

**CHALLENGES FACED BY TEACHERS OF MARIKA ZONE, MASASI
DISTRICT, TANZANIA IN IMPLEMENTING THE UNIVERSAL
PRIMARY EDUCATION POLICY.**

BY

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DECLARATION

I **LAUSI JAMES MCHOPA** hereby declare that this is original my work and has never been submitted to any institution of learning for any award.

Name: **LAUSI JAMES MCHOPA**

Signature: .....

Date: 24th October, 2008.

APPROVAL

I hereby certify that this work has been done under my supervision and I have approved it for submission to the university.

Supervisor: **KAYINDU VICENT**

Signature:

Date:

DEDICATION

I dedicate this study to my beloved parents Mr. James Hussein and my mother Agnes F. Mpandamila, Miss Paulina Nampela, Mr. Leonard Ludger Mehta, Mr. Isaac Malco and Mr. James Bakengesa for their pure wishes that have brought me to this level. I appreciate their moral and financial support that have helped me to finish my studies and complete this study.

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I also appreciate the support from my beloved Brother James Anthony. Roja James Mchopa and headteachers: Stewart Behewa, John Chipeta, Abillah Saidi. Macelino Kalinga and Mwichande Mwidadi. I appreciate your support.

May God bless you!

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DEFINITION OF TERMS AND ABBREVIATIONS

The following terms are in the context of this research report.

- PEDP - Primary Education Development Plan.
- NER - Enrolment Rate-Is the ratio of total number of 7-13 years of olds of 7-13 years olds in the population.
- GER - The Gross Enrollment Rate- Is the ratio of total number of 7-13 years olds in the population. In Tanzania the GER has often been significantly higher than the NER because of late enrolment. Many children do not enroll until age of 9 or 10.
- PSLE - Primary School Leaving Examination
- MOEC- Ministry of Education and Culture
- NGOs - Non Governmental Organizations
- PO-RALG- President's Office Regional Administration and Local Government
- L.G.A - Local Government Authority
- ESPD - Education Sector Development Plan.
- BEDC - Basic Education Development Committee
- DEO - District Education Office.
- COBET- Complimentary Basic Education in Tanzania
- WHO - World Health organisation
- CHAVITA- Chama cha Viziwi Tanzania
- UPE - Universal Primary Education
- TEN - Tanzania Education Network
- WES - Ward Education Suppressors

Enrolment Rate (NER)

Is the ratio of “total number of 7-13 year olds enrolled in school” to “total number of 7-13 year olds in the population.”

The Gross Enrolment Rate (GER)

Is the ratio of “total number of 7-13 year olds enrolled in school” to “total of 7-13 year olds in the population”

In Tanzania the GER has often been significantly higher than the NER because of late enrolment. Many children do not enroll until age of 9 or 10.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In promoting primary education, many African countries especially in Sub-Saharan and South of Sahara Desert do face some which hinder the development in education system.

The problems that are far reaching include irrelevancy of education, inadequate supply of teachers, underpaid staff, and ill resourced institutes, poverty, social stratification dependence on foreign aid all of items are reflecting the depth of the problems faced by primary teachers teaching in Marika Zone, Masasi District, Tanzania.

In recent years, the government of Tanzania has increased its allocations to primary education. Donor funding for education is also on the increase, though difficult to quantify since a significant portion of it still takes place outside the main budget (Budget books, Education PERS) Among policy circles many share the view that basic education is finally getting the priority attention it deserves.

The effort to reform the education system is evidence of attempts to respond to people's need to receive relevant, useful and productive education. Education is supposed to lead to a fundamental positive transformation of society. It can be manifested in the vital economic, healthy, social, political, cultural and other sectors of society. e.g bringing in new ideas and practices, family planning and improved health practices.

The education needs to provide basic skills, knowledge and attitude that enable the beneficiaries to live productively and more importantly, the skills are to enable the beneficiaries to continue to learn.

However, primary education in Tanzania continues to be in a state of crisis. National data qualitative studies and community surveys generally continues to show that progress has been slow and there are high levels of dissatisfaction. Two basic questions therefore arise: Is the increasing funding making a difference? And how could education expenditures make a bigger difference? The PRSP recognizes the critical importance of education in poverty reduction and sets several targets to be achieved by the end of 2007.

These can be summarized as follows:

- Increase NER from 57% to 70%
- Increase GER from 77% to 85%
- Increase primary secondary progression from 15% to 21%
- Reduce dropout rate from 6.6% to 3%

1.2 Statement of the problem

Statement of the problem Universal primary education was introduced in Tanzania in year 1974. Despite the existence of this free education, the quality of education is on decline. Problems still exist e.g in some areas hunger reduces pupil's attendance, concentration and performance. The nutritional status of children is far below the acceptable norm. This then actually means children's level and pace of development is delayed. One of the key challenges of facing the development of education in rural is the provision of basic needs for children within a child rights framework. One such basic need is proper nutrition for children especially in their formative years of development.

