives of the study. It allows drawing implications on the extent to which achievements of primary education development programme (PEDP II) would increase improvement in education quality in Morogoro District which aimed at ensuring that all people in Tanzania especially children, have access to basic quality education, as a right of present and future generations in Tanzania. The operational definitions of key variables used are given in Appendix 1. Research methodology is presented in the following chapter.

Background variables



Independent variable



Dependent variables



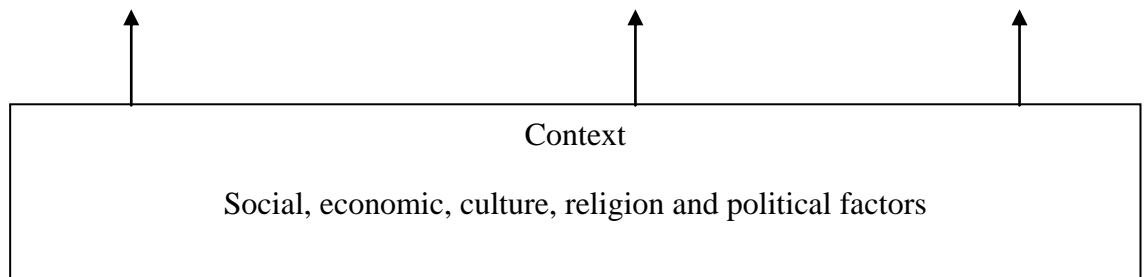


Figure 2: Conceptual framework

CHAPTER THREE

3.0 METHODOLOGY

This Chapter discusses the research methodology adopted under eight parts: (a) study area; (b) study design; (c) sampling procedures; (d) sample size; (e) data collection instruments; (f) data collection procedures; (g) data processing and analysis and (h) limitations of the study.

3.1 Study Area

The study was conducted in Morogoro District, Morogoro Region. The study area covered four primary schools, namely: Kiroka, Mkuyuni, Juhudi and Mkambarani located in two divisions within four different wards. The District was purposively selected because it is among districts in the country which were involved in implementation of PEDP I (2002-2006) and PEDP II (2007-2011) (URT 2012).

3.2 Study Design

The study employed cross-sectional research design. The design allows data collection to be done at a single point in time and is most appropriate for sample descriptive interpretations as well as determination of relationships between and among variables (Bailey, 1998).

3.3 Sampling Procedures

Multi-stage sampling technique was adopted under two main stages:

Stage 1: The study used purposive sampling technique to select divisions, wards and villages based on the evidence of having primary schools involved in PEDP I and PEDP II. Morogoro District there were 6 divisions, 29 wards and 146 villages during the time of data collection in the District. Each division had more than two wards and each ward had more than two villages. Thus, two divisions were purposely identified, namely: Mkuyuni and Mikese. In turn, two wards were selected from each division, namely: Mkuyuni, Mkambarani, Mikese and Kiroka and one village with evidence of having primary schools with a minimum of 30 teachers involved in PEDP Programme from each selected ward, namely: Mkuyuni; Mkambarani; Kiroka and Mikese. The primary schools purposively selected from each village were: Mkuyuni, Mkambarani, Kiroka and Juhudi, respectively.

Stage 2: Second stage involved selection of a sample of 80 teacher respondents, including 28 male and 52 female teacher respondents who were selected from the four identified schools. Purposive and stratified sampling techniques were used to get names of male and female teacher respondents from the corrected register of 135 teachers (whereby 47 were male and 88 were female) involved in implementation of PEDP II in the study area, in the four selected schools. Each of the selected schools had more than 30 teachers in the corrected register. In addition, 30 key informants were also selected using snowball technique. Thus a sample of 80 teacher respondents and 30 key informants was identified and involved in the study. According to Maas and Joop (2005), the sample size of at least 30 respondents is reasonably large in social science research studies to ensure normal distribution of the sample mean.

3.4 Sample Size

The number of respondents involved in the study were 110, including a sample size of 80 teachers and 30 key informants. The distribution of all respondents involved in the study is shown in Table 1.

Table 1: Distribution of respondents (n=110) involved in the study

Type of Respondent	Number of respondents		
	Male	Female	Total
Teachers	28	52	80
Key informants	15	15	30
Total	43	67	110

3.5 Data Collection Instruments

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

- (a) Interview schedule: One type of interview schedule was used, namely: teachers' questionnaire (Appendix 4) to collect primary data from primary school teacher respondents. The questionnaire was filled by means of personal interview conducted by the researcher.
- (b) Researcher's diary: This was used to collect secondary data from relevant documentary sources, including: official reports, internet websites, district, wards and school files, Sokoine National Agricultural Library (SNAL) as well as data through researcher's observations on activities undertaken for the period of PEDP II implementation in the study area.

