

The Challenges of Primary Education Level in Tanzania.

Case study Tarime district

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Abstract: Primary education in Tanzania is an important part in the foundation of receiving education. However, the challenges facing primary education implementation in the rural areas where majority of Tanzanians lives are still not well understood. Different reasons even though are in the sensitive part but it facing a lot of challenges especially in the village. The qualitative study was done in the Tarime district in rural villages. The study took the two selected villages to represent rural areas in Tanzania, Bungurere and kobori village were the selected one. Sampling technique was used select 6teachers from Bungurere and kobori primary school each school 3 of them, however 8 parents (families) each village two parents (families). Data were tape recorded as analyzed content analysis method. This study found teaching and learning materials process, parents' education and environment position as well as family income are very big Challenge in many rural areas in Tanzania. In order to overcome such challenges in primary education level societies are needed to provide the necessary assistance especially psychological support for parents as well as teaching and learning materials process. In the mean of everyone has the chance to challenges facing the foundation of education in Tanzania.

Key words-Education, Primary education, qualitative study, Tanzania, Tarime

I. Introduction

Education in Colonial times in Tanzania was for not transmitting the values and knowledge of Tanzanian society from one generation to the next; it was a serving attempt to change all those values and to replace traditional knowledge by the knowledge from a different society. The education in Tanzania was laid on the philosophy of Nyerere's Education for Self- Reliance (J.K. Nyerere, 1967). This had a strong pro-poor focus, urging for primary education to be the ultimate education for the majority. The curriculum specified to equip them with the skills needed for self-reliant, rural livelihoods rather than for further academic education. Post-primary education was to be limited in quantity to produce enough graduates to supply the predicted manpower requirements of the formal sector and no more. Development of primary education without development of secondary education led to reduced transition rates, which was perceived by parents as reduced quality of primary education.

Since 1990s to present primary education is free to every child (no any fees paid), this action of government to make free primary education made parents to have motto of taking their children to the school, and the number have been increased. This has primarily been done through the elimination of the registration fee, legislating compulsory enrolment and the building of 54 000 new classrooms (Woods, 2007). The government by supporting the above idea fights for their best level to see how they can make a move in ordinary sector of education in a better way, So they come up with different means by making sure that ordinary education must have a good foundation and these lead them to form the Primary Education Development Plan (PEDP).

Tanzania vision that until 2025 aims that at the total elimination of poverty, united republic of Tanzania (1999a). These were emphasizes the creation of a better-educated nation with a high quality of life for all Tanzanians but the question is **how this vision will succeed without starting from the foundation(primary school) and basing to the lager group(villagers)?** The Vision 2025 document stated in that:

"...Education should be treated as a strategic agent for mindset Transformation and for the creation of a well-educated national; sufficiently Equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education System should be restructured and transformed qualitatively with a focus on Promoting creativity and problem solving....."

Vision 2025 **includes**. Include; Primary Education Development Plan – PEDP (2002).

1.1 Problem of the study

Seem to stay in the villager does matter but what is producing there is what is important, Tarime district as other rural in Tanzania facing some challenges that hinder primary school development in teaching and learning materials process, parents' education and environment position as well as family income. This is what

this study will base on, but by the end of the 1990's, the level of quality and quantity education system had reached crisis point (Kuleana, 1999; Galabawa et al., 2000; Lwaitama et al., 2001). Where by Schools environment were un-conducive in terms of insufficient textbooks, furniture and classrooms. Classrooms were so overcrowded, poor teaching pedagogue, unpleasant punishments and harassment of pupils, including sexual harassment, which was common (R. Rajani, 2001).

The result of these conditions was worse because a lot of children dropped out of primary school and those that lasted for the seven years, around 80% failed the final examination (URoTMoEC, 2004a).

This situation in education seems to have so serious effect in ordinary education and it has been normal to educators (teachers) the way they provide it. However this catch the attention for parents' of lacking faith in public school progress and this brought the private education industry.

1.2 What others say.

Primary education level is facing a lot and different challenging that stopping parents in one way or another to strides forward for their children education. Especial in the village than urban. However parents who are in well economy can support financial and home resources for individual learning materials for their children (pupils), again can also provide a more home environment to improve pupil school development. It is true that, pupils from high family income parents are more likely to attend schools, than their counterparts, (Ushie, Emeka, Ononga, &Owolabi, 2012). That is to say pupils from good family income can go to school easily as they can have a bicycle rid to school. Studies have shown that pupils whose parents are educated are likely to enable their children to become successful in their studies compare to children whose parents are not educated. (Schulz, 2005; Ushie, Emeka, Ononga, and Owolabi, 2012). According to BEST (2005) and BEST (2011), PEDP had raised Gross Enrolment Ratio (GER) at primary education level from 84.0% in 2001 to 102.7% in 2011 and Net Enrolment Ratio (NER) from 65.5% in 2001 to 94.0% in 2011, which has almost reached universal Primary education (100% GER).