Confusion about contributions. There is enormous confusion about types of contributions are still required from parents, and how schools may or may not use the funds made available from the government. Parents report being confused because while they have heard the government declares that parents no longer have to pay cash fees, school authorities continue to demand various cash contributions. One grandfather complained

"Mimi watoto wangu wote wamemaliza shule na sasa wanasomesha wajukuu wangu. Sasa nasikia eti mtaa huu tunatakiwa kila kaya utoea Shs. 2000 kwa ajili ya ujenzi wa madarasa ya shule yetu. Hivi hii michango si imesitishwa? na kwanza ni kwa nini ni lazina, si tuliambiwa michango ya lazima hakuna tena?"

Availability of teachers and facilities. Enrollment levels have been extremely high but classrooms, sanitation facilities and teacher recruitment have not kept up with the

expansion. As a result there is extreme overcrowding with class sizes up to 200 or more in some cases. Teachers are unable to cope with the numbers.

Schools are overwhelmed by the situation. It is important for the government to take stock of the situation and act. Enrolling pupils without having classrooms for them creates problems of overcrowding in classrooms which in turn affects the quality of teaching.

Age of enrolment. The directive on mandatory enrolment of 7 years has openly been flouted, as in the past: some parents perceive that seven year olds are too young to go to schools and priorities older children being enrolled before younger ones. Many argued that the age criteria for enrollment need to be more flexible taking into consideration the local environment and culture. In some areas for example the distance between school and home may be greater than what seven year old can cover.

1.3 Purpose of the study

This study aimed at establishing the challenges primary school teachers of Marika zone face in implementing the Universal Primary Education policy in Tanzania.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To examine the challenges primary school teachers are facing in teaching pupils of Marika Zone in implementing the Universal Primary Education policy.
2. To identify what school administrators and management committees have done or are doing to reduce or alleviate the challenges.

3. To find out what the Ministry of Education is doing to ensure that Universal Primary Education Policy succeeds not only in Masasi district but also in whole country.

1.5 Significance of the study

This study will be useful to primary school teachers, educational administrators, NGOs and all the stake holders in the field of education in the following ways:-

It will help to formulate a new policy and regulation to identify the problems facing primary education in the zone and in Masasi district in general.

The government and all stakeholders in education field becomes aware of the problems facing primary education in Masasi district and find the solution for it.

It helps the teachers, to improve in performance by using good methods of teaching, practicals in sciences subjects and proper use of learning and teaching aids.

It helps to reduce the problem of school dropout by introducing high punishment to the parents who does not care for the education of their children.

1.6 Scope /Delimitations of the study

The study was conducted among five primary schools in Marika Zone, Masasi district. It focused on the challenges facing primary school teachers in teaching pupils of Marika zone, Masasi district. These schools were; Namatunu, Mumbaka, Namikunda, Mlundelunde and Marika. They were chosen on basis of physical location, three schools are located in town and two schools are located in village. The selection of two and three schools helped to identify the challenges facing primary education in the villages and in towns.

1.7 Limitations of the study

The following obstacles were faced during the time of collecting data.

Some teachers, did not return the questionnaires. This was however anticipated easier so very many questionnaires were supplied and a reasonable number was collected by the researcher.

Some students and other participants were unwilling to answer some questions. The researcher explained to the participants the aim of the research and told them that the information is confidential and will not be exposed to anybody. So the researcher maintained the confidentiality to the participants. After explanation, they decided to give the information to the researcher.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

Various authors have written on the related area of study e.g Makongo (2002) pointed out that: The government has emphasized transparency in relation to the use of school funds. "In order to strengthen democracy, each school has to give a report on income and expenditure every three months to the village government and Assembly. The report should also be put on notice boards. From now on, every citizen should be able to know the amount of money received by his/her district council or school and how it was used. This is the kind of transparency accountability and good governance that we want from each school and from every district council."

(President Benjamina Mkapa. Speech, 20th September 2002).

Rakesh and Summra. (2003) stated; "It is now widely understood that basic education is one of the most effective means to reduce poverty and spur economic growth. But will any kind of education do? What aspects of education are most effective? The most important feature of education is how these different variables, buildings teachers, pupils and teaching resources combine. One needs to measure classroom interaction between these variables to build a picture oaf the kind of education provided."