- (c) Checklist: This was used to collect primary data from key informants (Appendix 5) to supplement information gathered through interview schedules and researchers' diary.

3.6 Data Collection Procedures

The procedure of data collection started by receiving permission letter for data collection from SUA Administration, which was presented to District Executive Director for Morogoro District Council before starting collecting data. This was followed by pilot study to ask for background information and familiarise with the study area, which involved pretesting data collection instruments in order to check for their validity and reliability before being subjected to the field. Actual fieldwork was done from October to December 2012, whereby qualitative and quantitative data collection techniques and procedures were deployed. In each of the four selected schools, data were collected by the researcher using interview schedule, checklist and researcher's diary. Interviews were conducted in private and each lasted for about 30 minutes. Direct researcher's observations were made to verify some of the information given during the survey. In addition, primary data were collected using checklist from 30 key informants through directed discussions. The researcher also collected secondary data through review of documentary information from Sokoine National Agricultural library, internet websites and official reports from the District, wards and school files using researcher's diary. Observations made on PEDP II project activities were also recorded.

3.7 Data Processing and Analysis

3.7.1 Data processing

The data collected from teacher respondent's interview schedule were coded for computer analysis. Each interview schedule had 58 variables. Data from researcher's diary and checklist were summarised manually to single sheets of paper. In summarising the data great care was taken to make sure that it properly reflected original meanings of the statements made.

3.7.2 Data analysis

Data from teacher respondent's interview schedules coded for computer analysis were analysed using Statistical Package for Social Science (SPSS) 16.0 computer programme for windows. The methods of analysis involved univariate and bivariate analysis. It used the techniques of frequency counts, 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 achievements of primary education development programme (PEDP II) educational quality in the study area.

3.8 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 costed 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 supporting inputs were provided due to PEDP II implementation. 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 not 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.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

This Chapter discusses major findings arising from the study data analysis under four main sections. The first section focused on teacher respondents characteristics. The second section dealt with factors that contribute to priority indicators of quality primary education. The third section discussed on implementation of quality primary education initiatives. Finally, the fourth section was concerned with leadership challenges associated with implementation of quality primary education.

4.1 Teachers Respondents' Characteristics

Teacher respondent's characteristics were those personal and situational characteristics which were expected to influence primary education quality. These characteristics were examined under two main parts. The first part under personal characteristics involved: age, marital status, level of education and pre-service training. The second part dealt with situational characteristics which focused on: use of schools time and involvement in implementation of PEDP I and II.

4.1.1 Personal characteristics of the teacher respondents

Among the more important personal characteristics dealt with are: sex, age, marital status, level of education and pre-service training. The examination of the teacher respondents sex revealed that of the 80 respondents, 28 were male and 52 were female. Further examination of teachers respondents' characteristics are presented under: age, marital status, level of education and pre-service training, as given in Table 2.

Table 2: Percentage distribution of teacher respondents (n=80) personal characteristics

1. Personal characteristics	Number	Percent
Sex		
Male	28	35
Female	52	65
Age		
20 – 25	6	8
26 – 35	45	56
36 – 45	24	30
46 – 55	5	6
Marital status		
Single	31	39
Married	49	61
Level of education and pre-service training		

Primary	4	5
Secondary	76	95
Certificate	74	93
Diploma	5	6
Degree	1	1

(a) Age

The age distribution of respondents was between 20 and 55 years, as given in Table 2. The majority (64%) were below 36 years of age. The results generally suggest that teacher study respondents were drawn from different age groups of the teachers in the study schools. However, the results suggest that involvement of respondents having 36 years and above was rich source of information on implementation of quality primary education in the study area.

(b) Marital status

Results in Table 2 show that the majority (61%) of the teacher respondents were married. This implies that marital status did not significantly influence the study results. However, according to Koso and Wilmonth (2002) married couples are likely to be more productive than single persons because often with marriage comes responsibility and commitment to common goods and socio-economic transformation. This implies that relation exists between marital status and achievements of PEDP II implementation in improving quality education in the study area.

(c) Level of school and pre-service training

Examination of the data on level of school and pre-service training revealed that 95% of the teacher respondents had secondary education while only 5% had primary education. Normally it would be expected that they have either a certificate or diploma in education.

But 1% of the study respondents had a degree in education which is above certificate and diploma level. Thus implying that there is a potential of engaging teachers with high level of pedagogical skills in our primary schools in the study area 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.

4.1.2 Situational characteristics of teacher respondents

The situational characteristics were grouped into two main categories. The first category involved use of school time in performance of school and non school activities. The second category focused on involvement of teacher respondents' in implementation of PEDP I and II, as given in Table 3.

