

**THE EFFECTS OF BRN PROGRAMME ON EXAMINATION
PERFORMANCE OF PRIMARY SCHOOLS PASTORAL GIRLS
IN MVOMERO DISTRICT, TANZANIA**

By

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**A Dissertation Submitted for fulfillment of the requirements for the Award of
the Degree of Master of Public Administration (MPA) of Mzumbe University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled: ***The Effects Of BRN Programme on Examination Performance of Primary Schools Pastoral Girls in Mvomero District, Tanzania*** in fulfillment of the requirements for the Award of the Degree of Master of Public Administration (MPA) of Mzumbe University

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DEDICATION

This dissertation is inertly dedicated to my beloved son, my first born Brighton, my wife Regina Raphael Shija and my mother Tasiona Selestine Kigweku, whose prayers, tolerance and good wishes comforted me, gave me piece of mind to continue with this dissertation successfully.

LIST OF ABBREVIATIONS

3R	Reading, Writing and Arithmetic
BRN	Big Results Now
CSEE	Certificate of Secondary Education Examination
DCs	District Commissioners
DED	District Executive Director
DEO	District Education officer
DPEO	District Primary Education Officer
DPLO	District Planning and Logistics Officer
EFA	Education for All
H/Q	Head quarter
LGA	Local Government Authority
MoEVT	Ministry of Education and Vocational Training
P for R	Programme for Results
PEDP	Primary Education Development Plan
PSLE	Primary School Leaving Examination
RCs	Regional Commissioners
SEDP	Secondary Education Development Programme
SLO	Statistics and logistics officer
UNESCO	United Nations Education, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
WB	World Bank

ABSTRACT

The increased trends of premature departure from primary school especially for girls' students coming from pastoral societies, quite often affect girls' performance in PSLE in Tanzania. This study explored whether the implementation of education policies such as BRN Programme has had positive effects on the examination performance of primary schools pastoral girls in Mvomero District. Specifically, the study explores the gendered effects of BRN programme in pastoral girls' enrolment, retention and their examination performance in PSLE in Mvomero District from 2012 to 2015. This is a period when the government introduced the Big Results Now Programme which intended to make change of the quality of basic education by increasing PSLE pass rate up to 80% by 2015. The study utilized the Descriptive case study design, conducted using both qualitative and quantitative approaches to research. Also, a sample of 120 study participants sampled for this study from Mvomero District was utilized and approached through the use of structured questionnaires and interview schedules. The study relied on descriptive analysis of primary data through the use of SPSS, and secondary data analysis.

The findings of the study show that the implementation of BRN programme offered mixed results from the problem of premature departure from primary school especially for girls' students coming from pastoral societies. While positive effects had been realized such as the increase in students' enrollment, and training for teachers coordinating 3Rs, some negative effects were also pronounced. For example, due to lack of specific funds for financing BRN, coordination of the established standard two and six primary examination fueled several challenges at schools and within the District level. Apart from that, the BRN programme failed to implement some strategies including school incentive scheme and motivation to the teachers who were willing to utilize extra hours, providing remedial classes and thus recognize good performance of pastoral in PSLE. Those findings imply that just like previous programmes/initiatives such as PEDP and UPE, BRN programme has little to celebrate especially for the girls coming from nomadic pastoral communities. In this light, the study concludes that the implementation of educational policy or changes should be context specific reflecting the local context instead of adherence to the Top down kind of policy implementation whereby the implementers at the lower level such as in schools were just puzzled. As for the marginalized pastoral communities, the study has revealed that such societies have characteristics different from others; therefore special programmes for them need to be prepared to solve their educational problems. The study ends up by advancing several recommendations to policy makers, heads of schools, teachers, as well as pastoral communities.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The teaching skills of Reading, Writing and Arithmetic (3Rs) for standard I and II has recently been considered as an important aspect in improving the quality of education. In Tanzania, almost all public schools implement the 3Rs programme from Big Results Now (BRN) programme, an adopted policy change that aims at improving the quality of learning and hence education. While the success stories and challenges of BRN programme are well established at the national level, little has been researched on the local level on the effects of the BRN programme especially on Tanzania's marginalized groups such as nomadic-pastoral communities. The current research investigated the effects of BRN programme on the examination performance of pastoral girls in selected primary schools of Mvomero District. This chapter is organized into the background information of the study, statement of the problem, objectives of the study, research questions, significance of the study, the limitations as well as the scope of the study.

1.2 Background to the problem

Tanzania, like many other countries in Africa and in the World has passed through important educational transformations which resulted into formulations of various reforms in education. The aim is to meet the global change demands in science and technology, the socio-economic, administrative, socialization as well as political issues in the country. General observations show that the implementation of educational policy in Tanzania has been characterized by the policy shift. Among the policy shifts or reforms that Tanzania's education system has passed through include adoption of Education for Self Reliance (ESR) in 1967 for nurturing self dependency and productivity; Universal Primary Education (UPE) in 1977 for enhancing access to education; PEDP and SEDP (2000/2004) for expanding educational opportunities and increasing enrolment; BRN programme (2014) for improving the quality of

education; as well as FE (2016) for enhancing equity in the access of education. The current research explores the implementation of BRN programme within the lens of marginalized nomadic-pastoral girls in the local settings.

