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The Role of School Mapping in the Implementation of Universal Primary Education Policy in Kilosa District, Tanzania: Verity or Enigma?

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Abstract
This paper explored the perceived changes in primary schools which resulted from deployment of School Mapping (SM) in the implementation of UPE policy in Kilosa District, Tanzania. Specifically, it focused on perceived changes in the areas of enrolment, truancy, dropout and Primary School Leaving Certificate Examination (PSLE) results. Others include; transition to secondary education, adequacy of physical resources (classrooms, desks, pit latrines, textbooks) human resources (teachers' adequacy, teachers' qualifications and professional development), common diseases and school income. The study was conducted in Kilosa district whereby 22 schools, 11 wards and district education office were sampled. There were 117 respondents of whom 57 were primary teachers; 22 head teachers (HTs), 20 school committee chairpersons (SCCs), 11 Ward Education Officers (WEOs) and 7 officers at district level. The approach used in the study was qualitative. Methods of data collection included open ended questionnaire, semi-structured interviews, documentary reviews and non-participant observation. Data were analyzed using qualitative content analysis. Findings revealed that SM played fundamental roles in the implementation of UPE policy as attested through increased enrolment, decreased truancy and dropout, improved pupil's teacher ratio (PTR), increased teachers' qualification and professional development. Also, it enhanced awareness over common diseases, increased sources, transparency and accountability over school income. The study concluded that deployment of SM in the implementation of UPE policy impacts positively and negatively in primary schools. Thus, it was recommended that SM should be a continuous activity so as to make the implementation of UPE policy more effective in the local levels.

Keywords: *School mapping, universal primary education policy, perceived changes*

1. Introduction

School Mapping (SM) in the developing countries particularly in Africa evolved during the 1960's with advent to independence (Forojalla, 1993). It was used to create necessary conditions for UPE or USE and to increase access for marginalized groups as well as improving equitable distribution of education quality particularly in developing countries (Calloids,1983) SM According to Galabawa (2001) SM in Tanzania was designed to do the following: First to strengthen the local capacity in collecting, organizing, analyzing and using educational data for making informed decisions for educational development. Second to mobilize communities to participate in development and improvement of education indicators. Third to improve administrative and monitoring capacities with respect to education. Fourth to put in place accurate, detailed and accessible education information for use in decision making. However, Mosha (2006), argued that SM in developing countries like Tanzania is supposed to ensure effective provision of universal basic education and rectify the inequities in this area.

As far as universal primary education (UPE) policy is concerned, its backdrop could be traced in 1948 during the worldwide declaration of education as a right to everyone (Mwai, 2004). Having this recognition, the ministers in Africa region met in Addis Ababa and determined that there should be UPE and literacy in Africa by 1980 (Ocheng, 2004). This trend was observed in 1990 during the world conference on Education for All (EFA) in Jomtien whereby Tanzania was among the delegates in the conference. However, in Tanzania UPE policy has its roots in 1970 whereby in 1974 the government abolished fees and built primary schools in every village (Mosha, 1995). There was high enrolment in primary schools and remarkable literacy rate as well as increased number of professions and technicians. Tanzania became one of the leading countries in Africa with highest literacy rate amounting to 98% by the mid of 1980 (Sitta, 2007). The decision about free primary education tripled the government burden of financing education. The literacy rate could not be sustained due to economic hardship caused by the increased oil prices, high level of debt servicing, hunger, and drought and overall poor economic performance (Mosha, 2006). Consequently, if economy of the country is doing well then it is possible to support its education sector and vice versa.

Moreover, Mosha (1995) argued that the party (TANU at that time) found it difficult to discriminate all school aged children especially in the areas where people were living together in newly established villages. Pupils were going to

school but not learning to most of their ability. According to Osaki (1996) the policy failed because of inadequate resources like textbooks, teaching and learning materials and untrained or poorly trained teachers. The quality of education dropped while in quantity wise Tanzania was successful. There was a need to review the education system and recommend ways of further response that included SM initiative throughout Tanzania Mainland so as to implement UPE policy re-established in the 1990's.

Although SM has been conducted throughout the districts in Tanzania mainland, the facts and figures suggest that there are still big disparities. According to URT (2009) enrolment in primary schools had increased from 7,541,208 pupils in the year 2005 to 8,441,553 pupils in the year 2009 which is an increase of 11.9%. Contrary to this view, many schools had serious shortage of qualified teachers, teaching materials, classrooms, desks, houses for teachers, and failure to use proper specifications during construction (Maduhu, 2008). URT (2009) showed that transition rate was falling. For example, in the year 2006, it was 67.5% that dropped to 56.7% in 2007 and 51.6% in 2008.

Likewise, Sitta (2007) reported that out of 1,140,554 pupils who had started primary school seven years ago only 749,102 sat for the final examination while 346,452 pupils equivalent to 30% failed to complete for various reasons. Moreover, since 2000 the number of children enrolled in primary schools had increased while the diameter of school catchments remained to be large than the total population of the pupils. Such situation raised queries over the capacity of district authorities to make efficient use of SM reports that are issued by the ministry as a guide to the local level (URT, 2001). This omission created a big gap in knowledge. It raised a great concern that needed to be addressed. Similarly, if the situation is not unraveled then deployment of SM in the implementation UPE policy could seriously fall short. Consequently, this study bridges the existing gap by exploring the matter under study comprehensively.

2. Objectives of the Study

The study focused on the perceived changes in primary schools that resulted from deployment of SM (School Mapping) in the implementation of UPE policy. The main question that guided this study was "What were the perceived changes in primary schools resulting from deployment of SM (School Mapping) in the implementation of UPE policy?"

3. Literature Review

School mapping spread to various countries with the help and encouragement of multilateral organizations like UNESCO and more recently World Bank. For example, in Palestine, SM project was established so as to meet the urgent need of the expansion in education system and education planning aspects (Parollin, 1999). In Ireland**,** SM was highlighted under planning the location of schools whereby building curriculum and school networks in the country remain outdated and ill adapted to modern co- existence (Hallak & McCabe, 1973). This situation resulted into costly underutilization of resources, lack of equality in education opportunities and supply and inadequate provision. In India, SM started in 1989 under the project that aimed at initiating the community to participate in primary education and as a means of raising the current status of primary education so as to be more receptive and all-encompassing (Govinda 1999). Arguably, when SM involves local community then there is high chance in achieving its goals. Apart from that, in Bangkok**,** SM emerged from the efforts of the government in trying to make the current system of primary education to be nine years instead of six years whereby in 2002, there was urgent need for constructing new classrooms to meet the vast enrollment of pupils (Makinos & Watanable, 1999).

Moreover, in Sudan, the Sudanese ministry of education called IIEP to help in organizing a pilot training program of SM in its White Nile province in achieving UPE (Haijar, 1983). However, when SM is undertaken for the purpose of universalizing primary then it requires a bottom up initiative. In Malawi**,** SM and micro planning were adopted following the challenges which were facing education sector due to the fact that implementation of UPE policy in 1994 resulted into a dramatic increase of enrolment (MESTRM, 2002). It should be understood that adopting SM with the hope that it will solve the problem may not necessarily work out. SM materializes if there is a departure from the top-down to changing values and attitudes of people by involving them in the implementation of UPE.