(a) Use of school time

It was assumed that if learning outcomes depends on students' learning strategies and students' motivation, use of school time is one of the important teaching conditions. Teacher respondents were therefore asked on their use of school time with regard to involvement in school and non-school activities, as given in Table 3.

Table 3: Percentage distribution of teacher respondents (n=80) situational characteristics by gender

Situation characteristics	Teacher Respondents			
	Male (n=28)		Female (n=52)	
	Number	Percentage	Number	Percentage
Use of school time				
School activities	17	61	33	64
Non school activities	11	39	19	36
Involvement in PEDP				
PEDP I	5	18	9	17

PEDP II	28	100	52	100
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Results in Table 3 show that the majority (61% male and 64% female) of the respondents stated that they mainly use school time in implementation of school activities. This implies that they spend school time on major curriculum areas and subjects according to official timetables. At school level net teaching time is the classroom, i.e. official teaching time minus time lost to other activities is a key quality variable. Ultimately optimising the time students spend actively has significant impact on pupil achievement.

The findings in Table 3 further indicate that a significant proportion (39% male and 36% female) of the teacher respondents mainly used the school time in non-school activities. Further investigation revealed that to the primary school teacher falls 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.

(b) Involvement in Primary Education Development Programme

Considering that the Government of Tanzania has been implementing PEDP since 2002. Phase I of the programme (PEDP I) covered the period 2002-2006 and phase II (PEDP II) lasted from 2007-2011, the teacher respondents' extent of involvement was sought as given in Table 3. Results in Table 3 show that all the study teacher respondents were involved in PEDP II which was based on achievements of PEDP I. The findings in Table 3 further indicate that there were teacher respondents who had been involved in

both PEDP I and PEDP II (18% male and 17% female) which was a rich source of information on educational quality achievements in the study area.

4.2 Factors Constituting Priority Indicators of Quality Education

Considering that PEDP II had seven major components focusing on pre-primary and primary schools, each of which expected certain earmarked results (URT, 2008), teacher respondents opinions were sought on factors affecting school quality as measured by students outcomes which received major emphasis in PEDP II, as shown in Table 4.

Table 4: Percentage distribution of teacher respondents' (n=80) opinions on factors constituting priority indicators of quality education by school

Factor	Name of primary school			
	Mkuyuni (n=20)	Kiroka (n=20)	Juhudi (n=20)	Mkambarani (n=20)
	%	%	%	%
Individual(child) characteristics	95	100	55	90
Supporting inputs	85	95	75	50
Teaching and learning process	90	100	80	100
Enabling conditions	95	100	90	90
Average	92	99	75	83

The findings in Table 4, on average, show that the majority (75%-99%) of teacher respondents stated that individual (child) characteristics, supporting inputs, teaching and learning process and enabling conditions constituted priority indicators of quality education in the study schools. More specifically, these factors are discussed under the following parts:

(a) Individual (child) characteristics

Results in Table 4 indicate that the majority (55% and above) of the teacher respondents stated that individual (child) characteristics was considered as one of the major factors

constituting priority indicators of quality education during implementation of PEDP II. This suggests that PEDP II recognised that individual (child) characteristics are what individual pupils bring with them to school. Though not under school control, they affect the child's work at school. School factors may interact with individual characteristics in positive way to compensate deficiencies pupils bring to school or enhance the child's capacities or more negatively to further disadvantage the disadvantaged. These results comply with that of Mackenzie (2003) who stated that in order to have quality education individual learner must have good health, well nourished, supported by their families and ready to participate and learn to constitute quality education.

(b) Supporting inputs

Results in Table 4 indicate that the teacher respondents' opinions stating that supporting inputs was one of the major priority indicators of quality education in PEDP II programme ranged from 50% (Mkambarani village) to 95% (Kiroka village). This implies that PEDP II programme considered the importance of supporting inputs which are system level factors determined outside the school, yet which affect the work of the school. They need community support policies and material inputs. These findings are supported by Sifuna (2007) who noted that in education system various supporting inputs for the teaching and learning process is essential for quality outcome.

(c) Teaching and learning processes

Results in Table 4 indicate that all teacher respondents from Kiroka and Mkambarani primary schools compared to 80% and 90% from Juhudi and Mkuyuni, respectively, stated that teaching and learning processes was one of the major factors that constituted

primary indicators in PEDP II programme. This suggest that the programme considered teaching and learning processes to include classroom level factor that directly affect pupil learning time, teaching strategies and pupil characteristics. These findings are supported by Sifuna (2007) and Adams (1993) who noted that expansion of teaching methods are very influential on motivating children's participation in learning and even in improving attendance as well as individual potentialities.

