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**ASSESSMENT OF PROVISION OF QUALITY UNIVERSAL PRIMARY
EDUCATION IN TANZANIA: A STUDY OF KAGERA REGION IN
TANZANIA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

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OCTOBER 2011

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ABSTRACT

The purpose of this study was to assess the provision of quality Primary Education in Tanzania. This has been motivated by different Government drives toward achieving the goal of education for all. The study was conducted using the descriptive survey in 40 Primary Schools in Kagera Region of Tanzania. Data was collected from 160 teachers, 40 heads of schools and 5 Regional Education Officers. Data collection was done through the four instruments namely questionnaire, interviews, observation and documentary analysis. The responses in terms of opinions, views as well as reactions by different respondents were subjected to descriptive and inferential statistics. The study aspired to produce new knowledge and insights into specific challenges in providing quality Universal Primary education (UPE) in Tanzania. It also aimed at shedding light on the adequacy, appropriateness and workability of Government strategies to provide quality Primary School Education in Tanzania. The findings reveal that provision of quality Primary Education in Tanzania is facing many challenges, the major ones being low professionalism of teachers, deficiency in application of pedagogical skills, and little supply and poor use of teaching/learning resources. Since the teacher is the centre of successful learning, these problems that affected teaching compromises the quality of education given in Primary schools. In the light of findings, it is recommended that teachers should be well trained and supplied in schools to ensure maximum provision of quality education. The Ministry of Education and Vocational Training should emphasise frequent use of professional in-service training programme to complement pre-service training which is not adequate for effective teaching. In addition, teachers in school should be encouraged to prepare instructional materials to mitigate shortage of books. The education budget should be increased so as to meet the dire demand for textbooks and other teaching/learning resources in Primary Schools in general.