In Ethiopia, the general objective of SM was to improve education system at the local level by providing information to the planners to make better informed decisions of particular relevance whereby it identified and illustrated current inequities including related issues of where to undertake school building or upgrading (Attifield & Tamine, 1999). If there is flexibility of the guidelines and even proposals for SM then they encourage innovation at the local level. SM that lacks innovation due to its inflexibility weakens the whole process and sometimes may fail to achieve its objectives. In Uganda, SM facilitated documentation of girls in terms of number in their community, out of school and barriers that prevented them from getting education (UNICEF 2004). SM exercise proved to be potential political tool because of the data generated from children maps that were used for presentation to the government officials. In fact, SM initiative is supposed to consider access regardless of sex.

In response to SAP's and other economic reforms, the government of Tanzania introduced cost sharing in education, froze recruitment of teachers and reduced overall spending in education. The measures impacted negatively in planning for education in Tanzania as per Ewald and Narman (2004), who argued that for years the neo liberal policy of cost sharing undermined education among the poor in the country. Since then Tanzania has upheld to implement UPE and several measures including SM were taken to this effect (URT, 2001). In 1995 Education and Training Policy (ETP) was formulated to serve as a framework of implementing recommended reforms (URT, 1995). The policy aimed at improving access to education at all levels, providing quality and equitable education for boys and girls as well as improving management and financing education. It gave an impetus to implement this together with the urgent need of improving

the quality of education offered. In 1997, the government of Tanzania developed Education Sector Development Programme (ESDP) to translate policy intervention into feasible and coherent framework.

According to Dachi (2006) ESDP addressed the existing problems and tackle new challenges resulting from ongoing macro-economic, social and political reforms. It actually intended to help the Government of Tanzania (GoT) to attain its long-term human development and poverty reduction targets. Moreover, ESDP addressed several problems facing the education sector related to the quality of education, processes access and equity of all children, internal efficiency, and management and financing (Dachi, 2006). It came up with series of policy driven reforms covering all sub sectors in the education sector. There was a new approach to planning, that is, a shift from top down to bottom up planning (URT, 2001). It called for decentralization as well as involvement of all stake holders in education planning, monitoring and evaluation. In response to this planning reform requirement, various initiatives were put in effect to set a new system in motion. The planning reform initiatives included SM and micro planning of the whole development program and ward-based education management program.

Consequently, in Tanzania SM was initiated by the ministry of education and culture in collaboration with various international organizations in 1997. However, the plan started in 2000 whereby 35 districts had their schools mapped (URT, 2001). District personnel were deeply involved in the exercise in order to build their capacity for future continuation. The GoT approached various development partners for technical and financial assistance. The program was facilitated by Japan International Co-operation Agency (JICA) and United Nations International Children Education Fund (UNICEF). It was anticipated that by the end of 2001 all the schools in Tanzania could have been mapped.

4. Methodology

The study used qualitative research approach. This is due to the fact that qualitative approach is more open and responsive to its subjects (Best and Khan, 2006; Keya, Makau, Man & Omari, 1989). Enon (1998) recommends the use of qualitative approach because of its flexibility in data collection and research plan. This enabled the researcher to amend and modify the plan of the study as a research process progressed. The researcher went physically to people to observe record and get information in a natural setting. The rationale of going to the natural setting was that human behavior is significantly influenced by the area in which it occurs. It is effective where all contextual variables are operating. Qualitative approach was preferred because it assumes a personal view of perceiving and interpreting a phenomenon of pedagogical practices. Moreover, qualitative approach was used because the study was concerned mainly with exploring perceptions, opinions and views.

4.1. Study Design

The study also employed multiple case study design. This design involved the researcher forming cases in the location of study for the purposes of getting common views of the phenomenon being investigated. Kothari (2004) defines research design as arrangement of conditions for collection and analysis of data in a manner that aims at combining relevance to the research purpose with the economy in the procedure. Research design establishes the practicality of the research. It provides the framework within which the research is moved from simply an expression of interest to series of issues being investigated in concrete terms (Cohen et al., 2000). It specifies the methods and procedures for generation of data.

4.2. Study Location

The study was conducted in Kilosa district, Tanzania. This is because the district was in SM operation in 2002. It represents a fairly wide variety in terms of terrain conditions and the population living there. Moreover, the district consists of communities engaging in three major economic activities namely pastorals', agriculture and business. Thus, it was possible to sample the respondents depending on location and the economic activities. Furthermore, the district has pastoralists and peasants who are among the marginalized groups in the rural areas in terms of their participation in primary education. Being one of the oldest districts established in 1928 in Tanzania, there is also negative attitude implanted in the minds of people that it is a rural and undeveloped area. Thus, the study is relevant because it exposed the reality of primary education in the district instead of relying into awkward statements that lacked data for validating them.

4.3. Population of Study

According to Fraenkel and Wallen (2000) population refers to all members of the existing group samples taken for measurement. The target population consisted of different groups of respondents who were interviewed in each selected, schools, wards in the district office and others were required to fill questionnaire. They included primary school teachers, head teachers, chairpersons of school committees, ward education officers and officers at the district level.

Category	Total
Primary school teachers	57
Head teachers (HTs)	22
Chair persons of school committees	20
Ward Educational Officers (WEOs)	11
Officers at district level	07
Grand Total	117

Table 1: Respondent According to Category
Source: Researcher 2009

4.4. Sample and Sampling Technique

Enon (1998) says that sampling is the process of selecting participants. Sample size depends largely on the degree to which the sample approximated the qualities and characteristics of overall population. Leedy (1980) suggests three factors for putting into consideration when selecting a sample. They include degree precision required; the variability of population and the method of sampling used. However, as a general principle, it is advised to have as large sample as possible because it increases the possibility of analysis and decreases sampling error (Peil, 1982). Empirical evidence for addressing this issue was selected in such a way to represent different categories in terms of geographical and terrain conditions. Basic information was obtained from schools, ward and districts by building profiles. Selection of different units was done. Thus, sample size depended on saturation point.

4.5. Data analysis

Data were analyzed by using qualitative content analysis. Being a qualitative study, data analysis begun on the first day of data collection and continued throughout the whole period to discover the emerging themes. It involved searching of patterns in the data. After identifying the patterns, they were interpreted in terms of setting in which they occurred

5. Results and Discussion

The study explored the perceived changes in the areas of enrolment, truancy, dropout and PSLE results. Others include transition to secondary education, adequacy of physical resources (classrooms, desks, pit latrines, textbooks) human resources (teachers' adequacy, teachers' qualifications and professional development), common diseases and school income. Results and discussion were as follows:

5.1. Pupils Enrolment

As regards to perceived changes in pupils' enrolment which resulted from deployment of SM, data were sought by means of semi structured interviews to the officers at the district level and open-ended questionnaire to SCCs and documentary reviews. However, documentary review was employed so as to complement information provided by means of semi structured interview and open-ended questionnaire.