For many years educational elites have debated about the implementation of public policies. Conceptually, the meaning of the term “policy implementation” has been so topical, and variations of meanings were found from one technocrat to another. For example, while Mazmanian (1981) defines policy implementation as carrying out of a basic policy decision, Dye (1987) views policy implementation to base on the activities designed to carry out the policies enacted by the legislative branch. These activities include the creation of new organizations departments, agencies, bureaucrats and many more. These organizations must translate laws into operational rules and regulations. In this study, policy implementation is conceived as a process and the practice of making the 3Rs programme from Big Results Now (BRN) programme, bring desired learning outcome on Tanzania’s nomadic-pastoral girls measured by the indicators such as the examination performance of pastoral girls in selected public primary schools of Mvomero District.

Literally, in the process of implementation of the 3Rs programme from BRN, the ministry of Education Science and Technology planned for the implementation of Literacy and Numeracy Educational Support Programme (LANES). This was conducted through training of head teachers (HTs) and ward education officers (WEOs). The training had been planned through Big Results Now (BRN) initiatives with the aim of building a new culture of valuing three 3Rs skills. Reports shows that the total number of 2480 WEOs and 10870 HTs were trained in the programme. The key roles that needed to be played by HTs and WEOs revolved at ensuring acquisition of learning achievements as the key focus in their leadership. Through follow up and resources provision to leaders particularly at the Local Government Authorities (LGA), it is anticipated that the desired skills have been sustained and had improved learning. That observation raises issues for investigations as to what extent has the BRN programme improved the examination performance of

marginalized nomadic-pastoral girls following their access to basic education. Literally, a fruitful discussion of the success of BRN programme in nomadic-pastoral community is quite challenging because of a number of reasons such as the increasing perceptions that pastoral communities in Tanzania have for a long time been denied their right to education and the fact that the societies that live far from services like pastoralist communities are always left behind in almost all services including education.

The access to, retention as well as success of girls students in education systems is the challenge facing educational practitioners in Tanzania. When that trend is analysed within the pastoral communities the situation becomes worse. Among the limiting factors according to Carr-Hill (2005) in Raymong (2014), in this context is the dynamic or mobility of this nomadic-pastoral community seeking for pastures to feed their animals. As a result, many pastoralists students find themselves excluded from participation in learning. As observed by Maasai Women Development Organization (MWEDO) (2006), gender relations among the Maasai have been negatively affected by male dominance over decision-making. Women and girls are not accorded great importance in Maasai societies and hence they are denied access to education and other economic opportunities.

For a long time, however, governments in the World including Tanzania have strived at creating mechanisms to protect the poor and vulnerable at both policy and practice level to promote inclusion and put an end to all forms of marginalization so that all societies may benefit and prosper. At the policy level, for instance, the Government of Tanzania has adopted or engaged in several educational reforms, strategies and programmes as a way to make education sector meet the needs of various groups including that of marginalized pastoral communities.

The Tanzania's policy and reforms landscapes in education since independence had aimed at bringing about better performance in education sector through fighting for ignorance, diseases and poverty. From there, huge investments in human capital and

education provision have been realized as a central to quality of life. Among others; include the adoption of 1967 Education for Self Reliance (ESR), and nationalization of privately owned primary and secondary schools. Furthermore, there was an adoption of the 1973/74 Musoma Resolution on Universal Primary Education (UPE). This was followed by the introduction of the National Education Act No. 25 by the Tanzania parliament in 1978, and its amendment in 1995 to facilitate establishment of Higher Education accreditation council. Moreover, the National Education Act of 1995 was discarded, and led into being a new National Education Act of 2014.

Apart from those transformations, several educational interventions in terms of policy change and reforms were introduced since 2000s. Those include the Primary Education Development Programme (PEDP) in 2001, Secondary Education Development Programme (SEDP) in 2004, Big Results Now (BRN) programme in 2013/14, as well as provision of Free Education (FE) in 2016. From that profile of contested reforms, it suffices to critically interrogate whether the implementation of the Tanzania's educational policies, reforms, as well as strategies have succeeded to meet the needs and interests of the marginalized and disadvantaged schools/communities.

Critical analysis of those reforms reveal several observations including lack of conducive environment for effective teaching and learning to take place, the number of teachers was not proportional to the number of students, lack of staff quarters and hostels for students and teachers; the teaching and learning materials were inadequate; lack of schools or inadequate facilities, lack of teachers as well as the shortage of qualified staff. Others have been associating the challenges facing the government in reaching the marginalized pastoral communities in providing services particularly education, with inequality across districts in public spending per capita on education. In terms of resource allocation, student teacher ratio in primary schools is lower than 30 in some districts and close to 80 in others. The government's capitation grant system is meant to provide supplementary per-student financing of Tsh.10,000= per primary school student. However, system-level issues have led to

severe inefficiencies and disparities in availability of capitation grants. In fiscal year 2012-2013, Tanzania funded capitation grants at approximately 56 percent of what was originally committed and some districts received eleven times more per student funding than others (Philippe Dogier, 2014).

