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## **Challenges of Alternatives Educational Policy for Enrolling Children to School in Tanzania**

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### **Abstract**

Considering the substantial growth of educational policy research in providing quality education, many nations including Tanzania have adopted strategic initiatives to improve education. As the implementation of initiatives or programs require different stakeholders, it is associated with the practical utility of the country's progress in providing and evaluating quality and accessible education and the efficacy of economic growth of rural livelihood. Such evaluation is carried out at several separate stages by distinct stakeholders engaged in educational policy making on the effects to the people. Evaluation as a method of assessing the progress or failure of the pre-existing policies can be often daunting for several participants in the educational sector. The evaluation of alternative and pre-policies, however, has an essential part of the progress of national policy. This also appears to be somewhat evident in the context of the Tanzanian National Educational Policy. Nevertheless, assessment-based policy making in Tanzania and many countries has not yet been widely applied in this regard. This is particularly true in developing countries whose public sector capacity is not yet fully developed. In these countries, the utilization of policy evaluation results in the process of efficient learning process a supreme clumsy. Evaluation usually encompasses a judgement of interventions as per their results, potential impact and needs they aim to satisfy. It is a systematic control mechanism which generates a stringent evidence base to inform decision-making and contributing to making Local government activities more effective, concise, useful, relevant and efficient. Evaluation also enhances accountability, learning and transparency.

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To reach this, the evaluation requirements of the Local authority strive to guarantee appropriate and timely evaluations of high quality and to communicate the outcomes of the evaluation in a clear and transparent manner to decision-makers and other appropriate stakeholders to promote the use of evaluation outcomes on educational policy.

**Key words:** Evaluation; alternative educational policy; challenges; child enrollment.

## **1. Introduction**

When Tanzania's efforts to achieve universal primary education, it implemented a number of initiatives in strengthening access and quality of delivery, targeting such indicators as teacher-pupil ratios, increasing funding levels, improving the learning environment through provision of adequate and decent seating in class, provision of text books, mobilization of external support, relieving the burden borne by parents through abolishing school fees. For instance, the pupils who are unable to attend mainstream primary education, a programme termed Complementary Basic Education and Training (COBERT) has been implemented by the Ministry of Education and Vocational Training (MOEVT) [1]. On the same hand just from many governments in developing countries have struggled to provide access of education to the marginalized groups, non-state providers appear to have demonstrated far more success in meeting their educational needs [2]. In this case, external finance is likely to cover many of the shortfalls necessary for the Government to live up to its commitments. The World Bank, the European Union (EU), the Netherlands, Swedish International Development Cooperation Agency (SIDA), Japan International Cooperation Agency (JICA), Ireland Aid, German Technical Cooperation Agency (GTZ), Finland, Norway and Canadian International Development Agency (CIDA) are all contributing to the primary education sub-sector. For example, Department for International Development (DFID) provides funding through general budget support, while Belgium and France intend to contribute to the subsector. Eight of these donors are expected together to contribute 60% of the PEDP budget over the next years, not including DFID's budget support[3]. So, with the introduction of Primary Education Development Plan (PEDP), in 2001 tuition fees and other mandatory cash contributions to schools were abolished. During the time of its introduction, both survey and administrative data sources revealed how enrolment rates increased significantly between years of its introduction[4]. On the other hand the administration reform focusing on decentralization and good government promotes education through enhancing teacher motivation in that empowered teachers in terms of academic freedom and shared responsibilities in instruction and school development[5]. When the Net Enrollment Rate (NER) for primary schools has ranged between 84 and 97.3% of the official age group of 7-13 years; with average of 91.8% over the fourteen years, it reached a peak in 2007 and has been steadily declining since then, with the exception of an increase in 2015. The 2017 NER is the slowest since before 2004. This means that on average at least 8.2 of this official age group was not attending primary education and this figure currently stands at 16 percent. It is noticeable that, despite the large increase in total primary enrollment in 2016 and 2017, there has been no increase in NER. This is due to two factors. First, the increase in enrollment is not able to keep up with the growing school age population. Secondly, there is a large increase in the number of primary school children who are outside the official age range (mostly older than 13 years). This suggests that, measures need to be taken to ensure that the NER reaches the ESDP target of 90% by 2020/2021. Initiatives have been taken to make sure all pupils who belong to official age group but not in primary schools are