Officers at the district level were asked to comment on pupils' enrolment. Out of 7 officers interviewed 6 said good while 1 was not sure. However, they argued that the progress was chiefly jeopardized by parents who disvalued education, economic problems, lack of enough physical facilities and human resources as well as unfavorable environment. One of the interviewed officers remarked:

> Nowadays enrolment has been good and encouraging. However, the progress is notably jeopardized by various factors. They include some parent's disinterestedness in education as well as economic hardships among the families. As a result, they cannot feed their children as well as providing them with basic needs of schooling (Male- DEO, 27/10/ 2009).

In addition, the drastic enrolment of pupils' enrolment was attributed to SM as another officer argued:

> ...the district has been trying its best to ensure that every school aged child is enrolled to school. Nevertheless, the drastic enrolment in primary schools is due to SM. Moreover, enrolments do not match with available physical and human resources. To make matters worse, pupils enrolled do not find conducive environment to retain them for seven years. Hence, there is a lot to be done in the implementation of UPE policy. (Female- DAO, 30 /10/2009)

Moreover, open ended questionnaire was administered to 20 SCCs. They were asked if there are changes in pupils' enrolment whereby 18 indicated "Yes" while 2 indicated "No". The review of documents concerning pupils' enrolment showed the following situation as indicated in Table 2 below.

Year	Class	I	II	III	IV	V	VI	VII	Total
2005	Boys	9926	7999	8454	9252	5474	5263	2751	51124
	Girls	9871	8081	8461	9199	5240	5677	2596	49125
	Total	19797	16080	16915	18451	10714	10940	5347	98244
2006	Boys	8878	9137	7716	9185	7574	5406	5088	54990
	Girls	8825	9166	7802	9070	7694	5295	5419	53271
	Total	17703	18297	15518	18255	15208	10701	10507	106189
2007	Boys	9424	8122	8321	7854	7111	7295	5230	55364
	Girls	9127	8466	8067	6364	8085	6992	5275	52376
	Total	18551	16588	16388	16218	15196	14287	10505	107733
2008	Boys	7204	9424	8122	8321	7854	7111	7295	57339
	Girls	7438	9127	8466	8067	8364	8085	6992	56539
	Total	14642	18551	16588	16388	16218	15196	14287	111870
2009	Boys	8884	9042	8528	7305	8696	5854	6580	56898
	Girls	8971	9183	8385	7465	8846	6472	7282	56604
	Total	17855	18225	16913	14770	17542	12326	13862	111493

Table 2: Enrolment of Pupils in Primary Schools from 2005 to 2009
Source: DEO Office- Kilosa District, 2009

Table 2 shows that standard I-VII enrolment had increased from 98244 in 2005 to 111493 in 2009 which is 13249 pupils, that is, an increase of 13.5%. Based on the practices, the officers at the district level were asked as to whether there are any measures taken against the parents or guardians who do not enroll children to school. Out of 7 officers interviewed 5 said that such parents or guardians are taken to the VEO as well as the district while 2 were uncertain. In addition, out of 7 officers 4 said that if parents are kept on with such habits, then they would be taken to the court while 3 were unsure. One respondent remarked:

> There are various measures from schools, village, ward government and the district itself in ensuring that all children are enrolled to school. However, these measures are impeded by low attitude among the members towards education of children with disabilities, lack of physical facilities and human resources leading to unfavorable environment for pupils. (Male-Deputy DAO, 04/11/ 2009)

Therefore, findings ascertained in the present analysis disclosed that there was an increase in pupils' enrolment. However, such progress appeared to be chiefly jeopardized by few numbers of parents who disvalued education, economic hardships, seasonal migration and inadequate facilities. The data suggest positive changes in the aspect of pupils' enrolment that resulted from SM. However, enrolling pupils requires enabling environment whereby all stakeholders could work together in a participatory manner. Seriousness and adherence to SM predict the factors which might impede the whole task before having a new school intake. Arguably, the finding ascertains the expected change intended due to deployment of SM. An increase in pupils' enrollment implies that more children are getting access to primary schools. However, increasing enrolment without taking into consideration resources available might affect the internal efficiency of primary schools in the long run. Enrolment needs to match with the resources available so as to provide quality education.

The practice on the ground shows that the district has been trying to ensure that children are enrolled to schools. This is in line with UPE policy as well as child Development Policy of 1996 that emphasized the need of having coordination and collaboration so as to ensure that every school aged child gets access to primary education (URT, 2005). Likewise, the result concurs with ETP that calls for compulsory primary school education for all children. The finding is also consonant with Education Act no.25 of 1978 that stipulates compulsory primary school enrolment to children of ages 7 to 13 (URT, 1995). In addition, the present outcome is related to the intended target under PEDP I, that is, in 2002 to 2006 and PEDP II in 2007 to 2011 on the question of enrolment expansion where significant progress had been achieved despite an overall challenge in the programmes (URT, 2006). Furthermore, there has been special reforms aiming at increasing enrolment, access, revitalization and improving quality of primary education. They included abolition of school fees and other mandatory contribution so as to cover costs incurred by communities in primary schools (Dachi, 2006).

However, the researcher saw that an increase in enrolment is not an end itself but a means to an end. It is to be directed to meet international commitments and agreements on EFA targets in 1990 at Jomtien on WCEFA and the 2000 World forum at Dakar. Increasingly recognized debates on EFA, UPE, MDG and the rise of poverty agenda have been stressing about the quality of education despite an increase in pupil's enrolment. Furthermore, the result concurs with the previous studies which found the use of SM increased pupils' enrolment (Galabawa; Agu and Miyazawa, 2002; McCabe & Padhye, 1975; MESTRM, 2002; Mseya 2008; Tou, 2006).

5.2. Pupils Truancy

In knowing perceived changes in pupils' truancy, data were obtained by interviewing head teachers (HTs) in the sampled schools and open-ended questionnaire to primary school teachers. The interviewed HTs were asked to comment on the current situation of pupils' truancy in comparison with the situation in the past five years. Out of 22 interviewed HTs 15 acknowledged to be good while 7 said bad. When asked on how they handle the problem of truancy 9 HTs said that truants are visited at home in order to know their problems while 13 said that measures are taken depending on the cause of truancy. Furthermore, some schools were found to have small by laws for curbing the problem. For instance, out of 22 sampled schools 4 interviewed HTs said that they were charging 1000-2000 Tsh. for the truants, 13 schools were charging 1000 whereas 5 schools were administering small punishments. One of the HTs argued:

> In this school, we established guidance and counseling for the truants. Moreover, there are some non-governmental organizations which have overwhelmingly helped to influence the pupil's attendance and emphasized the need for schooling. Hence, truancy has been diminishing due to measures emerged after SM initiative. (Female Head teacher- School B, 16/10 /2009)

Another head teacher stressed:

> Parents of the pupils are invited by school administration and committee for discussion concerning attendance of their children. The parents are sensitized to value education of their children and most of them have responded positively. Somehow truancy has gone down. (Male Head teacher- School C, 19 /10/ 2009)

In addition, another interviewed head teacher remarked:

> …the problem of truancy is handled by creating conducive learning environment for pupils through school feeding programme, clearing areas for playing grounds, school bands and planting flowers. Moreover, there are joint efforts between the parents, school committee, and village government and to some extent we have succeeded to control truancy in schools. (Female Head teacher-school F, 23/10/ 2009)

Moreover, out of 57 primary school teachers through open ended questionnaire were asked as to whether there are changes in pupils' truancy, as a result 51 indicated "Yes" while 6 indicated "No". In knowing how they handle serious cases

related to pupil's truancy 44 primary school teachers indicated that such cases are dealt by village executive officers while 11 indicated school committee whereas 2 were not sure.