1.3 aims of the study

1. The relationship between challenges of primary education and teaching and learning materials.
2. Parents' education and environment position
3. The relationship between challenges and primary education

II. Materials And Methods

2.1 Family income

Primary school development is at a standstill. At the same time most rural families survive by the scraping a meal out of poor and degraded land scape. Many rural families have now enough income at all and no facility and if any just even obtain it in a small amount (www.earthassistance.org). In 1996, the World Bank noted that, "raising primary school enrolments in low-income developing countries is an important policy goal. But, achieving this goal requires more than simply improving access to primary schools. Because access to post-primary education is an important determinant of primary school enrolment, it is equally important to expand and improve access to middle and secondary schools" (World Bank, 1996). However most parents depend in the agriculture for food at the same time on sell and get money for buying uniform and other money for other school contribution. Many children arrived at school empty stomach after a walk for long hours. That is to say even though the school is far but if family income could be god parents could buy bicycle for their children as easy means of transportation for school.

However measured by wealth material resource items, including land, furniture, radio and bicycle. The distributions showed that more than half (66%) of the families owned very little land, between one and two acres. Furniture items included beds, tables and chairs.

Most of the families (78%) did not have enough beds. There was no chair and no table in about one-quarter of the houses. A radio was available in almost all (97%) families and about three-quarters (77%) of the families had a bicycle. DamarisNgorosho and Ulla Lahtinen (2010).

2.2 Teaching and learning material

Teachers have few, if any teaching aids, lack of classroom (rooms are bare). Few children are provided with desk and chairs of any description and even chalk can be unavailable. While government regulation says that class size is no more than 40 pupils but they can be up to 200 in the same class. Teachers adequately trained, the delivery of quality education under the circumstances is not possible (www.earthassistance.org). Limited access to textbooks and a large number of under-qualified teachers. These challenges are progressively being addressed with notable improvements. As noted in the Tanzania human development report13, one of the goals of Basic Education Master Plan was to raise performance (BEMP), decrease student to teacher ratios.by 2002.

This was to be achieved through redeployment of teachers, devolving authority and resources of school to local authorities and involvement of communities in the development of school infrastructures. Efforts to establish the progress that has been achieved in this area did not bear much fruit. According to the National Report of the United Republic of Tanzania on The Development of Education (MoEVT, 2008).

However in 1996 the government of Tanzania developed the plan called Basic Education Master Plan (BEMP) for the sake of revised version of The Basic Education Master Plan. It is a holistic framework that undertakes to review and analyze basic education provision among of those areas is Primary education and secondary education. (MoEC 2001) In the context of Basic Education Master Plan (BEMP) issues militating against full enrollment of children at the appropriate age level have be on addressed. these are: access, poor quality as parental and students' perceptions of the poor quality schooling lead to declining enrollments; cost, as the increasing cost of primary education affects the poorer sections of society who cannot afford these costs and, opportunities as parents see little prospect in their children moving further in the education pyramid and therefore may be tempted to "cut their loses" (Ibidi).

However ordinary education should build from a good and stable foundation (primary education) which is important to everyone to receive the formal foundation knowledge, but this seem to be different in the reality that academic performance of pupils is very low, even though there are many schools in Tanzania but the education is very little I. Omari, (1995). Other study saw that although number of school has been increased but education provided in schools is of doubtful quality, I. Omari, (2002). That is to say pupils attending to school but there is very little learning of the required material been done by many of them, another study added by states that, there are increases in dropout every year for children enrolled in school, truancy becoming the normal situation in school and at the same time children loose the interest for learning, N. katunzi, (2003).

2.3 Parents Education and Environment position

Parents' education and environment position general can be the influence or challenge in one way or there in the ordinary level of education development Arnaud & Chevalier (2004).

Less education parents are more like to face liquidity constraint preventing their children from fulfilling their school potential becker & Tomes (1986). Family income on education choice is not important than the effect of parent education Chevalier & Laton (2002). Again Destorges & Abouchaar (2003) say that 58% of parents clamed to speak regularly with their child's teachers, in the main about school progress but not infrequently in behavior about 27%. However one of the family from Bungurere village they have outstanding views by sending their children to school even though they did succeed to have higher education, but they understand the value of their children getting education. Better-educated parents can contribute to their children's learning through their day-to-day interactions with their children and involving themselves in their children's school work.