identified. When the introduction of the Education and Tanzania Training Policy (ETP) 2014 expanded the entrance age to Pre-Primary education from fixed 5 years to a flexible 3 to 5 years, and to Primary education from fixed 7 years to a flexible 4 to 6 years, however, an effective plan and close supervision of the implementation of the Education and Training Policy is necessary. Some of the effective plan is by having the mechanism for reducing the gender gap through provision of equal education opportunities for both males and females by removing cultural barriers that may deter access to education. To address the gender gap, the Government established various initiatives such as Primary Education Development Plan (PEDP), Secondary Education Development Plan (SEDP), National Strategy for Growth and Reduction of Poverty (NSGRP) and others that all include an ambition to achieve gender balance[6]. However these plans have weaknesses as measures such as not requiring uniforms have not been implemented in practice (by parents) because of the social ostracism this would involve. Other, substantial indirect costs have also remained, such as for instructional materials, the provision of which has not been sufficient to date. Double-shift schooling and multi-grade teaching have been started as interim measures to deal with shortfalls. Although initially the Government's renewed efforts at introducing Free Primary Education (FPE) (Nyerere introduced it in the '70s) are appreciated, but the more time-consuming qualitative advances required to maintain parental support which place it in the balance until they have been achieved. Neither teaching, nor school nor financial management skills are attained overnight. Certainty surrounding and the continual flow of external finance for the PEDP will facilitate the delivery and eventual attainment of the various constituent factors that are planned to contribute to the sector's development[3]. Although Tanzania is a country with a long history of efforts toward achieving universal primary education, comprehensive policies and strategies have been well articulated. Implementation, however, has not been free from problems[1]. Such challenges on low quality education in Tanzania and most African countries have further given rise to weaker links between education and other national economic and political goals [7]. Hence the challenges of development for country like Tanzania have assumed new dimensions with knowledge-based, rapid globalization. It is becoming increasingly apparent that primary education is insufficient to equip citizens with the necessary knowledge to respond to the competitiveness of the 21<sup>st</sup> century and beyond[1]. For stance most head-teachers especially in rural areas face enormous challenges mainly due to lack of funding, thus they fail to motivate and retain qualified, adequate staffing levels [7]. So often, the problem or fear of unemployment has pushed even non-education graduates into the teaching sector. Such people come from various fields of specialization inter alia engineering, agriculture, sociology, forestry, and home economics. Similarly, expansion of education in terms of the increase in enrolment has necessitated the need for more teachers. But following poor planning, the conventional approach to teacher preparation and production has always failed to suffice the need. As a result, the government through the Ministry of Education, Vocational and Training (MoEVT) opts for unconventional preparation of teachers, popularly known as crash programmes [8]. Also many teachers face transportation and housing problems that hinder them from getting to school on time thus creating a regular loss of working hours in some schools. In urban areas for instance, some teachers hold second jobs, which may detract them from the time and energy they should expend in their classrooms. Increases in the number of unprofessionally trained people ("teachers") may well account for the urgent need of quality teacher professional development programmes. As discussed elsewhere, for quite some time now, schools and colleges have been places of individuals not professionally fit to undertake teaching[8]. When teachers miss school regularly it impacts on quality education. With less motivated staff and students,

particularly arising from substandard infrastructure and lack of educational materials, it is not uncommon for head-teachers’ time to be wasted dealing with disciplinary issues involving students and sometimes teachers[7].

**Table 1:** Gender Parity Index in Total Enrollment for Primary Education 2006-2017

Education level	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Primary	0.96	0.97	0.97	0.99	1.00	1.01	1.02	1.02	1.03	1.03	1.03	1.01

Source: Ministry of Education Vocational Training (MoEVT) and President’s Office Regional Administration and Local Government (PO-RALG). Political interference is also cited as a factor in schools, giving rise to overcautious leadership that holds schools back. Cases abound where invited public officials and some politicians make false promises to schools, especially on funding, and when a head teacher takes an effort to follow up, he ends up spending a lot of funds going to and fro with no success. Several participants noted that Tanzania has very good policy on paper when it comes to quality education and human rights issues at primary and secondary level, but the implementation of these are seen as very poor. Each school may need to design its own frameworks, which establishes a quality conscious school ethos. It is necessary that such designs and practices are arrived at, not through imposition by the school administration, but through a wider consultation involving all stakeholders such as students, teachers and parents[7].