From the analysis, data obtained through semi structured interview and open-ended questionnaire revealed notable decrease of pupils' truancy in primary schools following the measures taken to curb it. It implies positive change in pupils' truancy resulting from SM. Findings suggest that effective deployment of SM decreases truancy in primary schools. Moreover, there could be progress in various places which resulted from SM but attendance may not be uniform. Hence, it requires improvements at the local planning by having equal distribution of resources, providing basic services, improvement of school environments and sensitizing parents. Interestingly, decrease in pupils touches one of the core issues under this study. It implies that SM was performing its role in the implementation of UPE policy. The result is related to National Strategy for Growth and Reduction of Poverty (NSGRP) operational educational target of achieving average daily attendance of at least 85% by 2010 (URT, 2006). The researcher argued that decrease in truancy improves internal efficiency of primary schools, at the same time coping up with the international community via the 2nd millennium goal (MDG) committed itself to achieving universal access to primary education. The present outcome is also parallel to the previous studies reviewed Galabawa, Agu and Miyazawa (2002) and Mseya (2008) which found that SM improved pupils' attendance.

5.3. Pupils Dropout

The item sought out perceived changes in dropout that resulted from deployment of SM. Data were obtained by interviewing head teachers and by means of questionnaire to primary school teachers as well as documentary review. Documentary review was used as a means of complementing information obtained through semi structured interview and open-ended questionnaire. The primary school teachers were asked if there are changes in pupils' dropout. Out of 57 primary school teachers 53 indicated "Yes" while 2 indicated "No" whereas 2 were "unsure". Moreover, the interviewed head teachers were asked to give their opinions on the current situation of pupils' dropout. Out of 22 HTs in the sampled schools, 19 said "good" while 3 said "bad". Additionally, one of the interviewed HTs argued:

> We have succeeded to reduce dropout by taking various legal measures. Some have been taken to the court due to their negligence on drop out... (Male head teacher -School P, 18 /11/ 2009)

Another head teacher commented:

> Legal measures have reduced dropout of pupils in this area though some parents are against it due to the benefits accrued from the children. (Female- head teacher-School V, 1/12/ 2009)

Moreover, the researcher extracted from the documents measures taken against those who impregnated girls leading to dropout as shown in Box 1

- 56 cases are under legal investigation.
- 10 cases are in the court waiting for judgment.
- 4 out of 14 people have been jailed for 3 years.
- 1 person has been given 1-year open sentence.

Figure 1: Legal Measures for Dropout Cases
Source: DEO Office, Kilosa District, 2009

The researcher reviewed the documents that indicated the situation of pupils' dropout in the district as shown in Table 3.

Year	Pupils	Truancy	Pregnancy	Death	Sickness	Total	Percent
2005	98244	538	80	52	20	690	0.7%
2006	106189	512	71	50	12	645	0.6%
2007	107733	462	61	48	10	581	0.5%
2008	111870	481	61	43	17	502	0.4%
2009	111493	401	63	38	16	418	0.3%

Table 3: Pupils' Dropout in Primary Schools from 2005 to 2009
Source: District Education Office 2009

Table 3 shows that dropout has decreased from 0.7% in 2005 to 0.3 % in 2009. From the analysis, the outcome indicated decrease in dropout due to measures taken to curb the situation. The emerging picture is that despite such decrease in dropout the factors behind it seemed to endanger the progress. It implies that external effort might surpass the current situation in the long run leading to chaos in the current education delivery system. The data suggest that unless long term measures are taken to discover the forces that led to dropout the current situation might be vice versa in the future. This implies that legal measures for enforcing compulsory schooling could be strengthened in the district.

Decreased dropout implies positive change towards the internal efficiency in the primary schools that resulted from SM deployment. Therefore, it could be argued that such situation enabled practitioners to perform their role in the implementation of UPE policy. It gives affirmative approach towards achieving UPE as well as improving efficiency in primary schools. The researcher was of the opinion that the decrease of dropout in primary schools is good step towards improving efficiency of primary education. This implies that continuous involvement of all stake holders over the current situation might impact more positively in the long run. It is possible to have general progress around the world notably in Tanzania by maintaining or having good attendance in primary schools. However, such situations cannot always be

uniform because of different circumstances. There continue to be particular groups of children who have lower chances of entering and completing primary education. These are often marginalized groups in the rural such as female and poor disabled children. Consequently, effective deployment of SM is likely to prevent dropout in primary schools.

As far as government policy and legal frameworks on UPE is concerned, every child enrolled in primary school is supposed to complete the cycle. Dropout is illegal and it amounts to an affirmative action against the offenders. The fact is that schools by the help of local government are allowed to form by-laws in ensuring that dropout is decreased. This is depicted in SM initiative that added recognition over legal frameworks concerning drop out in the district. Similar observations related to the present result have been made by the preceding authors who found that SM reduces dropout (Galabawa, Agu & Miyazawa, 2002; Mseya, 2008).

5.4. PSLE Results and Transition to Secondary Education

PSLE results and transition to secondary school are inseparable in this study. Perceived changes in primary schools that resulted from SM deployment were sought over the items. It was anticipated that change in one item tends to influence the other.

5.4.1. Primary School Leaving Examination (PSLE) Results

In finding out perceived changes in PSLE results, data were obtained by means of semi structured interview to officers at the district level and documentary review. Nevertheless, documentary review was used to complement information obtained through interview. The officers interviewed were asked to give their opinions concerning changes in PSLE results. Out of 7 officers 5 said that performance in PSLE had been varying for the past five years while 2 were unsure. One of the interviewed officers remarked:

> For the past five years, PSLE results have been varying. This situation has forced us to introduce interschool exams so as to improve them (Male-DEO, 27 10/ 2009)

Inadequate physical resources irrespective of measures taken were mentioned as a factor influencing PSLE results. One of officer voiced out:

> There are various measures for improving PSLE results. They include remedial classes for those who have low academic performance. Currently, there is variation in PSLE results. Lack of enough resources and facilities create instabilities in our PSLE results. (Male-Deputy DAO, 04 /11 2009)

Furthermore, review of documents showed that 17 out 22 sampled schools had set strategies for improving PSLE results. Few were extracted as they are presented in Box 2:

- To strengthen cooperation between pupils, parents and the school through meetings so as to have effective monitoring of children both at home and school as well as improving their academic performance.
- To curb truancy so as to reduce failures resulting from it;
- To divide the pupils into streams and in accordance with their academic ability for the purpose of offering them remedial classes;
- To conduct inter school examination;
- To correct exercises given in classroom, giving recognition to the teachers whose subjects appeared the best in PSLE;
- To emphasize and raise the standard of teaching, buying books, introducing school feeding program so that pupils may have afternoon sessions.