Omondi (2001) pointed out that management training should be provided to headteachers, school committees, ward education officers and other staffs so as to improve quality education.

Mbilinyi (2003) stated: “If the government really wants to give powers to school committees to implement their own plans and priorities it should ask for opinion on what we want to do with the money for schools in our area. Why are we forced to construct more and more classrooms now while our teachers have no houses? (Haki Elimu 2003).

Nyerere (1998) stated, “No body is asking us to love others more than we love ourselves; but those of us who have been lucky enough to receive a good education have a duty also to help to improve the well being of the community to which we belong; it is part of loving ourselves.” (Julius K. Nyerere, open University, 5th March, 1998).

Nyerere (1967) states, “this means that the educational system of Tanzania must emphasize co-operative endeavor, not individual advancement; it must stress concepts of equality and the responsibility to give service which goes with any special ability, whether it be in carpentry, in animal husbandry, or in academic pursuits.” (March 1967, in Nyerere 1968:273-4).

Kuleana (1999) stated, “Every child in Tanzania-without discrimination, whether rich or poor, rural or urban, male or female with or without disability has a right to a good school.

Msolwa (2007) stated, “A good school is a child-centered with active learning, where children participate meaningfully inside and outside the classroom.”

Mchopa (2006) stated, "A good school is a place where every child is welcomed and celebrated, encouraged to be open, ask questions, think critically and be creative. It is a place which teaches' life, skills and fosters imagination."

Mungai (2000) stated, "A good school has decent infrastructure and adequate suppliers. It has good classrooms, functioning sufficient, relevant and inspiring books, a library and plenty of opportunity for recreation."

Mwambalaswa and Emmanuel Dedu stated, "A good school is well governed and democratic where management is participatory and involves effective community engagement. It is a place where children and parents have a meaningful say in school governance. It is a place where resources are used well transparent and accounted for."

Table 2.1: PEDP Enrolment Related Targets 2002-2006

Year	Std 1 admissions	New teacher recruitments	New classrooms construction
2002	1,500,000	9,047	13,868
2003	1,600,000	11,651	13,396
2004	1,640,969	10,651	14,203
2005	1,041,880	7,286	6,794
2006	1,065,843	7,249	5,832
Total	6,848,692	45,796	54,093

Source: Ministry of education and Culture.

CHAPTER THREE

METHODOLOGY

3.1 Area and population of the study

The study was conducted among five primary schools. These were Marika primary school, Mumbaka primary school, Namatunu primary school, Namikunda primary school and Mlundelunde primary school

Table 3.1: Showing the number of pupils in each school.

Name of the school	Female	Male	Total
Namatunu P.S	200	180	380
Marika P.S	205	182	387
Namikunda P.S	215	230	445
Mlundelunde P.S	211	203	413
Mumbaka P.S	214	200	414

3.2 Sample selection and size

Primary schools were divided into two groups. Three primary schools were selected from urban and two primary schools were from rural areas. This selection helped to examine the problems facing primary education in both urban and rural areas and to make comparison of the problems facing primary education in all areas, urban and rural. A total

of 5 head teachers, 5 deputy head teachers, 25 teachers, 20 parents, 3 district officials and 50 pupils were involved in the study.

3.3 Instruments/tools to collect data

The instrument of data collection were questionnaires and oral interviews. Questionnaires were given to teachers of all five schools. Interviews were carried out. Five headteachers were interviewed. Oral interview was used. Pupils were also interviewed in groups.

3.4 Produce of data collection

Permission to conduct the study was obtained from the Kampala International University. Questionnaires were given to headteachers and deputy headteachers.

Participants were assured of confidentiality and 10 pupils from each school were interviewed orally,

The findings of the study were analyzed and then presented.

CHAPTER FOUR: PRESENTATION OF FINDINGS.

4.0. Introduction.

In this chapter, information is reported from the data collected from the field. The data was analyzed manually and then information reported as follows;

4.1. Description of respondents.

Many respondents were included in the study as follows; 50 pupils whereby 10 were picked from each of the selected schools, 25 classroom teachers whereby 5 (five) were got from each of the sampled schools, three district officials, 5 deputy head teachers, 5 head teachers and 20 parents who have children in the sampled schools.

Majority of the pupils selected were from higher primary level who are capable of reasoning. Teachers were selected at random since they are educated, it was assumed that they knew and understood what universal primary education in Tanzania was and the role they are supposed to play so as to implement it.

4.2. Research objectives one.

Examining challenges primary school teachers in Marika zone are facing in teaching pupils and implementing the universal education policy.

On this objective, data was collected using oral interviews and questionnaires and the following were found out as shown in the table.