**2. Materials and methods**

This study employed mixed methods approach underpinned by pragmatism. Specifically, the sequential explanatory mixed design which involved using two methods in the same study in order to check the results of one and the same subject[9, 10]. The purpose of this design is to use qualitative data to explain and/ or clarify the quantitative findings. The initial phase of the study involved the collection and analysis of quantitative data, followed by the second phase in which qualitative data was gathered to explain or clarify the quantitative results. The population of the study comprised all teaching staff, students, parents regional and district educational officer of Mwanza region in Ilemela district in the north part of Tanzania. Government policy variables Changes in policy formed independent variable. I have gleaned information of the government programs in which country participated for which I have data on schooling at the district level. The details of the programs are explored in this research for all kinds of programs. The following variables have been developed to assess the effect of public programs. First, a dummy which indicates whether (A) Agree, (D) Disagree (N) Neutral during the interview. The coefficient of this dummy is regarded as the indicator of the program’s effect. The program’s influence is expected to depend upon the fraction of the interview interval for the program is implemented. I therefore created a second variable which is the percentage of the interview interval during which one or more programs were in place. It is well-known[11], that a program can have persistent effects, so that previous programs can still influence school enrollment rates during the interview. In order to take this into account I created a dummy variable measuring whether (A) Agree (D) Disagree (N) Neutral a school had an implemented enrollment program which ended five years at most before the interview was held. The effects of short-term programs might differ from long-term programs. Different government programs are found during

the sample period of 2001 to 2018. In the majority of cases, Tanzania had several different programs during the study. Typically, a short-term (long-term) program is followed by another short-term (long-term) program. This means it is impossible to estimate the efficacy and effects of all different program types separately and how do these programs have effect on School Facilities, Human Resource, Motivation and Parent Awareness as I refrained from an analysis of the model below.

#### Control variables

The level of progression of education at school level is evaluated by alternative policies or alterations in current policies by meeting the gaps through creating the index of teaching and learning. This index is the average proportion of school children with the appropriate books, desks, flush toilet, courses, and access to electricity and running water (tap). The schools in Ilemela primary school, Nyakabungo primary school, Nyamhongolo primary school, Milongo primary school, District and Regional officer had their views. Therefore, the total population for the study was forty (40) teachers, comprising 15 males and 25 females. All the forty (40) teachers were involved in the quantitative phase of this study through census frame. Census strategy was employed in order to reduce the risk of bias in the findings of the study since the entire population of study is represented. The use of the census frame is suitable when the population of study is not vast and the area of study is also not large. One of the advantages of the census frame is that all members of the population have the same opportunity to participate in the study, and it is also more capable of yielding representative results [12]. The qualitative phase of the study involved interviews with 100 (40 Senior students and 60 Junior students) who had already responded to the questionnaire. The interviewees were sampled through maximal variation strategy, which enabled me to build multiple perspectives into the study. At the quantitative phase of the study, a structured questionnaire was distributed to all the students, as noted earlier. The quantitative phase of the study was followed by the qualitative phase which involved using a semi-structured interview guide to collect data to explain and/or clarify the key quantitative findings. Validity in research expresses the degree to which a measurement measures what it purports to measure [13]. Both face validity and content validity of the instruments were established before being used in the main study. Face validity refers to whether the instrument appears as though it is measuring the appropriate construct [14]. The instruments were given to teachers for their comments for face validation before submitting them to some experts in human resource management for content validation. Reliability is the likelihood of obtaining the same or similar results when the instrument measures the same variable more than once, or when more than one person measures the same variable [15]. The reliability of the questionnaire was then determined with the help of the SPSS version 20. The Cronbach's Alpha reliability coefficient obtained for the internal consistency of the questionnaire was 0.71. A co-efficient of reliability value above 0.7 is considered reliable [16]. SPSS Version 20 was used to organize the data into simple percentages, frequencies means and standard deviations. The qualitative data generated through the interviews were also used to support, elaborate on or explain the quantitative findings when necessary. Specifically, verbatim quotations were used to add realism to the study.