The right to education is universal and does not allow for any form of exclusion or discrimination. Although sixteen years have passed since the international community adopted the six Education for All goals in Dakar in 2000, the record since then has been mixed (Watkins, 2010). Whereas the argument that marginalized groups such as nomadic-pastoral students including girls are often left behind by national educational policies, it is not understood whether the implementation of the 3Rs programme from Big Results Now (BRN) programme has any effects on the examination performance of nomadic-pastoral communities composed of a high relative number of pastoral girls in Mvomero district. The current study analyzed the effects of the policy change on the examination performance of pastoral girls in selected primary schools of Mvomero district.

1.3 Statement of the problem

In Tanzania, the implementation of educational policies, reforms as well as policy changes in education since 1961 had been crucial for the creation of a well-educated nation, increasing enrolment and completion rate, enhancing equity, as well as improving the quality of education. Since primary school pupils such as girls in marginalized pastoral communities used to spend almost seven (7) years schooling, it is vital to analyze the discourse of policy changes such as BRN in primary schools where marginalized societies are found. For the educational reforms and policy change to continue meeting the growing needs of various populations, its evaluation becomes of a paramount importance.

Although available statistics show that access to education in Tanzania's primary schools has improved since 2001 due to the implementation of Primary Education Development Programme (PEDP), an estimated 7 million children of primary school

age lack basic reading, writing and numeracy skills whether in school or not (Haki Elimu, 2004). As such, the implementation of the 3Rs programme from Big Results Now (BRN) since 2014 was expected to improve quality of learning and hence the quality of education as a whole. The effects of that policy change; however, is not well understood in the context of marginalized nomadic-pastoral girls students, a group that make a relatively high population of pupils in primary schools of Mvomero District. Since there is little evidence to back up the effects of BRN in those communities, the current study explored the extent to which the BRN programme had any effects on the acquisition of basic reading, writing and numeracy skills from assessment of examination results of the three selected primary schools in Mvomero District.

1.4 Objectives of the study

1.4.1 Main objective

The study explored the effects of BRN programme on the examination performance of pastoral girls in selected primary schools of Mvomero District.

1.4.2 Research Objectives

- i. To examine the contributions of BRN programme on socio economic profiles of the pastoral schools within the lens of improving the examination performance of marginalized nomadic-pastoral girls.
- ii. To identify the gendered effects of BRN programme in terms of enrolment and retention in those primary schools on the examination performance of those in pastoral girls at Mvomero District,
- iii. To measure the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme in selected primary schools of Mvomero District.

1.5 Research Questions

- i. What are the contributions of BRN programme on socio-economic profiles of the schools within the lens of improving the examination performance of marginalized nomadic pastoral girls?
- ii. What are the gendered effects of BRN programme in terms of enrollment and retention on the examination performance of those in pastoral girls in Mvomero District?
- iii. To what extent has the examination performance of schools nurturing marginalized pastoral girls changed before and after the implementation of BRN programme in Mvomero District?

1.6 Scope or Delimitation of the Study

The scope of this study revolves on four issues; the geographical area and its rationale, the choice of the unit of analysis and its rationale, the time frame for the study and its rationale, as well as the choice and reliance of methodology for pre-empting the unknown and the rationale of reliance on the research design, research approach, research method, data collection techniques as well as data collection tools. In terms of geographical area, the study was conducted in Mvomero District. The reasons for choosing that district stems from the facts that Mvomero is one of the districts that half of its population is characterized by marginalized pastoral communities therefore it was easy to collect the intended information in line with; The socio economic characteristics of the schools in which marginalized nomadic-pastoral girls study; the successful factors for the implementation of the BRN programme in primary schools where marginalized pastoral girls are found; the emerged challenges for the implementation of the BRN programme; as well as the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme.

In this study, the units of analysis were primary schools where marginalized nomadic-pastoral girls are found. The rationale of choosing those schools stems from

the fact that a relative less number of marginalized pastoral girls than boys have been found in those schools before the implementation of the BRN programme, as such it would be easy to identify the gendered effects of BRN programme in pastoral girls enrollment and retention in those primary schools located at Mvomero District.

Moreover, the study relied on data obtained during the implementation of BRN programme from 2013/14 to 2015/16. As such, the time frame for the study was three years. Equally important, the reliance of methodology for pre-empting the unknown revolves from the utilization of the cross-sectional, case study research design, in which the qualitative sequential quantitative mixed research approach was used. The rationale of choosing them stems from the nature of the research questions.

1.7 Significance of the study

Significance of the study entails what new knowledge or development are the research questions of this study going to generate. First, by examining the socio-economic characteristics of the schools which implemented BRN programme in marginalized nomadic-pastoral community; the study will contribute towards understanding whether failure of policy changes or reforms in education are attributed by the normative structures of the local institutions embedded from cultural set ups.

Second, by identifying the gendered effects of BRN programme, the study intended to contribute the knowledge whether policy change such as BRN programme implemented in the marginalized communities had contributed significantly in bridging the gender gap in pastoral girls' access to primary school enrollment and retention. The study found a positive relationship between implementation of BRN programme and pastoral girls' access to primary school enrollment and retention.