III. Methods

3.1 Target population

Therefore, population can be simply defined as the group of people from which a researcher collects information related to the problem at hand. Basing on this idea, teachers and parents/guardians are the one who were targeted. School teachers are included in this study because they are responsible to provide education and parents/guardians are part of the population because it is them who are giving out their perception about parents' education toward to challenges of ordinary education.

3.2 Sample and Sampling procedures

The study used convenient sampling to represent the target population to present two villages which were chosen kobori and Bungurere village. Stratified used to select and teachers from every village. Thus four parents (four families) were selected through their willingness in participation, the stratified also turned to the teachers were two of them were chosen deliberately selected based in the two village that selected for the study.

Table1. Parents (families) and teachers involved in the studying.

Unit		Village/school		Total
		kobori	Bungurere	
Teachers		3	3	6
	Parents ₁ (family ₁)	1	1	2
	Parents ₂ (family ₂)	1	1	2
	Parents ₃ (family ₃)	1	1	2

parents	Parents ₄ (family ₄)	1	1	2
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Source; research work 2012

Generally, the study involved 22 respondents, where by 6 participants was teachers selected from two schools each school contain 3teachers.16 participants were parents as the table 1 shows each village contain 8 participants that is to say 2 parents from one family. Again the sample based to the criteria of teachers who participant should also been teaching in the respective school at least three years.

3.3 Data and Data collection technique

Two sides used in the study, primary data used. Primary data include data from the perception of parents education towards ordinary education and a partly, data that examine the relationship and challenges and ordinary education however to assess the challenges in teachers and learning material process. Techniques were namely structured interview where by parents (education/un-education)/teachers had a chose to speak out the view. The instruments was divided into two section ushe, emeka, onoga and owolabi (2012),that section a measured parents education demographical background, while in section b contain number of question to measure the challenge of ordinary education in teaching and learning material process especial questions had based of parents education toward challenges of ordinary education, teaching and learning material process and examine the relation between challenge and ordinary education.

In both parents and teachers were interviewed in their respectively areas. However parent were interviewed separately with their partners in order to provide the actually information with freedom.

Table: 2 collection technique

Research question	Res. technique	Participants	Data required
1	interview	teachers	challenges in teaching and learning materials towards primary education
2	interview	Teachers/parents	Parents education and environment position

Source; research work 2012

3.4 Data analysis

The data obtained from the first day of questionnaire as well as data from the correspondents were analyzed and they had been obtained by using content analysis. The collected data from the perception of parent education on challenges of primary education relationship between challenges in primary education and challenges of primary education in teaching and learning material process were the main themes of the study.

IV. Results And Discussion

4.1 The relationship between challenges of primary education and teaching and learning materials. Teaching and learning process is an important parameter in measuring quality of education.to achieve this, collected data taken from Bungurere and kobori primary school shows that teaching and learning material were not enough teaching material for teachers like chalks, book for teacher guide, chemicals in laboratories on the other hand learning materials to pupils that is to say pencils, pens, text books, desks, extra books, enough libraries, enough laboratory, and children book.

The study discovered in percentage to what is available in terms of teaching material process book for teacher guide is 17.6% and needed books is 82.4%, chalks available is 31% percentage and unavailable s 69% while library and laboratory is 0%. Moreover in learning materials Desks available is 44.4%, unavailable is 55.6%, available Text book is 10.7% unavailable is 89%, where by extra books available is 0% which means northing and needed in 100%percent. An available and un-available material shows that there is a big relationship between challenges of ordinary education and teaching and learning materials process. During the interview between teachers in two primary schools (Bungurere and kobori primary school) the researcher observed one thing that teaching material is affecting the learning process, as one teacher form Bungurere primary school has this to say

“...i think you have seen our teaching materials, like books are not enough pencils, pens, text books, enough libraries, enough laboratory, and children book are not enough, I have 1 book to use 1 book for 80-85pupils and sometime no book completely in this situation how do you think learning process will be?...”

The results show how the teaching and learning material are un-separable.

4.2 Parents’ education and environment position

As it shown in the table 3, parents they have their different perception ideas in parents education and environment position, one the parent participant who didn’t get education at all has this to say

“...i can tell where the world is running to, so without education northing going to happen, that is why I am

trying my best level to make sure that my children get education, as you can see we are facing distance from here (home) to school is far but I make sure that I give my children potatoes and water for breakfast and lunch.....”(Un-educated parent₂, insisted education)

“....i am so great full that my children, two girls still in primary school and some (three boys) of them in secondary school, however my children school attendance and performance is good even though the school is far from home but I make sure that they get something to eat at school.....”(un-educated parents₁)

The study shows that, among the four families in as shows in table 3, among them there 3 parents who are educated and their children are in the school and they are insisting them to work hard in school. While 5 un-educated parents, 2 of them are insisting education to their children but 3 of them they think that is for their children to decide to go to school or not, because they have a lot of thing to do at home, as well as the children has to walk ten kilometers going to school so no need of these children to go to school.