### **3. Results**

The change in school enrollment formed the dependent variable of this study. Data on school enrollment were

obtained from various interview. These interviews provided information on the households, such as the number of children in the household, and on its individual members. In this study, I used data on the child's age and sex and whether he or she is still in school. In order to study the roles of educational policy programs, I needed data for different moments in time. I therefore restricted my analysis to primary schools pupils, teachers, parents, educational officer and secretaries in which interviews were conducted. The sampling of each consecutive interview was independent from that of the first. Example from the table 3 below, indicates that child enrollment has increased by one hundred percent (100%). This is according to the interview I did. However, the increased enrollment would probably affect the teaching and school infrastructures distribution ratio. This study developed the hypothesis on the evaluation of the educational sector policy and how it facilitates the achievement of education. The technique of analyzing the hypothesis is by reviewing the literature, collecting information from the field and SPSS that helped to test the hypothesis. The hypothesis outlined below and the summary were tested using a non-parametric test. Example is verified below.

H1: Free education has led to elevated enrollment leading to impact teaching by being overworked due to high number of students with  $\mu=1.34$  and standard  $SD= 0.48$  according to one-sample Kolmogorov-Sminor Test by .000 significance which  $< 0.05$  hence accepts Non-null hypothesis

H2 the predicted variables abolition of school fees are significant because both of their p-values= 0.000. This indicates that, it has a direct relationship with increased enrollment within five years with  $\mu= 1.06$  and  $SD= 0.31$  in One-Sample Kolmogorov Sminor Test.

H3: The encumbrance has elevated in teaching due to due to increased number of pupils is normal with 1.64 and standard deviation of 0.93 having probability value of  $0.000 < 0.05$ . Hence it rejects the null hypothesis and the effect is statistically significant.

H4: The p-value for teacher's recruitment is  $0.001 < 0.05$  significance level, that reject the null hypothesis and conclude that the effect of teachers recruitment has been able to keep up with increasing number of pupils is statistically significant with  $\mu = 2.47$  and  $SD= 0.61$  hence rejects.

H5: There has been a positive change on school budget with  $\mu=1.69$  and  $SD=0.75$  with p-value of 0.004 that rejects null hypothesis.

H6: There is a significant relationship between teaching and learning facilities with the predictor. As the higher the increase in enrollment the higher the impact on teaching and learning facilities with the significance of 0.002 where by  $SD=0.61$  and  $\mu=2.17$ .

H7: Abolition of school fees has direct effect on financial resources for school materials. As schools development depends not only on the central government but also from other stakeholders like parents contribution to education. It rejects null hypothesis with significance level of 0.038 and  $\mu=1.94$ ,  $SD=0.83$  and accepts non-null hypothesis.

**Table 2:** Hypothesis Test

Null Hypothesis	Test	Sig.	Decision
Teacher’s recruitment being able to keep up with the increasing number of pupils is normal with mean 2.47 and standard deviation 0.93.	One Sample Kolmogorov Smirnov Test	0.001	Reject the null hypothesis.
Burden due to increased number of pupils is normal with mean 1.64 and standard deviation 0.93.	One Sample Kolmogorov Smirnov Test	0.000	Reject the null hypothesis.
The abolishment of school fees has effects to teacher’s salary is normal with mean 1.69 and standard deviation 0.47.	One Sample Kolmogorov Smirnov Test	0.000	Reject the null hypothesis.
Financial resources for school materials is normal with mean 1.94 and standard deviation 0.83.	One Sample Kolmogorov Smirnov Test	0.038	Reject the null hypothesis.
School budget is available normal with mean 1.94 and standard deviation 0.75.	One Sample Kolmogorov Smirnov Test	0.004	Reject the null hypothesis.
Teaching and learning facilities is normal with mean 2.28 and standard deviation of 0.61.	One Sample Kolmogorov Smirnov Test	0.002	Reject the null hypothesis.
Enrollment has increased within five years is normal with mean 1.06 and standard deviation 0.31.	One Sample Kolmogorov Smirnov Test	0.000	Reject the null hypothesis.
Feeling overworked is normal with mean 1.34 and standard deviation 0.48.	One Sample Kolmogorov Smirnov Test	0.000	Reject the null hypothesis.

**Table 3:** Case Processing Summary showing child enrollment

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Enrollment has increased within five years	50	100.0%	0	0.0%	50	100.0%

**4. Discussions**

While this paper focuses on somewhat negative aspects of the academic situation in Tanzania, it should be noted that the country has made tremendous progress in increasing access to primary education. Primary student enrollment has boosted in less than five years by 100 % (percent) since 2015. This was possible largely because of the elimination of the registration fee, the obligatory enrolment law and the creation of new classrooms. In such a particular instance, the entry fee only accounted for a tiny part of the cost of education, so it is debatable if removing these is in fact the main reason for mushrooming enrolment.