Third, by measuring the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme, the research aimed at understanding whether the implementation of BRN programme in primary schools of Mvomero District Council was translated into successful examination

performance of schools. The study found a positive relationship between implementation of BRN programme and academic achievements of pastoral girls'. And lastly, by identifying the successful and limiting factors for the implementation of BRN programme in nomadic-pastoral societies, the study proposes future measures for successful implementation of policy change.

1.8 Limitations of the Study

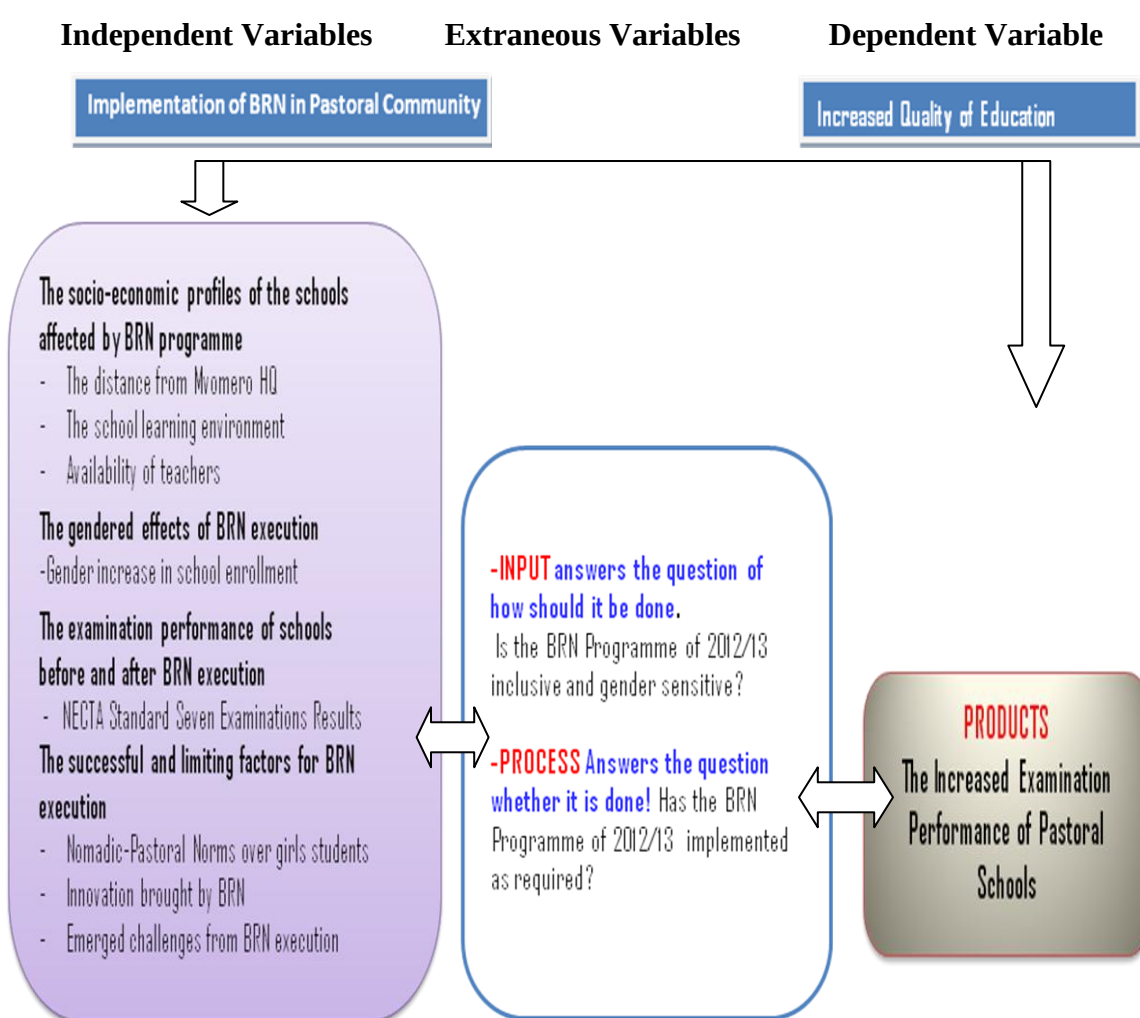
The study faced some limitations during the conduct of fieldwork. Both, methodological and practical limitations were realized. Practically, the alteration of the originality of ideas during the translation of questionnaires from either English to Swahili or Kiswahili to English was realized. To deal with this problem, the researcher used language experts so that the resulting translation stayed as cautiously possible to the original responses as would be accurate. On the realistic side, one problem was that of time to visit the schools. This research was mainly conducted during operational hours. Thus, it was easier said than done to engage with some of the students, teachers and key informants since some were hectic with their respective academic works and official everyday jobs at the time of the interviews. In consequence, the interviewer had to dedicate more time by staying longer on field in some days till late day hours so as to meet the targeted study participants.