Figure 2: Strategies of Improving PSLE Results.
Source: Sampled School Documents, Kilosa District, 2009

The researcher reviewed the district documents so as to crosscheck information provided through interview concerning PSLE results.

Number of the Examinees			**Passed**			**Percent**
Boys	Girls	Total	Boys	Girls	Total	
2628	2508	5136	1532	1287	2819	54.90%
4847	5203	10050	2526	2203	4729	21.06%
5013	4863	9854	2831	2134	4955	50.10%
6737	6950	13687	3288	2813	6101	44.60%
6355	7079	13434	3858	3826	7684	57.20%

Table 4: PSLE Results from 2005 to 2009
Source: DEO Office, Kilosa District, 2009

Table 4 shows that there is fluctuation in PSLE results for the past five years. The crosschecked data between interview and documentary review (Table 4) revealed that there are fluctuations in PSLE results despite strategies set by respective schools.

5.4.2. Transition to Secondary Education

In knowing perceived changes regarding transition to secondary education, data were obtained by means of interview to officers at the district level and documentary review. However, documentary review was used to complement information provided through by means interview. In commenting about transition to secondary education all 7 interviewed officers said that the number of pupils who are selected to secondary schools is unpredictable. In addition, out of 7 officers interviewed 4 attributed fluctuations in transition to PSLE results while 3 said that it was due lack of enough ward secondary schools that could have increased access. One officer remarked: "…What do you expect in transition if PSLE results are fluctuating? (Female-Deputy DSLO, 11 /11 / 2009)"

That was also supported by another officer who stressed:

> …We encounter difficulties during selection due to inadequate ward secondary schools in this district. I think the district and the community around need to increase them so as to cater for the needs of these children. (Male- DSLO, 09 /11/2009)

Furthermore, the researcher reviewed the documents so as to complement information given by means of semi-structured interview.

Year	Boys	Girls	Total	Percent
2005	1269	1128	2397	85%
2006	2224	1958	4182	84.9
2007	2323	2041	4364	88%
2008	2931	2503	5434	89%
2009	3120	3237	6357	82.7%

Table 5: Transition to Secondary Education from 2005-2009.
Source: DED Office, Kilosa District, 2009

Table 5 shows transition to secondary school has been fluctuating for the past five years. Findings revealed that there are fluctuations in PSLE results as well as transition to secondary education due inadequate facilities. The emerging picture depicts threat towards efficiency in primary schools. It is endangering government's efforts in creating well educated nation comprising of people who can competently and competitively bring development. The data suggest that unchanged situation in PSLE results as well as transition to secondary school despite SM adopted.

Results imply imbalances in the learners' achievements. The trend shows that a possibility of having the society comprised of the majority of citizens who are unable to solve their daily problems using knowledge attained in primary schools. Findings imply impediment under the GoT efforts in Tanzania Development Vision of 2025 that accords high priority to education as a means of creating well educated, knowledgeable and skilled Tanzanians. Likewise, results show little hope towards National Strategy for Growth and Reduction of Poverty (NSGRP) that aims at achieving at least 75% in PSLE results by 2010 (URT, 2006).

Findings are implausible because deployment of SM in the implementation of UPE policy expected to change the situations in primary schools which had existed in 1980's to early 1990's after the Neo liberalism policies (the Washington Consensus). The SAPs and other economic reforms had impacted badly in primary education leading to fall in PSLE results as well as transition rate. Moreover, results imply that drawbacks in the education delivery system that need to be redressed. If the target is unreachable then it is a bad indicator to the internal efficiency of primary schools. According to the respondents, it seemed to be caused by lack of facilities and other resources. Findings are also related to the failure government efforts in trying to improve the quality of education through the program called "Tusome Vitabu" (Dachi, 2006).

However, the researcher was of the opinion that the fluctuations in PSLE and transition to secondary schools cannot be attributed to facilities alone rather it is subject to multilateral factors related to aspects of SM. On the other hand, stress due to poverty can often be translated into depression, irritability and abuse that could lead to behavior and emotional problems and academic difficulty for the children. Moreover, the practice on the ground shows that despite results shown, there are strategies for curbing the problem to ensure that there are changes in primary education. The present findings contradict with the former empirical survey which found that SM increases transition rate (Mseya, 2008).

5.5. Physical Resources

The physical resources under this study included classrooms, desks, pit latrines and textbooks. The study explored careful to find out perceived changes in the afore mentioned resources.

5.5.1. Classrooms, Desks and Pit Latrines

In finding perceived changes related to classroom desks and pit latrines data were obtained by means of interview to the head teachers (HTs). Moreover, observations as well as documentary review were employed to complement information provided through interview. The interviewed HTs were asked to compare the current situation classroom, pit latrines and desks with the past five years. Out of 22 HTs interviewed, 14 said bad, 5 satisfactory while 3 were not sure. In knowing how classrooms, desks and pit latrines are made available to primary schools 17 HTs mentioned central government, the community and donors while 5 said fees. One interviewed head teacher argued:

> Currently, we have serious problem of classrooms, desks and even pit latrines. Some of the classes leak during rainy season and have no windows. Only STD III-VII sit on desks while others sit down. An attempt has been made to request from the community and donors. (Female Head teacher- school U, 30 /11/2009)

This view was absolutely opposed by another interviewed head teacher from the private school who voiced out:

> It is unbecoming to hear the problem of classroom, desks or pit latrines in our school. It is quite different from the public schools. Pupils pay fees and there is no reason for having shortage of such physical resources (Female head teacher- School I, 6/11/ 2009)

Moreover, the researcher made an observation concerning classrooms, desks and pit latrine (Table 6) so as to cross check the information provided through interview.

S/N	School	Girls	Boys	Total	CPR	BPLR	GPLR	PDP
01	A	375	386	761	1:45	1:31	1:32	1:3
02	B	258	255	513	1:57	1:56	1:51	1:3
03	C	499	490	989	1:82	1:55	1:55	1:5
04	D	373	470	843	1:71	1:74	1:94	1:7
05	E	535	500	1035	1:87	1:26	1:25	1:3
06	F	277	297	574	1:72	1:69	1:74	1:3
07	G	279	281	560	1:56	1:55	1:56	1:3
08	H	280	281	561	1:51	1:40	1:40	1:3
09	I	61	82	143	1:29	1:15	1:21	1:2
10	J	76	88	164	1:23	1:25	1:29	1:2
11	K	263	277	540	1:49	1:65	1:70	1:5
12	L	443	439	882	1:38	1:37	1:34	1:3
13	M	273	202	475	1:40	1:273	1:202	1:4
14	N	238	217	455	1:57	1:48	1:43	1:4
15	P	261	275	536	1:45	1:131	1:138	1:4
16	Q	436	441	877	1:73	1:73	1:74	1:3
17	R	209	179	388	1:49	1:42	1:20	1:4
18	S	128	109	237	1:47	1:14	1:12	1:2
19	T	231	264	495	1:55	1:46	1:44	1:4
20	U	303	318	621	1:78	1:33	1:64	1:4
21	V	302	326	628	1:63	1:75	1:82	1:4
22	W	153	150	303	1:51	1:51	1:50	1:3

Table 6: Availability of Classrooms, Pit Latrines and Desks
Source: Fieldwork 2009
Key: CPR=Classroom Pupil Ratio, BPLR=Boys Pupil Latrine Ratio, GPLR= Girls Pupil Latrine Ratio, PDR= Pupils Desk Ratio

Table 6 shows that only 9 out of 22 sampled schools had classrooms that met national minimum standard for educational inputs. As regards to toilet pits only 3 schools had required number for boys' pits and 2 for girls. Moreover, 12 out of 22 sampled schools met a minimum national standard for desks. Furthermore, review of documents on physical resources revealed that there are schools which get assistance from external donors. The situation of physical resources in such schools was somehow satisfactory. The efforts were made by the district in collaboration with various donors in minimizing the problem of physical resources in primary schools as shown in Box 3 below.