**5. Impacts due to School Fees Abolition**

According to Mwanza Region Education Officer stated that, *The abolition of school fees has resulted to outnumbering enrollment leading to inadequacy of existing resources like classes, human resources (teachers),*

books, desks and chairs. But the positive thing is through the current educational policy, it has favored all individuals with different economic background to equally access education hence reducing street children, child labor in Ilemela and at national level. Tracing back in 2008 and 2012, primary school net attendance among the poorest 20% (percent) of the population was 67.5 percent (%), compared with 98 percent (%) across the entire primary school-aged population. So, even after school fees have been abolished, the cost of smaller items like uniforms, learning materials, or food still keeps many of the lowest income students in the bay from accessing free and quality primary education. For stance among parents interviewed, 12% (percent) of participants agreed that, they bear the expenses of registration and also some added to say that, After the implementation of free education, the contribution to school fees has increased than before. 22% (percent) disagreed and 38% (percent) were neutral to face the cost. Since the government has announced free education therefore, low-income parents, relatives or guardians are somehow unable to pay such expenses. Many children from the poorest households are exposed to the harsh consequences of economic disparities, which invariably impact on their education. The effect arises when absence of motivation as 12 percent (%) of participants said they had difficulties in sending their kids to school, whereas 20 percent (%) had no problem in sending their children to school but 12 percent (%) were neutral. There was a lack of motive for parents to send their children to school because the government did not adopt a short- to medium-term plan to ensure vulnerable kids could remain in school. For stance, one respondents said that, *Killing of children rate has increased so it needs us to escort children to school and from school so the government has to protect them.* Because of these challenges, sometimes it gives burden to the government to send children especially young ones to school every day. Lack of economic aid for impoverished children's families would spur parents to depreciate the significance of education. For example 54.5 percent (%) said they would like their children to attend school on regular basis and one of them confirmed to say that, *Children are the tomorrow's generation especially men.* However, due to that comment from the respondent it indicates that, still parents lack awareness on promoting equality in providing education to all children regardless of gender. While 36.4 percent (%) disagreed the need for their children to attend school on regular basis and 9.1 percent (%) remained neutral. But still the same number of population sample, 77.3 percent (%) proved to say education is substantial to their children while 13.6 percent (%) were neutral and the rest of 9.1 percent (%) said education is of no importance. On the other hand, the District Secretary education had her own views as quoted saying, *Since the abolishment of school fees in Tanzania, the rate of number of pupils has increased. This indicates that our education system is growing especially when we are focusing on making sure that all individuals are able to read and write.* Under current regulations, any parent or guardian who fails to ensure a child is enrolled in primary school commits an offence, and may be liable to a fine or imprisonment of up to six months. Under the Law of the Child Act, children have a right to education, including a right to acquire vocational skills and training, and parents have a duty to ensure children can realize this right. According to Education Officer of Mwanza region stated that, *"Parents who are found guilty by the law by not sending their children to school are punished accordingly"*. It is also stated in Tanzania's Education Act that, *all children at or above the age of seven must attend and complete compulsory primary education.* According to interview conducted to primary teachers in Ilemela district, only 16.7 percent (%) among the teachers said they like their professional, 22 percent (%) said they don't like while 38 percent (%) remained neutral as whether they love teaching. Given the already existing scarcity of adequately prepared teachers, expressly in the primary schools, the extra enrolment will perhaps decrease pupil's teacher ratio. The



average number of students is increasing. For stance 56 percent (%) of informants said they teach more than forty five (45) students in the class hence diminishing teaching and learning standard. As more and more children being enrolled, the more the burden to the teachers increases. Yet, they added 77.8 percent (%) of teachers also agreed to say that, because of abolition of school fees many pupils are being enrolled leading to overcrowding the class. Considering quality of education only 25 percent (%) said the quality of education had improved, 33.3 percent (%) said there is no change and 41.7 percent (%) said there is a little change. In Tanzania, according to the 2005 curriculum, the standard Pupil Teacher Ratio (PTR-Number of Pupils: 1 Teacher) is 25:1 for Pre-Primary education and 45:1 for Primary education. It needs to be noted that, although the Government has made efforts to tackle the problem and in 2016/2017 fiscal year, it provided training to 17,650 teachers. In 2017/2018 fiscal year, the Government committed to the training of 45,000 teachers on early primary literacy and numeracy. However when these teachers are being posted to their teaching centers, face accommodation problems as teacher’s houses are inadequate. Among the teachers interviewed, only 8 percent (%) have accommodation but 60 percent (%) proved that have no accommodation and if have, they are not comfortable to live in those houses.