On the methodological part, the major problem arose primarily because most pastoral students were not very free to talk about their parental engagement in school affairs. This question was designed to establish whether the parents or guardians from pastoral families, especially male parents/guardians are confined to their school roles of taking care to children. Some of the Pastoral girls felt suspicious and it took time to win their confidence. Building rapport helped to win their confidence and trust. This process was time consuming and in some cases, there were even some doubts regarding the truthfulness of the answers provided. However, when the same questions were repeated, at least one could see some logic in connection to the answers they provided. Triangulation of different methods of data collection also provided a solution to this problem.

1.9 Conceptual Framework of the Study

The conceptual framework of this study is built on the ideas outlined on “the effects of implementation of policy change such as the BRN programme on the marginalized communities such as the nomadic-pastoral groups including those upbringing pastoral girls.

Figure 1.1: A Conceptual Framework of the Effects of BRN Programme in Schools



Source: Developed by Author, 2017

This diagram conceptualizes how the examination performance of schools teaching girls in the pastoral community are linked to the framework of BRN implementation in Mvomero District.

The diagram explains the CIPP model that evaluates the effects of policy change in educational systems such as primary schools located in the nomadic- pastoral communities. From the diagram, the socio-economic profiles of schools affected by the BRN programme; the gendered effects of the BRN programme; the examination performance of schools affected by the execution of BRN programme; as well as the realized factors for BRN execution are linked with the inputs and processes that inform the implementation of BRN programme. The arrows indicate feedback to and from different parts.

1.10 Organization of the Dissertation

Chapter One introduces the study. It provides holistic background information to the study which includes a statement of the problem, objectives of the study, research questions and significance of the study. It also explicates the delimitation and limitations of the study. Chapter Two is a review of the relevant literature linked to policy change on the examination performance of marginalized communities such as pastoral girls. The overriding essence is to create a new understanding from the theoretical debates and empirical literature reviewed. Theoretical literature reviewed critically analyses the socio-economic characteristics of the schools which implemented BRN programme in marginalized nomadic-pastoral communities; identifies the gendered effects of BRN programme in pastoral girls enrollment and retention; measures the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme; as well as identifies the successful and limiting factors for the implementation of BRN programme in the primary schools that teach marginalized pastoral girls.

On the other hand, empirical literature demonstrates not only empirical studies conducted on policy change on the educational systems such as those of marginalized communities in the developed world and developing countries, but also empirical trends and debates on policy change in educational set ups. In this part, a critical and analytical literature review of empirical studies was done to reveal insights and an awareness of differing arguments, theories and approaches. In

addition, the study ascertained strengths and weaknesses of the literature through identifying unbiased and valid studies of the relevant published work. Chapter Two also discusses the conceptual framework for the study to explain the relationship between variables under study diagrammatically. It also critically surveys aspects directly related to the objectives of the study linked with empirical evidences.

Chapter Three explains the methods which were used in undertaking the study. It provides the research methods utilized by study in an attempt to uncover the unknown. Further, chapter Four presents the study's findings and Chapter Five discusses the study's findings. In both chapters four and five, the presentation of the study findings, analysis, as well as discussion is in line with the objective of the study. Chapter Six is the concluding chapter. It summarizes the study and makes poignant concluding remarks and a number of recommendations and suggestions for further research on issues related to the implementation of policy change and its effects on marginalized communities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter Two provides both, the review of theoretical literature and the review of empirical literature on policy change such as the implementation of the BRN programme and its effects on the marginalized communities such as those upbringing pastoral girls.

2.2 Theoretical Perspectives

The Theoretical literature reviewed provides the meanings of various terms used in the study. It also critically analyses the general overview on the implementation of BRN programme, the socio-economic profiles of the educational systems, the gendered effects of policy changes in educational systems, effects of policy change in schools enrollment and retention, the performance of schools nurturing marginalized students, as well as the successful and limiting factors for the implementation of policy change in the marginalized school systems.

2.2.1 Definition of key terms

Big Results Now: Big Results Now is a methodology focused on carrying out definite objectives within a specified timeline. It was taken on in 2012 so as to speed up the national priority projects implementation and assist the realization of the Tanzania Development Vision 2025. The method is base on the changing of the way the government has been working by putting in practice some different programmes at serious points in a system or organization in order to bring more successfully and competently. The BRN foundations encompasses of prioritization with obvious performance goals, rigorous execution supported by thorough monitoring of performance information by committed delivery personnel and opaque performance supervision. The intention of Big Results Now is to work for six (6) ministries including the Ministry of Education and Vocational Training (TDV, 2025).

Marginalized Nomadic - Pastoral Schools: Marginalization is an idea. Sometimes it happens that the whole societies may be marginalized at the international level where as classes and communities or groups may be marginalized from the overriding social order. Likely, tribal groups, families or individual people may also be marginalized inside localities. To a certain level, marginalization is something that shifts, related to social status. Peter Leonard (1984, p.180) describes social marginality to be outside the ordinary productive movement, being outside the system of normal life. Leonard (1984, p.181) continues describing these marginalized people as people who are left out of the major playing ground of entrepreneurial productive (capitalist productive) and reproductive doings and as a result experiencing unintentional social peculiarity.