(d) Enabling conditions

Results in Table 4 show that 90% and above of the teacher respondents from the four study schools stated that enabling conditions was one of the major factors constituting priority indicators of quality education in PEDP II programme. This suggests that the programme considered enabling conditions as characteristics of the school that facilitate effective teaching and learning which involve effective management and organisation, including leadership, teaching force, organisation of institution, curriculum and time spent in schools as well as climate of school (the extent to which the school has created an atmosphere that fosters and values academic achievement).

It can generally be concluded under this section that interacting factors that constituted major priority indicators under PEDP II programme were individual (child) characteristics, supporting inputs, learning and teaching processes and enabling conditions. This implies that school improvement that ignores one or more of these factors risks missing essential component of the whole. Thus quality improvement must attend to capacities of learners, supportiveness of learning environment, effectiveness of learning processes, appropriateness of content and achievement of outcomes.

4.3 Implementation of Quality Education Initiatives under PEDP II

Considering that careful attention to collaboration in the process in which problems are identified and solutions planned is essential for quality improvements to be sustained and local capacity developed for on-going implementation, teacher respondents opinions were sought on the extent to which quality education had been implemented under PEDP II in their schools with regards to:(i) individual (child) characteristics and (ii) supporting inputs. The findings are presented hereunder.

4.3.1 Teacher respondents' opinions on improvement of individual (child) characteristics achievements

It was assumed that children come to school with personal characteristics and individual histories that affect their persistence and attainment. These characteristics include: child health and nutritional status, gender, parental attitudes and prior knowledge. Teacher respondents' opinions on improvement of these characteristics as a result of PEDP II programme were sought and responses are summarised in Table 5.

Table 5: Percentage distribution of teacher respondents' (n=80) opinions on student characteristics achievement due to PEDP II implementation by school

Individual(child) characteristics	Name of primary school			
	Mkuyuni (n=20)	Kiroka (n=20)	Juhudi (n=20)	Mkambarani (n=20)
	%	%	%	%
Child health and nutritional status	15	25	35	40
Gender	90	90	90	90
Parents or caregivers attitudes	85	85	70	90
Prior knowledge	95	95	90	95
Average	71	74	71	79

Results in Table 5 show that, on average, the majority (71%-79%) of the teacher respondents from all the studied schools stated that these characteristics had improved in their schools due to implementation of PEDP II Programme. However, according to key informant respondents PEDP II programme did little to adapt school programmes to fit characteristics of the child, especially those on margin. More specifically, these characteristics are discussed under the following parts.

(a) Child health and nutritional status

Results in Table 5 indicate that with regard to health and nutritional status, only 40 % and below of teacher respondents from all the study schools stated that students health and nutritional status had improved due to PEDP II Programme. However, further inquiry revealed that a number of health and nutritional problems could be remedied through low income community-based interventions with consequent improvement in attendance, enrollment persistence learning and overall attainment. This suggests that there is a need to develop and institute clear guidelines for council's school authorities and village government to have local arrangements to provide pupils with food. Such guidelines could embrace portfolio approaches ranging from parental and community contributions of both cash and food items to school farms and income generating activities. These results are supported by various authors (Nicholas and Wood, 2011; Storey and Jo, 2012.) who have observed that children need fuel to actually make them study well and be attentive and manage the responsibility of class albeit food is important and a part of education. This means that providing food in primary school has an influence on academic performance.

(b) Gender

Results in Table 5 indicate that 90% of the teacher respondents from all the study schools indicated that gender consideration had improved due to implementation of PEDP II Programme. These findings are in agreement with one of PEDP II Programme objectives of ensuring that basic education institutions and centers provide gender responsive pedagogy. Since all aspects of school quality have gender implications, these findings suggest that there is a need to develop and apply clear and comprehensive policy and operation guidelines to guide all key actors of primary education on how to address gender issues more effectively. These findings are supported by Craft (2000) who stated that gender equity is needed for equal outcomes from education and not only equal opportunity to access education.

(c) Parental attitudes

Results in Table 5 reveal that the majority (70% and above) of the teacher respondents affirmed that parent/caregivers attitudes had improved due to implementation of PEDP II. These findings are in agreement with one of the PEDP II components of substituting and involving pupils, parents, teachers, community and community based organisations in development of the school. Further inquiry revealed that parents/caregivers expectations, positive or negative, towards school and child's capacity have greater impact on child's enrolment, persistence and attainment. 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 have noted that quality determinant factors include supporting inputs from parents, community and the education system, school climate, teaching and learning process involving learning time, teaching pedagogies and the student outcomes.