- World Vision: helped to build classrooms at ward E;
- ILOVO: helped to build classrooms in School D;
- ADRA: helped to build toilet pits in school C;
- TCMP: built toilets pits in schools E and F;
- TSB made desks for blind pupils in School A;
- TANAPA and TASAF assisted in improving school infrastructure and furniture in the district wise;
- CAMFED and FARAJA TRUST FUND built toilets;
- CIS in Kilosa built 3 classrooms and girls' room in school A.

Figure 3: Assistance from External Donors on Physical Resources
Source: DEO Office and Questionnaire to Primary School Teachers, 2009

From the analysis, results emerging revealed that there is serious shortage of classrooms, pit latrines and desks especially in schools which do not get assistance from external donors. It implies that there are no changes in classrooms, pit latrines and desks resulting from SM in primary schools. The data suggest that unless radical measures are taken the situation might be worsened in the long run due to increasing number of pupils that do not match with available resources. It is difficult to implement primary school curriculum in the environment controlled by inadequate resources like classrooms, pit latrines and desks.

Findings portray failure to meet the intended target. It is probably due to ineffective deployment of SM in the implementation of UPE policy. The result is in line with PEDP 1 that experienced the same challenges of inadequate classrooms, toilets and furniture (URT, 2006). In contrast, ETP of 1995 intended to set standard infrastructure of facilities of primary schools such as classroom, desks and pit latrines but changes are still far behind from its stipulation (URT 1995). In Tanzania, the national minimum national standard for classrooms is 1 per 45 pupils, while desks are 1 per 3 pupils and toilet pits are I per 25 boys and 1 per 20 girls (URT, 2002_b). Contrary to these standards it amounts to inefficiency in the primary education delivery system.

The practice on the ground showed that there were efforts in minimizing the problem of physical resources. It involved communities, district and donors committed in exterminating the problem. This is related to ongoing reforms by GoT to ensure that it increases access and provide quality education. The reforms include introduction of development grant that meant to improve the quality of infrastructure in primary schools namely building more classrooms, teachers' houses as well as covering the expenditure of sanitary facilities (Dachi, 2006).

The researcher was of the view that, inadequate basic buildings and furniture is an obstacle to the implementation of UPE policy. Effective learning cannot take place in environment lacking enough buildings because pupils are likely to suffer during lessons. In contrast, enough facilities provide better teaching and learning environment. Findings are contrary to the earlier study reviewed which concluded that SM improved toilet and classrooms situations (Tou 2006).

5.5.2. Textbooks

As far as perceived changes over textbooks which resulted from SM are concerned, the study explored its current situation compared to the past. Data were obtained by means of interview to head teachers (HTs). However, observation was used to complement information provided through interview. The head teachers were asked to give their views concerning the current situation of textbooks. Out of 22 (HTs) interviewed 17 said that textbooks situation is still bad while 2 said satisfactory whereas 3 were not sure. In addition, one of the interviewed HTs remarked:

> There are confusions in most of the primary schools regarding the choice of textbooks to use. Free market has created shortage of books in primary schools and needs to be abolished... (Male head teacher- school E, 23/10/ 2009)

That was supported by another interviewed head teacher who argued:

> ...Currently, there is a serious shortage of textbooks in our school but we to use capitation grant for buying books. Moreover, we have been requesting assistance from NGOs so as to buy more books to conform to the required standard. (Female head teacher-School G, 29 /10 / 2009

Furthermore, observation was made in the sampled schools (Table 7) to crosscheck information provided through semi structured interview.

SN	School	Pupils	Maths	BPR=Book Pupil Ratio	English	BPR=Book Pupil Ratio	Swahili	BPR=Book Pupil Ratio	Science	BPR=Book Pupil Ratio	Skill studies	BPR=Book Pupil Ratio	Number of the pupils i-	Social studies	BPR=Book Pupil Ratio
1	A	761	197	1:4	121	1:6	123	1:6	134	1:7	97	1:8	467	67	1:7
2	B	513	156	1:3	164	1:3	132	1:4	145	1:3	78	1:6	322	45	1:7
3	C	989	177	1:5	197	1:5	142	1:7	134	1:7	68	1:14	660	65	1:10
4	D	843	145	1:6	168	1:5	163	1:7	123	1:7	98	1:9	496	66	1:7
5	E	1035	138	1:7	156	1:7	199	1:5	145	1:7	72	1:14	530	54	1:10
6	F	574	156	1:4	179	1:3	103	1:5	134	1:4	87	1:6	420	34	1:12
7	G	560	157	1:3	198	1:3	104	1:5	178	1:3	56	1:10	368	45	1:8
8	H	561	148	1:4	187	1:3	184	1:3	146	1:4	77	1:7	332	36	1:9
9	I	143	35	1:4	89	1:2	47	1:4	37	1:4	67	1:2	71	24	1:3
10	J	164	47	1:3	63	1:3	73	1:2	56	1:3	58	1:3	92	35	1:3
11	K	540	157	1:3	175	1:3	167	1:3	147	1:4	78	1:7	398	56	1:7
12	L	882	169	1:5	189	1:5	188	1:5	138	1:6	99	1:10	637	45	1:14
13	M	475	157	1:3	194	1:2	122	1:4	149	1:3	74	1:6	291	37	1:8
14	N	455	149	1:3	183	1:2	134	1:3	158	1:3	56	1:8	326	49	1:7
15	P	536	174	1:3	168	1:3	122	1:4	137	1:4	67	1:8	486	36	1:13
16	Q	877	136	1:6	146	1:6	112	1:9	129	1:7	79	1:11	495	67	1:7
17	R	388	168	1:2	189	1:2	103	1:4	168	1:2	86	1:4	276	47	1:6
18	S	237	59	1:4	79	1:3	150	1:2	128	1:2	59	1:4	146	68	1:2
19	T	495	146	1:3	118	1:4	134	1:4	168	1:3	81	1:6	350	46	1:8
20	U	621	149	1:4	186	1:3	108	1:6	147	1:4	67	1:9	510	54	1:9
21	V	628	158	1:4	172	1:4	107	1:6	157	1:4	49	1:13	501	46	1:11
22	W	303	169	1:2	159	1:2	145	1:2	154	1:2	67	1:4	207	54	1:4

Table 7: The Situation of Textbooks in the Sampled Schools
Source: Fieldwork, Kilosa District, 2009

Table 7 shows that there is still a serious shortage of textbooks in the sampled schools especially skill and social studies. Findings show inadequate textbooks in primary schools due to free market and frequent change of textbooks. In other words, SM has not brought change in the situation of textbooks in primary schools. The data suggest that unless immediate measures are taken to ensure availability of textbooks to use in primary school then performance in PSLE is likely to be worsened. Inadequate textbooks create unfavorable environment for pupils who may find it difficult to cope with the actual reality of teaching in primary schools. In addition, primary schools are liable to internal inefficiency due to inadequate textbooks.