Marginalization is at the center of segregation from satisfying and full social lives at the individual people, interpersonal and at the level of societies. Usually the people who are marginalized do have reasonably little control over their own lives and the resources that are there for them; they may become disgraced and are usually at the receiving end of negative public attitudes. These people also have very small opportunities in making social contributions and they may build up low self confidence. Social policies or programmes/initiatives and practices to them may mean having somewhat restricted access to social resources like education, health services, leisure activities and work (Burton and Kagan, 1996).

The academic success of pastoral community children especially girls students in formal education systems is the challenge facing educational practitioners in Tanzania, like elsewhere in nomadic pastoral societies of sub-Saharan Africa. This is because the experience shows that girls experience imbalanced workload since there are a number of home activities directed to girls than boys and other household tasks of looking after their younger siblings on market days when their parents are busy selling or buying at the market or while their parents and guardians are at work. The results of all this workload based to women, young girls are usually segregated from schools because they are either not allowed to go to school or they find themselves

busy and get tired ending up as school dropout. And for those girls who are lucky enough to be registered at school, their attendances at school are not promising because they always work at home; they do give assistance and services. To what extent has the BRN programme been gender sensitive and inclusive in character to address an historical increase of gender gap in school enrolment especially those occupied by the nomadic-pastoral community in Mvomero District?

2.2.2 The Overview of the Problem

The history of discrimination started many years ago. In the late years of 1800's Tanganyika which is now part of Tanzania was a colony under the control of German, later in 1892, the first school own by the Tanganyika government was launched. But before the establishment of that school; education was not formal, it informal taught by selected wise elders in the societies, and the focus was on making its people to become good residents and life skills (Gilchrist, 2013). During colonial period there were racial distinctions within education system. After independence those distinctions were eliminated and full integration of the separate racial systems was introduced very soon, and discrimination on grounds of religion was also brought to an end.

Nowadays children in the country can get admittance to any school owned by the government or primary schools aided by the government without considering his race or religion and without fear (Nyerere, 1967). At that period formal education was provided to few people to save the colonial government. The education given by the government during colonial era in the country had different intensions. It is important to understand that the education provided was not for preparing young people to serve their country; but it was purposely motivated by the desire to inculcate the values of the colonial society and to train individuals for the service of the colonial regime.

The past ten years has witnessed rapid advancement towards education for all, universal primary education. Many of the third World countries in the World have

significantly increased enrolments, reduced gender gaps and extended opportunity for those groups that are marginalized. But still many other children are out of school and others drop out before completing primary education; that is premature departure from schools. The goal set in 2015 about making sure that each child get to school and stays at school for the required period, is only just still in reach, but the governments will be require to make sure that a daring resolution is taken over the coming years, particularly in the present situation of economic (UNESCO, 2010). Also the World Summit for Social Development, which was conducted in April 1996, brought about the idea of social mixing to make an inclusive community, “a community for all” as an important goals of social development (DESA, 2009). It is identified that, in addition to the breakup of duties to the individual communities, it has a collective responsibility to sustain the values of human dignity, equality and equity at the international level.

Therefore we as influential people/leaders have the duty to the entire people of the world, particularly the most people in risk and, in particular, the young people of the world, to whom the future is belonging (UNESCO 2010). The policy of education is aimed at the achievement of what we call the things to be achieved by education of Tanzania and education development initiatives or programmes. As said in the education policy of 1996, the general aims of education in Tanzania are, among other things, to encourage the acquisition and proper use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and achievement of individual and society.

By 2002, the education sector development program (ESDP) was established to apprehend the intention of education policies by practicing important issues, which include decentralized management of educational institutions; to increase the quality of education, that is formal and non formal; to improve access and fairness to basic education. Special mention is made of the need to promote and spread out education for girls, to guarantee access to education by particular social and cultural groups, to give proper education to children with disabilities and to give education facilities to

disadvantaged or remote areas (URT, 2007). Vision 2025 leads us to the creation of a well-educated country with a high quality of life for every Tanzanian. The ESDP vision is to have an upgraded and comprehensibly planned, managed and monitored educational sector. The sector of Education is thought to contribute to social and cultural enhancement, country's pride, community harmony, individual accomplishment and making sure that there is equitable entrance to quality education at all levels, talent promotion, and universal literacy for all the people, men as well as women, education for all (URT, 2008).

Although the enrolment have been higher since 2000s than in previous years (URT, 2010:14), the literature warns us about this success of education in Tanzania. This is because what is said as a success in education is just in parts of the country as only parts of the societies enjoy it. This is because Tanzania is among the countries where almost half of its population lives in geographical disadvantaged areas. These areas are famous for the pastoral communities and are always hard to reach; they are always left behind in all services including education. Policies in education and programmes that are always made in the country do not tackle the problem of low quality education in marginalized pastoral communities. Recently, a number of plans have been taken to enhance the education quality including reaching the hard to rich societies such as the marginalized pastoral communities in Tanzania. Reporting for the Guardian News paper of June 5 – 11, 2016 about the President's directives gave to RCs and DCs at the Namfua Stadium in Singida, Bilham Kimati said that RCs and DCs countrywide are struggling to pass the first test set by the President JPM regarding retention of their posts by ensuring that no student in both levels of schools, primary schools and secondary schools sits on the floor by June 30, 2016. He went on saying that with hardly three weeks to go the commissioners are in a fantastic race to beat the deadlines which the president set as a litmus test of their effectiveness to serve the people. Different programs have been implemented to increase the quality of Education for All.