Table 1. Showing teachers' and head teachers' responses on the challenges being faced in teaching pupils and implementing the universal primary education policy in Marika zone.

Responses	No of respondents	Frequency	Percentage
• Limited instructional materials	35	28	
• Big teacher – pupil ratio / overcrowding of classes.	30	20	
• Lack of enough houses for teacher.	35	25	
• Little pay for teachers (salary)	35	30	
• Poor performance of pupils in the national examinations.	30	28	93%
• Government's delay to send money to respective schools.	20	13	
• Inadequate funding to run the programme	20	12	
• Pupils not serious.	30	11	
• Illiteracy of parents			

From the table above it can be interpreted that the major challenge faced is that of poor performance of pupils in the national examination. This accounted to 93%. when teacher and head teachers were asked why this was so, many responded that it was also due to attention to individual pupils. Many teachers reported that it was also due to poor pay (salary). One teacher who declined to mention his name for the security of his job said, "I am getting a monthly salary of 200.00 Tshs inadequate to educate my three children at higher education level and to feed my family. How can I get the morale to properly teach other children?" other teachers said they are in the teaching profession as a last resort. they don't love the profession because of poor remuneration yet they buy goods and seek

services from the same markets and places like other professionals like doctors, lawyers, government officials, etc – who are paid highly.

Pupils’ seriousness scored the least. This was mainly raised by classroom teachers but the head teachers rejected it, claiming that all pupils are serious, only that some teachers use poor approach to pupils and poor methods of teaching, a shortage of teachers was also cited as a big problem as shown below:

4.3. Research objective two

Identifying what school administrators are doing to alleviate the challenges.

On this objective, data was collected from head teachers and deputy head teachers and the following responses were given as shown in the table.

Table 3: showing what school administration are doing or have done to alleviate the challenges.

Response	No of respondents	Frequency	Percentage
• Asking parents to contribute some money to supplement government’s contribution.	10	5	50
• Special teaching to the candidate classes.	8	3	
• Schools providing loans to teachers.	8	2	20
• Making recommendations to the ministry of education to release money in time.	10	8	80

From the table above, it is evident that the major thing school administration have done is to write circulars to the educational ministry using them to release school grants in time to make schools run properly.

Asked what the ministry's response on this is normally, many school administrations reported that reports are received by the ministry and are "sat" on. They (head teachers) have to continue writing to show their concern because without money the running of schools becomes very hard.

The issue of giving loans to teachers by schools scored the least with only 20%. Asked why, many head teachers admitted that they don't have the capacity to do so. One head teacher said, "if even the money for running the school is not there then where can I get the money to lend teachers?"

For the few schools where teachers get loans from schools, head teachers said they have a savings scheme where it was resolved in staff meetings easier that for the first one year each teacher made a contribution of Tsh. 20,000. The money was collected together and various projects were started like poultry, piggery etc. these projects generate money whose profits are shared by the members, members also get loans from the project depending on the availability of the money. In the two schools where this program is, many teachers were very happy of it, though some cited their head teachers too much information into the project and lack of transparency. Head teachers denied this and said these projects were started to supplement teachers were income/salary.

On the issue of asking parents to contribute some money to supplement government contribution to schools, many head teachers reported that many parents responded negatively due to poverty, ignorance and suspicion that they (head teachers) wanted to cheat them, wondering what the money was for yet the government had removed that burden from them. This was confirmed by one 57year old female parent of Marika village who said, "Those head teachers use money hungry. They want to cheat us. The

government is giving them a lot of money to educate our children but they also want us to pay, I can't pay it."

Many of the interviewed parents held similar views, though very few differed from them.

4.4. Research objective three.

Finding out what the ministry of education had done to ensure that universal primary education succeeds.

On this objective, ideas were sought from the Masasi district educational officials and from the head teachers, head teachers were involved because they are very much aware of what the ministry of education does in enforcing government policies. The following responses were got.

- The ministry at times organizes work shops for head teachers, their deputies and classroom teachers in which they are reminded of their duties to serve the nation in the educational field, the need of putting the country's goals before an individual's and the need to observe professional ethics. Those workshops are however rare due to logistical problems.
- The government made it a rule that all school going children must be taken to school or else the parent be punished. One parent in Namaturu village admitted that, "I was compelled to send any children to school to avoid being taken to court or being subjected to periodical fines by local authorities." The ministry of education officials reported that such a policy was put in place to ensure that all children access primary education despite the dislike of some parents and guardians. They however admitted that the implementing of this law has some challenges for example some local authorities are carefree. They do not punish some parents who don't take their children to school for fear of being hated by the local people. Others are not responsible enough to investigate and found out those children who are out of school.
- The ministry of education from time to time advertises in newspapers the grants released to various schools. This is done to show transparency and to ensure that all the stakeholders in education become aware of the government's commitment to this

noble cause and also to ensure that head teachers use the money as allocated and not to divert it to their personal business.