It is surprising to note that despite SM adopted, it has not been fully actualized on textbooks. In contrast, availability of textbooks in primary schools is the most powerful determinant of learning outcomes. The basic issue is that textbooks have positive effect in teaching and learning process. The present result is related to what is stipulated in ETP (1995) whereby the owners of schools are required to provide adequate instructional and school materials (URT, 1995). Unfortunately, situation has not improved despite what is stated in ETP as well as SM in implementation of UPE policy. It is also related to ongoing reforms in increasing access and the quality of primary education. This has been done by introducing capitation and development grant equivalent to 10$ US per child enrolled given to a respective school through the district councils for covering costs of textbooks (Dachi, 2006). There is also 4$ US dollar for buying teaching and learning materials and 6$ US dollar for stationery (Dachi, 2006). However, the required national minimum standard for textbooks in Tanzania is 1:3 (URT, 2002_b)

The researcher saw that classroom deprived of textbooks promote little in reading skills and are obliged to content pupils with rote learning, recitation, copying from blackboards and taking lecture notes. Lacking enough textbooks tend to deny pupils competencies in drawing inferences as a lesson continues. Unfortunately, they end up with fuzzy and uncoordinated ideas. However, the present discovery contradicts with earlier study which found that SM improved textbook ratio (Tou, 2006).

5.6. Teachers Adequacy, Qualification and Upgrading

The study sought perceived changes in teachers' adequacy, teachers' qualification as well as teachers upgrading through their career resulting from SM. To meet this target the researcher consulted head teachers through interview and primary school teachers through questionnaire. In addition, observation and documentary review were employed to cross check information provided by means of interview and questionnaire. The interviewed HTs were asked as to whether the

current situation of primary school teachers is adequate. Out of 22 HTs 13 answered "Yes" whereas 09 said "No". In addition, the HTs were asked if there are steps taken to curb the shortage of teachers whereby 15 answered "Yes" whereas 2 said "No" while 5 were not sure. One of the interviewed HTs stressed:

> Teachers' adequacy, qualification and upgrading have changed in the recent years following SM adopted throughout the district. Most of the teachers in this school are grade A and two are in grade B/C (Female head teacher- School K, 10 /11/2009)

That was supported by another head teacher who argued:

> We do not have serious problems of teachers although our school is located in rural area. Some teachers have upgraded to the extent of having diploma. We are given opportunity for further studies. (Female head teacher- school N, 17/11/ 2009)

In addition, observation was made in the sampled schools (Table 8) so as to crosscheck information provided through semi structured interview.

S/N	School	No. of Pupils	No. of Teachers	PTR	Location
1	A	761	29	1:26	Small town
2	B	513	24	1:21	Small town
3	C	989	20	1:49	Small town
4	D	843	15	1:56	Small town
5	E	1035	21	1:49	small town
6	F	574	16	1:36	Small town
7	G	560	22	1:25	Rural
8	H	561	22	1:26	Small town
9	I	143	06	1:24	Small town
10	J	164	07	1:23	Remote
11	K	540	11	1:49	Remote
12	L	882	20	1:44	Small town
13	M	425	18	1:24	Rural
14	N	455	17	1:27	Remote
15	P	536	08	1:67	Remote
16	Q	877	13	1:67	Small town
17	R	388	06	1:65	Small town
18	S	237	09	1:26	Rural
19	T	495	13	1:38	Rural
20	U	621	11	1:56	Remote
21	V	628	11	1:57	Remote
22	W	305	07	1:49	Rural

Table 8: PTR in the Sampled Schools
Source: Fieldwork, Kilosa District, 2009
Key: Small Town – Schools in Minor Towns in the District
Rural- Primary Schools That Were 1 To 5 Km from Small Town
Remote- Schools That Were Beyond 5km from the Small Town

Table 8 shows slight difference in terms of PTR between small towns vs. rural/remote schools. Overall PTR in the sampled schools showed that there were changes in teachers' adequacy. Moreover, the researcher reviewed the document to complement information provided by means of interview concerning teachers' qualification in primary schools.

Year	Grade	Males	Females	Total	Percent
2005	IIIB/C	409	320	729	39.3%
	IIIA	558	568	1126	60.7%
2006	IIIB/C	395	296	691	37.8%
	IIIA	578	557	1135	62.2%
2007	IIIB/C	351	240	591	29.9%
	IIIA	679	704	1385	70.1%
2008	IIIB/C	57	18	75	04%
	IIIA	910	867	1777	96%
2009	IIIB/C	39	16	55	2.5%
	IIIA	1036	1010	2046	97.5%

Table 9: Qualifications of Primary School Teachers from 2005 to 2009
Source: DED Office, Kilosa District, 2009

Table 4.8 shows that teachers' qualification had been increasing from 2005 to 2009. The number of grade B/C teachers has been decreasing for past five years. Furthermore, primary school teachers through questionnaire were asked if they get in-service training. Out of 57 primary school teachers 38 indicated "Yes" whereas 19 indicated "No". In knowing whether there is assistance given to those teachers who are permitted to upgrade through their careers, 35 primary schools' teachers mentioned fees while 22 mentioned money for buying books.

From analysis, findings show that there are changes in terms of increase teachers' adequacy, teachers' qualification and teachers upgrading through their career. It implies recognition of planners in improving teachers' situation played fundamental role in implementation of UPE policy. Moreover, upgrading teachers could be translated as motivation and increased competency. Results are interesting because changes on teachers' adequacy and teachers' qualification as well as upgrading through their career are proxy to quality. It shows that SM has brought changes in teacher adequacy, teachers' qualification and upgrading. It implies that SM has played its role by creating environment equipped with majority having required human skills. As far as PTR is concerned, there was no much difference between small towns and rural/remote. However, more than half indicated the required PTR to be attained by NSGRP targets in 2010 that is 45:1 (URT, 2006). Moreover, the current legal frameworks contained in the education acts showed that the required qualification for primary school teachers is grade A (URT, 1995). Thus, those who are still in grade B/C 2.5% in the district are under qualified in accordance with the legal frameworks and NSGRP targets of achieving UPE by 2015.

Having adequate and qualified teachers improve teaching and learning in primary schools. Therefore, the number of pupils is supposed to match with the available teachers' in order to have the required PTR. Results are also related to what was experienced in PEDP I & II whereby initiatives improved the teacher's adequacy, qualifications as well as upgrading through their career (URT, 2006). Moreover, findings are parallel to reforms in education sector due to much recognition on the importance of training teachers. There is high budget allocation and part of it is spent to train more teachers in education institutions available in the country.