For that matter, one of the programmes is the Performance for Results (P for R) which Dongier (2014) describes it as Performance for Results programme. The benefit of Performance for Results include: (i) to support the country to engender a 'results-oriented' program and to implement culture to promote learning results; (ii) to adopt a straight, incentive-driven approach to win the development objectives; (iii) leverage and build up existing central and local government systems, that includes public financial management, social and environmental systems management, and procurement management; and (iv) to align motivation along different stages of the education service delivery chain precisely, to ensure consistency with Big Results Now in Education intervention that link extra resources to performance. Recently, Mvomero District has already received more than 70,000,000/= for the implementation of Performance for Results.

The other programme that is established to tackle the problem of education quality in advantaged communities as well as disadvantaged communities is the Big Results Now. This is a methodology that put its efforts on giving specific goals within a given timeline. It was assimilated by the Tanzanian Government in 2012 in order to speed up the implementation of national precedence plans and facilitate the realization on the Tanzania Development Vision 2025. The implementation started in July, 2013 with six National Key Results Areas including Education.

Another initiative by Mvomero district where this research will be done, is to send all NGOs that are interested to work in Education with the people of Mvomero, to the marginalized pastoral communities (hard to reach communities) usually located in remote areas. That means; whatever assistance they want to offer for the District, they should send to these disadvantaged schools and groups. For example, now NGO known as CDTFN is working in Maskati, one of the Wards that in 2006 one of its schools performed poorly and has appeared in the national ten least schools for the PSLE results of 2016. Moreover, Mvomero district has started transferring teachers from town area schools to schools located in hard to rich communities aiming at reaching the marginalized pastoral communities. This aims at reducing the

Teacher/pupil Ratio, so as to also to reduce the workload of teachers in marginalized pastoral community schools.

Documentary review done at Mvomero district with the assistance of education officers on the PSLE results for five years (2010 – 2015) show that following PSLE results from 2010 to present, not only that there has been no pupil from pastoral community primary schools appeared in the district top 10 (ten) but also none of the pastoral primary schools has ever occurred in the district best 10 schools. The examination report also showed that in the PSLE of 2016 Mvomero district has become number 7 out of 9 districts in Morogoro region with its two primary schools from marginalized pastoral communities appearing in the least ten schools nationally. These are Chohero in Kikeo ward and Magunga in Maskati ward (NECTA, 2016).

Basically, this research seeks to find out whether or not initiatives and programmes inaugurated by the government to make progress in the quality of education have had effects on the marginalized pastoral communities. The research explores the implementation of policy change such as the BRN programme and its effects on the improvement of academic performance of marginalized communities such as those upbringing pastoral girls.

2.2.3 Nomadic Schools as Rurally Marginalized Geographical Institutions

If a school is found or located in a remote area or setting then that alone is a problem or a disadvantage especially in the process of improving the quality of Education. This is true because remote areas are always found far from the District H/Q, denied the right to social services including education. The people living in such areas whereby most of the time is the nomadic pastoral communities are always marginalized and left behind in almost all services education included. Kashaa (2012), arguing about rural areas she says remote areas are always depressed, missing a number of government developmental initiatives for example as water for household uses, electricity, high-quality roads, and school infrastructure to get better upon the lives of the people in those areas. These areas, not only situated far away

from urban areas but also having few chances for its people to develop. Many of the studies concerning this topic have the opinion that in rural homes it is difficult to do without child labour and usually girls are given many and difficult responsibilities as compared to boys (Odaga & Haneveld, 1995). These researchers continue describing rural areas as characterized by poor rural people who used to send their children into the household domestic labour market in replacement for money. It is in these rural areas where there is a continuing significance of bride price, more than one wife practices and value agreement to marriage and motherhood. All this occurring more often than not in rural areas, discourage the demand for girl schooling. This is different from girl children coming from moneyed or average homes living in urban areas. In such families parents have better lives, with education advancement; they are capable of enrolling their girl children and let them in school longer than those from poorer homes and remote areas. Something to be noted here is that in areas where enrolments are low, the gender gaps in participation are wider Davison & Kanyika, 1992).

2.2.4 Why Does Marginalization Matter?

Why is it, that deprivation or marginalization is thought to be a threat? There is something important here to be considered to the description of being being human. For the citizens who found themselves rigorously involuntarily marginalized or deprived, their humanity is threatened. Charlesworth (2000, p. 60) elaborating about marginalization says, regardless what one is doing occupationally, if it happens that one is marginalized, there is no way he can run the experience of a social context such as a dormant pond in which we have been suffocating, we are the suffocating organisms. There is deficiency of the social conditions that have been making hopefulness and expectation a realistic life strategy. (Charlesworth, 2000, p.60). Following how human being can be affected by the so called marginalization it is thus unethical stay calm without taking action on social marginalization; it is a big social problem, it undermines the essence of humanity. It is important that this problem of marginalization is being worked out within different social institutions; and this should include work, families, religion, and education.