Table: 3show the frequency of educated and un-educated parents.

Participants	Educated parents	Un-educated parents	
		Insisted children to education	Non-insisted children to education
Parents family ₁	1	1	-
Parents family ₂	-	1	1
Parents family ₃	-	-	1
Parents family ₄	2	-	1
	-	2	3
Total	3	5	

Source; research work 2012

study revealed that female parents (un-educated parents) were the one concurred with the suggestion that children they supposed to go to school no matter what situation is at home, far to school and illiteracy of parents, because they believe them(their children as their redeemer in future. However one, teacher from Bungurere primary school in some conversation in interview research he said

“we are expect parents to be the first teacher at them (children at home), but if mother or father is un-educated, can you expect their children to be eager in education? That’s impossible”

Moreover

“Some of these pupils are walking more than ten kilometers to come her (school) do you think they take it to consideration what teacher is teaching? Definitely they will sleep in the class because they are tired”

(Said the head teacher of Bungurere primary school pointing one of the pupil walk more than ten kilometers to school).

However the study show that educated parents, instated their children to study hard, so that to have good life in future. Again they have time to check what their children learn at school how did they understand.

“.....after school I make sure that my children they have time to sleep then finish their homework..... a must check what did they learn and if they understand.....”(Educated parent₄)

7

4.3 The relationship between challenges and primary education

The relationship between challenges and primary education the third objective that ought to be investigated the challenges, in these three different gaps among the three challenges that facing primary education. Family of income in rural dwellers may weigh the opportunity cost and become less in decline to invest in education and keep the primary school in improvements. That is to say teaching and learning material can conquer the effective ness of primary education, is teaching material and leaning material is the content challenge in primary education. In this qualitative study teachers were openly to say how discourage is to use one book for 69 pupils in one class, at the same time learning materials also are so limited like textbooks for pupils are not enough and lastly the parents education and environment position cause the later comers at school so classes are not stating on time however the pupils from remoteness area are reach at school very late an so tired which lead to lower concentration in the class, this relate direct to primary education as the foundation of education.

V. Discussion

The results of this study have apparently shown that the relationship between challenges of ordinary education and teaching and learning materials does vary. This is because most changes are not able to meet up with the educational needs of in ordinary education in such differences; teachers could be more concerned about the needs of the teaching materials which are not available. This is implies that the challenges make one direction of solving problem which is government, as ordinary education which is the foundation in education it compete and even do perform bad in most cases As such, parents education and environment position “pupils are coming to school empty stomach in this case children are not concentrating in the class instead they are

thinking what she/he will eat after class” (said one of the teacher from Bungurere primary school)” the father or mother though is a burden to send their children to school in the sense that school is far from home, so it could be better if she/he would stay at home, this contradiction happened when mother is educated and father is not. The challenge depending on the family income, the though contradicts findings in the literature, which confirms that children raised in educated parents are stable emotionally and they suffer less emotional problems primary education.

Moreover the result indicates that parent education backgrounds and environment position is significantly influence the challenge of primary education, that is to say educating children start from the root which is home, (from father and mother/guardians) by parental care. This can be combined by saying parents in terms of income, education, nature of occupation and position in the society determine ushie, emeka, ononga&owolabi (2012) can determine the challenge in primary education. When parents are educated, they are poised to making sure their children equally follow same; these categories of parents are more aware of the educational requirement of their children and can make sacrifices for them. ushie, emeka, ononga&owolabi (2012).

Again this finding also agrees with the report of OECD/UNESCO (2003) assisted with ushie, emeka, ononga&owolabi (2012) Family income resources, which are associated with parents’ occupation and educational attainment, often imply increased learning opportunities both at home and in school. Better-educated parents can contribute to their children’s learning through their day-to-day interactions with their children and involving themselves in their children’s school work ushie, emeka, ononga&owolabi (2012).

VI. Conclusion/Recommendation

Primary education has remained a foundation of education in Tanzania that every in the society has to receiver still facing different challenges which hinder the primary education to match slowly. In many cases teachers are not retrained and books are not reviewed to match the changes. However the learning materials as text books, extra books, lack of chemicals in laboratories, lack of libraries where pupils should review and have their private study. moreover the study show parents education and environment position still is among the challenge in primary education but while government encouraged to provide teaching and learning material process in order to breach the gap between the rich and the poor family in the society so as to give students’ from poor homes the opportunity to learn and improve on their performances Again, education for the societies are needed to provide the necessary assistance especially psychological support for parents as well as teaching and learning materials process.

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