The researcher was of the opinion that teachers' adequacy, qualification and upgrading are central to school effectiveness and success of SM initiative. Teachers are important resources to the survival of educational organizations. This is in line with Komba and Emanuel (2008) who showed that teachers' professional development explores new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and individuals. It proves that effective deployment of SM improves situation of teachers in primary schools. Similarly, results are related to the previous study reviewed which found that comprehensive account of SM considers adequacy, qualification and in-service training of the human resources (Mosha, 2006).

5.7. The Common Diseases

The item explored the perceived changes on common diseases resulting from deployment of SM in the implementation of UPE policy. Data were obtained by interviewing officers at the district level and by means of questionnaire to primary school teachers. In responding to the question, all 7 officers interviewed said that the district has been putting emphasize in controlling common diseases. For instance, one respondent voiced out:

> ...there is no way that we can implement UPE policy without controlling common diseases in this district. There is provision of medicine under school health program. The district has been trying its level best to deal with common diseases (Male DHO, 25 /11/2009)

Another officer argued:

> At first common diseases were taken for granted. However, there is more awareness from the school to the district level concerning common diseases following SM adopted. Nowadays, we ensure that those areas which are susceptible to some common diseases are given special priority under SHP. Moreover, pupils are sensitized on how to prevent themselves from common diseases like malaria, diarrhea, bilharzias, mouth and dental problems and measles and HIV/AIDS. (Male DEO, 27 / 10 / 2009)

In addition, primary schools' teachers were asked on how they help pupils in case of disease eruption. Out of 57 primary school teachers 49 indicated that pupils were educated on how to prevent themselves from erupted diseases whereas 8 were not sure.

From the analysis, the result emerging shows an increase of awareness in handling common diseases from school to the district level. The data suggest that the district is susceptible to common diseases implying strong measure regardless of the existing ones so as to curb them. What has been found is interesting because it highlights important issue under SM in implementation of UPE policy. However, SM brought awareness on the importance of pupils' health for effective schooling of children. The practice on the ground shows that there is awareness which is accompanied measures against the common diseases. For instance, provision of medicine to curb various diseases under the program entitled as SHP. In fact, SM aroused sense of awareness. There were also sensitization programs that aimed at controlling common diseases.

Therefore, the researcher saw that provision of primary education requires environment free from common diseases. It is difficult for the district to provide primary education effectively if the surroundings are susceptible to common diseases. The result is related to ongoing reforms in the national health sector whereby many initiatives have been taken to ensure that common diseases are eradicated in Tanzania. For example, the initiative for preventing Malaria entitled as "Zinduka" intended to make Tanzania free from Malaria launched on April 2010. It also concurs with what was established earlier in the theoretical literature that SM must take into consideration common diseases prevailing in the area (Mosha, 2006)

5.8. School Income

In finding out perceived changes over school income resulting from SM, data were obtained by means of means of interview to officers at the district level and questionnaire to primary school teachers.

In responding to the question whether there is an increase in sources of income, 5 out of 7 officers said "Yes" while 2 were not sure. They mentioned sources of school income to be the central government, community, external donors and fees. One officer voiced out:

> Actually, there has been increase over sources of income in primary schools. All public schools depend on the subsidy from the central government as well as external donors. Private schools have all eyes on fees and other projects. We have been requesting assistance from various donors as well as from the community so as to accommodate the basic needs in primary schools. (Male DSLO 09 /11/2009)

Another officer argued:

> The government is no longer a sole provider of education in this district. There has been increase in partnerships in school income emerged from SM. Similarly, transparency and accountability over school income has also increased (Male DIO 30 /11/ 2009).

Moreover, in knowing if there is transparency and accountability over school income, 51 out of 57 primary school teachers indicated "Yes" while 6 of the same sampled respondents were not sure.

From the analysis, the result emerging shows an increase in sources, transparency and accountability over school income. It implies that an increased partnership in financing primary education in the district. It further shows that the government is not sole proprietor in providing primary education in the district. The data suggest that school income requires involvement of various stake holders as well as transparency and accountability. However, it does not mean the government to run away from its responsibility but to provide at least basic education to its citizens. The result evolves from recognition that school income is important in the implementation of UPE policy. It shows that SM has played a role in changing the actual situation of income in primary schools.

The finding is actually related to ongoing public service reforms which call for establishment of district and community education funds for financing primary education. It is also related to financial management reforms in GoT that requires transparency, reduction of public expenditure and enhancing accountability over public finance (URT, 2005). Similarly, increase of sources of income from NGOs and community in achieving UPE is also recognized and stipulated in Tanzania development Vision 2025 (URT, 2001). The poor communities are targeted to ensure that they achieve UPE. There is also strong evidence from Poverty Agenda in Education that requires a country to have public subsidies and loans for the poor children who cannot afford paying school fees (URT, 2005). Nevertheless, it has been implemented under reform that aims at increasing access by giving scholarship to pupils especially orphans. The truth is that funds are needed to facilitate provision of education in developing countries. However, increased funding in education means more taxation that becomes a burden to low income communities. Sometimes depending on funds from donors for education may jeopardize the system because of serving their interests instead of community's needs.

The researcher saw further that implementation of UPE policy requires active population to support it in order to cope up with increased social demand of education. If communities surrounding the school enthusiastically contribute to finance primary education then school committee ought to consider their voices. What has been discovered is in line with previous studies (Washington Consensus) that required most of the developing countries to have fiscal discipline as well as redirection of public expenditure priorities so as to improve income distribution such as primary education (Williamson, 1990). The result is also related to various commitments made by NGOs, civil society groups, bilateral and multilateral and development agencies which aimed at EFA by increasing sources of income (World Bank, 2009). It is also in line with Poverty Eradication Agenda which advocated for public subsidies to children who cannot afford fees as well as encouraging private sector to be more active in education sector (URT, 2005).

6. Conclusion

In accordance to findings and discussion the study concluded that deployment of SM in the implementation of UPE policy impacts positively and negatively as depicted in the present study with increased enrolment, decreased truancy and dropout, improved PTR, teachers upgrading and teachers' qualifications together with enhanced awareness over common diseases, increased sources and transparency and accountability over school income. However, ineffective use of SM resulted into fluctuations in PSLE results and transition as well as inadequate resources.

7. Recommendation

The study recommended that deployment of SM in the implementation of UPE policy should be a continuous exercise. Projection of pupils' enrolment should be equipped with basic services and resources like desks and classroom so as to avoid overcrowded classrooms or pupils sitting on the floor. The government and stakeholders should also take immediate measures over fluctuations in PSLE results and transition, inadequate resources as well as basic services in primary schools so as to reduce negative consequences emerging from them. To disentangle the problem of pupils' truancy and dropout by introducing flexibility in the school calendar so that cultural and climatic requirements of various economic activities are met during the vacation. There should be strict rules to ensure that once a child enrolls in primary school completes the cycle unless the cause is beyond the ability of human being. In addition, influential leaders should be prohibited from interfering with planners.

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