(d) Prior knowledge

Findings in Table 5 indicate that 90% and above of the teacher respondents stated that prior knowledge, including early childhood pre-school programmes, had improved due to PEDP II Programmes. These findings are in agreement with PEDP II programme's set target of ensuring that a quality pre-primary school/class is attached to each primary school in their areas of justification by 2011 (URT, 2008). However, it was noted from key informant respondents that while pre-schools are bridges to quality improvement, they are yet to receive adequate attention. It was revealed, for example, that all the study schools had forced pupils to repeat class I-IV because they could not attain the required skills due to skipping pre-schools to primary one before they qualify. It was further found that pre-schools established at primary schools are given poor learning environment. This suggests that in addition to establishing pre-schools there is a need to ensure that they are provided with requisite learning environment. These include provision of competent teachers, quality classrooms with adequate number of desks and learning materials.

4.3.2 Teacher respondents' opinions on the extent of provision of supporting inputs

This study considered supporting inputs to refer to community or system level factors that, while not under the control of the school, provide the school with essential support and in a sense the raw materials of education. In addition, parental and community attitude and expectations promote or impend the work of the school. Parents and

communities may also provide the school with material inputs in cash or in kind and perhaps expertise in particular areas. The education system supports schools when it enacts appropriate educational policies, provide appropriate instructional and technical support and supplies schools with sufficient and appropriate material inputs. The teacher respondent opinions were therefore sought on improvement of provision of support inputs due to PEDP II Programme implementation in their schools as given in Table 6. The findings indicate that, on average, 80% and above of the teacher respondents stated that provision of support inputs had improved due to PEDP II Programme implementation. More specifically, the findings in Table 6 are discussed under the following parts:

Table 6: Percentage distribution of teacher respondents' (n=80) opinions on extent of provision of supporting inputs due to PEDP II implementation by school

Statement	Name of primary school			
	Mkuyuni	Kiroka	Juhudi	Mkambarani
	(n=20) %	(n=20) %	(n=20) %	(n=20) %
Parent and community support	55	40	90	95
Effective school support by school system	95	100	85	90
School provided with adequate materials	95	90	80	100
Teaching and learning process	85	90	90	45
Average	83	80	86	83

(a) Parent and community support

Results in Table 6 indicate that teacher respondent' opinions on improvement of support inputs varied from 40% in Kiroka village to 95% in Mkambarani. These findings reflect one of the goals of PEDP II that demanded broadening democratic participation and accountability of schools and local communities. Partnership between schools and local

communities in this regard was seen as an essential component. The findings from the study schools indicated that there were some efforts made at the beginning of the PEDP II Programme to train members of communities on various aspects of school governance, including how to manage school accounts and procurement procedures. Training was mainly conducted by District Education Officers (DEOs) in collaboration with Ward Education Coordinators (WECs). However, it was noted that not all members of school communities were trained due to constant change over the school committees' membership and lack of resources from district councils. These findings are in agreement with what has been observed by Mchomvu (1993) and Domonko (2005) that the success of school and community level initiatives depend on the importance the community attach to education and the micro-economic capacity of the communities. They also emphasised that devolution of responsibilities and ownership of initiatives to communities and schools have encouraged a commitment to capacity building at school level in attempts to promote effective quality provision.

(b) Effective school support by school system

Results in Table 6 show that 85% and above of the teacher respondents affirmed that effective school support by school system had improved due to implementation of PEDP II Programme. However, it was noted from key informant respondents that majority of teachers and members of the school committees had very little knowledge about PEDP II, since they could not differentiate it with PEDP I and this, to some extent, demoralised them when they did not see resources flowing. It was further noted that information about PEDP II Programme objectives and mission remained at the council level and did not go

further down to schools and communities. This could be one of the reasons why local communities had very negative perceptions about school contributions.

(c) School provided with adequate materials

Results in Table 6 show that the majority (80% and above) of the teacher respondents agreed that provision of their schools with adequate school materials due to PEDP II implementation had improved. This is in agreement with one of the PEDP II objectives of providing a conducive teaching and learning environment in order to contribute to improved quality of primary school education delivery, motivation of pupils attendance and effectiveness of teaching and learning. However, further investigation revealed that textbooks, teachers guides, paper and writing implements and appropriateness of instructional inputs had not reached the planned targets. 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.

(d) Teaching and learning processes

Results in Table 6 show that it is only in Mkambarani primary school where 45% of the teacher respondents stated that teaching and learning processes had improved compared to 85% and above from the remaining three schools. However, it was noted from the key informant respondents that a number of challenges still existed regarding the need for deployment of teachers in order to achieve balance in teacher pupil ratio for minimisation of existing disparities as well as the delivery and effectiveness of learning assessment and measures to improve performance. Further inquiry revealed that there were cases of

pupils who went to secondary schools and could not read and write intelligently. This might have been due to factors like unethical behavior on part of people involved in administration of examination process and process of admitting pupils to secondary schools. This implies that there is a need for studying and reviewing standard VII examinations approaches, structure and administrative procedures in order to enhance quality, reliability and discriminative between strong and weak pupils.