- Also at every end of the year the ministry audits schools and a report is published. This is done to ensure that the universal primary education policy is not abused by some head teachers or school bursars. Those who are found to have mis-used funds are published accordingly. However, when asked whether they have heard cases of some head teachers punished over this, many teachers said they have never heard any case yet they suspected that some head teachers misappropriate the funds.

CHAPTER FIVE:

CONCLUSION AND RECOMMENDATION.

5.0. Introduction.

This chapter spells out the general conclusion of the report basing on what was found out from the study. It also gives the recommendations based on the findings of the study.

5.1. Conclusion.

Given the objectives which this study was based on, namely;

- Examining the challenges primary school teachers in Marika zone are facing in teaching pupils and implementing the universal primary education policy.
- Identifying what school administrators have done to alleviate the challenges.
- Finding out what the ministry of education in Tanzania has done to ensure that the universal primary education policy succeeds, it was found out that:
 - The major challenges facing universal primary education in _____ zone was that of poor performance of the candidates in the national examinations. (Primary leaving examination), other challenges were in sufficient finding, big teacher-pupil ratio, lack of instructional materials and poor remuneration to teachers.

School administrators have tried to alleviate the problem by writing circulars to the ministry to remind the government of its pledge, special teaching to candidate classes, and asking parents to make small contributions for pupils' lunch.

In the same way, the ministry of education in an effort to ensure that the policy succeeds, advertises all the money/grants the government sends to particular schools, audits schools' account books and organizes workshops for head teachers, deputy head teachers and classroom teachers.

5.2. Recommendations.

In view of the findings of the study the following are recommended;

-
- The government through the ministry of finance should ensure that school grants are released at the very beginning of the term for the smooth running of the schools. This is important because money is the “blood” of everything. Without it nothing can run. This recommendation is made basing on what was found out that the government normally delays to release the capitation grants to particular schools.
 - The government should increase the salary of primary school teachers from the current Tsh _____ to at least _____ so as to make them happy. Though no money can satisfy a human being, the fact is that money is a motivator.
 - The ministry of education should recruit more teachers to reduce on the teacher-pupil ratio. It was found out that the teacher pupil ratio in many primary schools is so big which makes teachers pay less attention to individual pupils.
 - School administrators should introduce money generating projects in their schools such as poultry farming, horticulture, or ‘round circle’ for teachers to supplement their meager income. This may make them happy and hence like their job and in the end pay more attention to the learners.
 - The government through the local leaders should sensitise the public from time to time about the value of sending children to school. This is important because it was found out that some parents don’t realize the importance of their children’s education for them they prefer that their children leave school and start fishing or farming.

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APPENDIX A: STUDENTS' QUESTIONNAIRE

Dear respondent.

I am a student of Kampala International University carrying out a research entitled *“Challenges Faced By Primary School Teachers of Marika Zone, Masasi District-Tanzania in implementing the Universal Primary Education policy.”* This questionnaire is seeking information for academic purposes only and the information obtained from this questionnaire is to be treated with utmost confidentiality.

(Please fill and tick where necessary)

Name:.....

Status:

Name of your school:

Sex

Male

Female

Age:.....

Class:

Questions

1. Do you like studying?

Yes

No

b) If yes give reasons

.....
.....
.....

c) If no give reasons

.....
.....
.....

2. Do you have any difficulties in your education?

Yes

No

b) If yes give reasons

.....
.....
.....
.....

c) If no give reasons

.....
.....
.....
.....

3. Today many people are supporting education. Why is this so? Give reasons.

.....

.....

.....

.....

Thanks for your cooperation.

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out a research entitled *“Challenges Faced By Primary School Teachers of Marika Zone, Masasi District-Tanzania in implementing the Universal Primary Education policy.”* This questionnaire is seeking information for academic purposes only and the information obtained from this questionnaire is to be treated with utmost confidentiality.

(Please fill and tick where necessary)

Name:.....

Status:

Name of your school:

Sex:

Male

Female

Age:.....

Questions

1. As a teacher, do you think you have any challenges facing primary education?

.....
.....

2. Are you satisfied with your salary?

Yes

No

b) If yes give reasons

.....

.....

.....

.....

c) If no give reasons

.....

.....

.....

.....

3. Today many people tend to dodge teaching professional. Why is this so? Give reasons

.....

.....

.....

.....

Thank your for your co-operation.