**Table 4:** Teachers opinion on free education policy outcomes

	A	N	D	M	SD
ITEM	F (%)	F (%)	F (%)		
I receive salary on time	32(64)	14(28)	4(8)	1.11	0.19
The school provide accommodation	4(8)	2(4)	30(60)	1.94	0.410
Have all the teaching and learning materials	4(6)	13(26)	20(40)	2.28	0.615
Have more financial resources for school materials	13(26)	11(22)	12(24)	1.94	0.826
The pupil/teacher ratio has changed within past five years	7(14)	1(2)	28(56)	1.83	0.447
The quality of education has changed	17(34)	3(6)	2(4)	2.17	0.811
The burden of teaching increased due to increased pupils	24(46)	1(2)	11(22)	1.64	0.931
It takes long time to reach school	15(30)	12(24)	23(46)	1.94	0.740
I face challenges when sending a child to school	6(12)	6(12)	10(20)	2.00	0.756
Teaching is calling and feel to like it	6(12)	19(38)	11(22)	2.36	0.762

More economic assistance for education is crucial in the implementation of educational programs for enhanced access, equity and quality accomplishment. Being education as a significant factor in a nation's economic growth, it plays a major role in augmenting people's abilities and mindsets in a specified culture. Funding education is therefore a vital prerequisite for economic growth. As per this research, 98 percent (%) learners said were interested in going to school, even though sometimes they face some hurdles that keep them away to like studying. Some of the hurdles include lengthy or distance and time to school as once they show up late at school as there is no school bus hence corporal punishment has to be applied to them by being late to school. Distance from home to school seems to affect enrolment decision by the household. The far the school away from home the lower the chance of a child being registered in primary school level. The households that are located near to school have an incentive to enroll their children to primary school than those who reside far from school. Sometimes when the school is located a very long distance away from pupil’s home it risks the safety of a child travelling this distance both to and from school [4]. For stance, 30 percent (%) travel for lengthy ranging from nearly an hour to two hours and if they are late, they are being caned with sticks although 88 percent (%) feel

fine with the penalty, 8 percent (%) feel to be disappointed and 4 percent (%) said they felt disappointed somehow. So, Tanzania's quality schooling is and will stay lesser than its peer nations unless the encumbrances posed are rectified. According to literature review, strategies to reduce the level of corruption ease children's enrollment in primary schools as illustrated in TABLE 3 as 100 percent (%) of participants said enrollment has risen over five years because the government has done its best to fight against corruption. Outcomes are more advantageous for children of the disenfranchised social groups. This has been facilitated by substantial removal of registration expenses that have a major impact on access to school for kids. Enhancing the net national budget reserve and adequate distribution of resources shows a substantial surge in children's enrollment in primary school as it is shown on TABLE 1 as well.

## **6. Conclusion**

However, the study highlighted on the efforts done by the government to effect free education, total free education is still a challenge in Tanzanian education policy as well as in society. When United Nations Educational Scientific and Cultural Organization (UNESCO) estimated that children should be able to pursue a complete elementary education course, it seems that the growth of education in several orders of magnitude is slower than the growth of politics and the intention of society. In the field of education, much should be achieved including changing the social strategy. So much investment on education should be adhered as development is not just a one man show rather it is a process of cooperation or partnership between Public Private Partnership (PPP). This is through engaging both government and non-government sectors including international agencies in order to smoothen the process of schooling.

## **7. Recommendation**

Mainstream Tanzanian school teachers should be more conscious of policy procedures and inspired to build more trust in their teaching skills. Methodological and curricular evaluation should be subject to more continuing studies, including: personal growth, group dynamics, planning and governance. This is a significant element of primary school teacher training and job policies where the nation sponsors teacher students for individuals who are prepared to enter the field of education from 50(%) percent to 100(%) percent. Unfortunately, wide teaching study did not supersede this. For stance some teachers were interrogated if they felt fine for teaching according to the research I conducted. Of the 100 (%) percent, only 16.7 (%) percent strongly agreed that teaching was a calling, but who strongly disagreed were 30.6 (%) percent said they joined teaching professional because there was no other work they could do or joined teaching training for loan purposes as shown on TABLE 2.

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