It can be generally concluded from this section that PEDP II Programme did little to adapt school to fit characteristics of child, especially those on the margin. There are many problems to educational progress that children face at school and within the home. Some difficulties are health related, while other problems can arise in pupils' environment. Many of these problems can be solved or ameliorated with teacher awareness and action focused curriculum, parental involvement or community support.

4.4 Teacher Respondents' Opinions on Leadership Challenges Associated with Implementation of Quality Education

It was assumed that in successful schools the effects of inputs on teaching and learning are mediated by leadership of the school head, the management and organisation of the school and the school climate. When favorable, these enabling conditions provide a context in which inputs lead to effective teaching and learning. Teacher respondents' opinions were therefore sought on improvement of provision of enabling conditions for effectiveness and quality education in their schools due to implementation of PEDP II as summarised in Table 7. Results in Table 7, on average, indicate that 75% and above of the teacher respondents from all the study schools agreed that provision of enabling environment had improved due to implementation of PEDP II, as discussed hereunder.

4.4.1 Effective school leadership

Results in Table 7 indicate that 80% and above of the teacher respondents from all the study schools stated that effective school leadership had improved due to PEDP II Programme implementation. Further inquiry revealed that while relationship between quality education and quality leadership is symbiotic, head teachers do not have full overall control of quality education. This implies that those stakeholders at other levels of the system with power over policy and implementation must also play their part to bring about desired changes.

4.4.2 Capable teaching force

Results in Table 7 indicate that all teacher respondents from Mkuyuni, Kiroka and Mkambarani primary schools stated that capable teaching force had improved due to implementation of PEDP II Programme compared to 70% from Juhudi.

Table 7: Percentage distribution of teacher respondents' (n=80) opinions on provision of enabling conditions for effectiveness and quality education due to PEDP II implementation by school

Statement	Name of primary school			
	Mkuyuni (n=20) %	Kiroka (n=20) %	Juhudi (n=20) %	Mkambarani (n=20) %
Effective school leadership	100	95	80	80
Capable teaching force	100	100	70	100
Autonomy in school decision making	85	95	75	65
Order and discipline	95	90	80	95
Positive teachers attitudes	90	95	75	95
An organised curriculum	5	40	55	10
Incentives for academic success	85	95	85	90
Maximised learning time in school	40	55	80	75
Average	75	83	75	76

Further inquiry from key informant respondents revealed that the Government through PEDP II implemented objectives related to recruitment of adequate number of teachers, establishment of Teachers Pupil Ratio (TPR) that could accommodate enrolment increases and ensure an equitable and gender balanced development of teachers. It was also revealed that during implementation of PEDP II there was a declining of TPR as a result of deployment of teachers which did not take into account specialisation of subjects in the study schools. Thus there is a need to deploy teachers based on the pressing requirements of schools.

4.4.3 Autonomy in school decision making

Results in Table 7 show that 65% and above of the respondents agreed that autonomy in school decision making in their schools had improved due to PEDP II Programme. These findings reflected one of PEDP II Programme objective on improving democratic participation and accountability at school levels through increasing participation of local communities through school committees. This implies that school communities were the focal points for improving quality of education in primary school and hence they must be adequately empowered to undertake their responsibility well through school decision making.

4.4.4 Order and discipline

Results in Table 7 show that 80% and above of the teacher respondents reported that order and discipline had improved due to implementation of PEDP II Programme. This suggests that the study schools maintained good order and discipline. In order to achieve this there must be clearly defined policy to outline what is considered to be non-acceptable behaviour. To go along this policy there must therefore be clearly defined

consequences for inappropriate behaviour. These findings imply that maintaining school order and discipline is essential when an effective learning environment is created.

4.4.5 Positive teacher attitudes

Results in Table 7 show that 75% and above of the teacher respondents from the study schools agreed that positive teacher attitudes had improved due to PEDP II Programme implementation. 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. They have many training needs that were not adequately met by PEDP II Programme, so their levels of competence in many cases remain low. These combination 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. Thus, there is a need to strengthen administrative measures so that the statutory right of teachers are catered for in timely and correct manner in order to maintain positive attitudes of their job.

4.4.6 An organised curriculum

Results in Table 7 indicate that it was only in Juhudi primary school where more than a half (55%) of the teacher respondents stated that an organised curriculum had improved due to PEDP II Programme. These findings are in agreement with what was provided by the key informant respondents that PEDP II Programme introduced changes in orientation of primary school curriculum. The changes were to shift from content based curriculum to competent based in the country. Experience from the study schools indicated that the

schools had no sufficient preparations to implement new curriculum changes. The main reason was that its development did not involve the main stakeholders and therefore was not participatory. There is therefore a need to provide clear guidelines which, among other issues, address the apparent confusion and inadequacies related with implementation of competence based curriculum in the study area.

4.4.7 Incentives for academic success

Results in Table 7 show that the majority (85% and above) of the teacher respondents from all the four study schools stated that incentives for academic success had improved due to implementation of PEDP II Programme. However, it was observed by key informant respondents that pass rates at standard IV had generally improved compared to primary school leaving examinations, whose rates declined during implementation of PEDP II Programme. The reasons attributed to the declined included lack of conducive learning environment. There is, therefore, a need to enhance achievement of learning outcomes by according greater emphasis on effective management and accountability of all actors. Several options provide ways to help student achievement within school system. These include: focused curriculum, strategic tutoring, pupil engagement and motivated teachers.

4.4.8 Maximised learning time in school

Results in Table 7 show that it was only in Mkuyuni primary school were below 50% (40%) of the teacher respondents stated that maximised learning time had not improved due to implementation of PEDP II Programme. These findings reflect PEDP II decision of changing primary school curriculum from content based curriculum to competence based

curriculum. In content based curriculum, a significant portion of each pupils' day involved learning through deductive (direct) instructional and waiting for another activity. This means that teachers interaction with pupils are not being maximised for pupils benefit and opportunities are being missed for promoting pupils development and school readiness. These suggest that there is a need to implement competence based curriculum in all primary schools in order to maximise learning time.

In general, it can be concluded from this section that the effects of inputs on teaching and learning are mediated by the leadership of the school head, the management and organisation of school and the school climate. There is, therefore, a need to review, harmonise and operationalise resources, power, roles and coordination mechanisms between all key actors involved in primary education in order to improve quality in primary education.

4.5 Summary of the Discussion

The overall objective of this study was to assess educational quality achievements of PEDP II in selected primary schools in Morogoro District. The study identified factors which constituted priority indicators of quality education under PEDP II as being individual (child) characteristics, supporting inputs, teaching and learning process as well as enabling conditions. The extent to which quality education initiatives had been implemented under PEDP II was found to be based on individual (child) characteristics and supporting inputs. In addition, factors related to leadership challenges associated with implementation of quality education identified were: effective school leadership, capable teaching force, autonomy in school decision making, order and discipline, positive

teachers attitudes, an organised curriculum, incentives for academic success and maximised learning time.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

Based on study findings, a number of lessons regarding educational quality achievements under PEDP II in selected primary schools in Morogoro District were drawn. These lessons are important because of their policy implications in improving quality education in primary schools in the study area and beyond. The conclusions and recommendations are now presented.

5.1 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) PEDP II did little to adapt school to fit school characteristics of child, especially those on the margin. There are many problems to educational progress that children face at home and school.
- (iii) The effects of inputs on teaching and learning are mediated by leadership head, the management and organisation of school and school climate.

5.2 Recommendations

- (i) Quality improvement must attend to capacities of learners, supportiveness of learning environment, effectiveness of learning processes, appropriateness of content and achievement of outcomes.

- (ii) Many problems that students face at home and school can be solved or ameliorated with teacher awareness and action focused curriculum, parental involvement or community support.
- (iii) There is a need to review, harmonise and operationalise resource, power, roles and coordination mechanisms between all key actors involved in primary education in order to improve quality in primary education.
- (iv) Suggestions for further studies
 - (a) 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.
 - (b) To undertake case studies on educational quality achievements of PEDP II in other parts of the country in order to enable generalisation of the observations. The major purpose of the case studies would be to develop and enhance understanding of educational quality achievements, PEDP II experiences and potentials.

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APPENDICES

Appendix 1: A summary of operational definitions, measurement levels and units.

Concept	Operational definition	Measurement Level	Units
Age	Number of years since one was born	Ratio	Whole number
Sex	Biological state of being a male or a female	Nominal	1. Female 2. Male
Marital status	Status of marriage	Nominal	1. Married 2. Single
Education	Number of years spent in formal education	Ordinal	1.Certificate 2.Diploma 3.Degree
Experience	A number of years someone has been teaching	Ordinal	1.Experienced 2.Not experienced

Learning time	The number of hours used by pupils in the learning process	Ratio	1.Much 0.Few
Teaching time	The number of hours used by teachers to teach periods in a class	Ratio	1.Much minutes 2.Few minutes
Major school activities	Activities which are performed by teachers at school	Nominal	1.Perfomed 2.Not performed
Out of school activities	Activities which are performed by teachers out of teaching	Nominal	1.Perfomed 2.Not performed
Achievement tests	All types of exams which are given throughout the study of the pupils	Ordinal	1.Given 2.Not given
Teaching Aids	Anything which is used to assist teachers during the hours	Ordinal	1.Available 0. Not available
Exercise books	All exercise books which are provided to teachers	Ordinal	1.Provided 0. Not provided
Classrooms	Rooms which are used by pupils during learning hours	Nominal	1.Conducive 0.Non conducive
Teaching books	Availability of books in a school	Ratio	1.given 0.Not given
Reference books	Availability of reference books in a school	Ratio	1.given 0.Not given
Toilets	Toilets which are used by the pupils in a school	Ratio	1.Enough 0. Not enough
Primary school inspector	Personnel who are responsible to inspect in primary schools	Ordinal	1.Enough 0. Not enough
Head teachers	A person who is responsible to lead in primary school	Nominal	1.Qualified 0.Not qualified

School committee	A group of people responsible to lead different matters primary school	Nominal	1.Efficiency 0. Not efficiency
Improved quality education	The expected positive impact in primary school	Nominal	1.Actived 0.Not active

Appendix 2: Teachers' Questionnaire

- Confidential
- Questionnaire: Personal interviews
- Respondents: Teachers
- Study topic: Achievements of Primary Education Development Programme II (PEDII) in Morogoro District
- Region.....District.....Division.....Ward.....
Primary school.....Number of respondent.....Date.....

1.0 Teachers characteristics

1:1 Personal characteristics

1:1:1 Sex.....Male/Female

1:1:2 Age..... (Years)

1:1:3 Marital status..... (Single/Married)

1:1:4 Level of formal education..... (Final level obtained)

1:1:5 Professional training? Complete as follows.

Level of training	Final qualification	Specialization	Graduation year
Certificate			
Diploma			
Degree			

1:1:6 In-service training? Complete as follows

Organised by	1-2	3-4	>4	Last time attended (Month/Yr)
District Education Officer(DEO)				
Others (specify).....				

1:1:7 Length of tenure in teaching service.....(years)

1:1:8 Length of tenure in present school.....(years)

1:2 Situational characteristics

1:2:1 Indicate major school activities in which you are engaged.....

.....

1:2:2.Indicate major out of school activities in which you are engaged

.....

1:1:3Were you involved in implementation of PEDP I. in this school? 1. Yes 2.No.

If Yes, what were the main achievements?.....

1:2:4Were you engaged in implementation of PEDP II in this school? 1. Yes 2.No .

If Yes, what were the main achievements?
.....

2.0 Factors which constitute priority indicators of quality education

2.1 Which of the following factors affecting school quality as measured by student outcomes received major emphasis in PEDP II

Factor	Yes	No	Don't Know
Individual (child) characteristics			
Supporting inputs			
Teaching and learning process			
Enabling conditions			

3.0 The extent to which quality education initiatives have been implemented under PEDP II

3:1 What are your opinions on individual learner/student characteristics achievement due to PEDP II implementation in your school?

Type of students/Learner characteristic	Improved	No change	Deteriorated
Child health and nutritional status			
Gender			
Parents or caregivers attitudes			
Prior knowledge			

3.2 What are your opinions on the extent of provision of supporting inputs due to PEDP II implementation

Supporting inputs	Improved	No change	Deteriorated
<ul style="list-style-type: none"> • Parents and community support <ul style="list-style-type: none"> -Health and learning readiness -Community support for school -School parental communication -Parental assistance in instruction 			
<ul style="list-style-type: none"> • Effective school support by school system <ul style="list-style-type: none"> -Clear academic expectations -Delegated responsibility and authority 			

<ul style="list-style-type: none"> -Institutional support -Monitoring and evaluation -Adapting school to children readiness 			
<ul style="list-style-type: none"> • School provided with adequate materials -Text books -Teachers guides -Paper and writing implements -Classrooms -Appropriateness of instructional inputs 			
<ul style="list-style-type: none"> • Teaching and learning process -Varied instructional methods -Student engagement -High learning time -Home work -Regular assessment -Diagnostic assessment -Continuous feedback 			

4.0 Leadership challenges associated with implementation of quality education

4.1 What are your perceptions on provision of enabling conditions for effectiveness and quality education due to PEDP II

Condition	Improved	No change	Deteriorate
Effective school leadership			
Capable teaching force			
Autonomy in school decision making			
Order and discipline			
Positive teacher attitudes			

An organized curriculum			
Incentives academic success			
Maximised learning time in school			

Appendix 3: Key informants checklist

- Confidential
- Checklist: Direct discussions
- Topic :Achievements of Primary Education Development Programme II (PEDP II) Morogoro District
- Region.....District.....Division.....
Ward.....Primary school.....
- Respondents
No.....Position.....Date.....

1. What factors constituted priority indicators of quality education under PEDP II?

.....

2. To what extent were quality education initiatives implemented under PEDP II?

.....

3. What leadership challenges were associated with implementation of quality education under PEDP II?

.....