2.2.5 Factors for the Exclusion

Imbalances in a society, need for access to basic services including health services, water for household consumptions education and poverty are issues which place children especially girls at risk; contributing to learning breakdown and segregation. Discrimination resulting from apartheid and economic dispossession has had a very big result on the system of education, and particularly on the learners who face obstacles to learning. Soubhagya Ranjan Padhi (2016), tries to point out troubles in the provision and organization of Education, socio economic aspects which keep learners at the danger zone; curriculum, language and communication, environment and inadequate human resource development as causes of exclusion. He says, there is not help obtainable for the learners who are outer surface the system. The provision and the properties point the inequalities of the apartheid past. Pupils who have once faced obstacles to learning/teaching process have had few chances for quality and best education.

The national curriculum and syllabuses have not been able to meet the requirements of a wide range of different types of learners. Things like poor quality of the learning, curriculum and syllabuses which are not smart may cause marginalization and segregation. In poor places, mainly rural areas, the learning centers are usually hard to rich largely because in education infrastructure are in bad condition or poorly preserved. They are not healthy and dangerous for the learners to proceed with the learning activities. Teaching and learning always take place from first to last via language which is not the first language of many of the learners. This makes the learners at a difficult situation and it always leads to important linguistic problems which add to learning difficulties.

2.3 The Critical Survey of Objectives linked to the Study

According to Agrawal and Ribot study (1983), decentralization means an act whereby the central government grants authority to actors in the lower level and also institutions at lower levels. This is usually possible in a political matters especially administrative issues and territorial hierarchy. Delegating authorities to lower

administrative levels include the creation of a sphere of decision making in which a variety of lower-level administrative units can work out on some autonomy. Barnett *et al.* (1997) explaining the term decentralization he argues that it is a transfer of authority, responsibility, and accountability from central government to local governments so that actors in these local government can have full authority, precisely full autonomy in decision making. Although the term decentralization can obtain various forms as far as the whole concepts is concerned such as devolution, and delegation, but lack of strong relationships of accountability between the actors in the process limits its successes, this is possibly explains the limiting factors to the implementations of BRN programme. Since local authorities are the ones that are more close to people it is easy for them to serve the society from the grassroots. Decentralization of social service delivery is a good way of reaching and involving local citizens in their social developments, as the policy change such as BRN programme.

Galabawa (2001) asserts that in spite of the arguments of achievement of Universal Primary Education (UPE), in 1974, that it managed to ensure that all school children of school age (7-14) to be enrolled in primary school education and succeeding to raise enrolment rates in primary schools education and increasing intake, but the strategy had several disputes like few number of skilled teachers (teachers who are not capable to do their job well), absence of modernism, that is, teachers had been trained from a distance dubbed “the Village-Based Teacher Training programme” (Ishumi, 1984; Malekela, 1984). These were teachers registered as soon as they complete primary education, they are primary school leavers. Funny enough these are teachers who did not perform well in their examination and therefore were not selected to continue with upper classes. They were taken to volunteer to work as teachers in primary schools whereas they underwent distance education in basic curriculum areas. Nevertheless, this is the reason for the stake holders to criticize the way education sector is being operated. This has been a central idea to the criticism. The education stakeholders have been criticizing the government for the declining of education quality of primary education in Tanzania (Malekela, 1984). These

Universal Primary Education (UPE) teachers were being recruited to fulfill the serious scarcity of teachers by that time.

SADC (1998) report, explains that by 1996, it was widely assumed that the remarkable declining in primary education excellence was caused by intense presence of unqualified UPE teachers in schools registered in 1973. Hereafter the performance in Primary School Leaving Examination (PSLE) was not encouraged. The argument here is that the level of qualification of the teachers is correlated to the level of examination performance of the students. This means, the better the teacher's qualification, the better the examination performance of the pupil. General speaking, Universal Primary Education had nothing to celebrate because the principle objective of improving the examination performance of was not succeed and this means the quality of education went on declining. In 1979 the government launched a new education Act (Education Act of 1978) to make education obligatory for every child between the ages of 8 and 14.

The policy therefore managed to increase enrolment from about 71% to 90% (Al-Samarrai and Peasgood, 1998). However, the examination performance rate in Primary School Leaving Examination (PSLE) went on declining. All these happened despite the presence of a number of policies and programmes like the Education Acts, several policy reviews and planed projects articulating the long term vision of the sector of education concluding on the formulation of Education and Training Policy (ETP) in 1995.

According to URT (2001), the Education Sector Development Programme (ESDP) is a programme in education intended to put in practice the different policies aiming to sub sector in Tanzanian education and training policy. The ESDP intervention was made to work at the education sector from previous approaches, the holistic approaches. The main theme of the policy was to make better the education results of the pupils, that is, to make the Primary School Leaving Examination (PSLE) better. ESDP was meant to work out the challenges to all sub sectors of education including

low enrolment, poor quality of education services provided, poor funding, poor payment/motivation to teachers and unprofessional doings/ethics. As an analysis, the ETP had faced some challenges emerged from ongoing socioeconomic reforms in education sector as challenged too from UPE execution such as low quality of teaching force, unsatisfactory teaching and learning resources, poor teaching and learning environment due to overcrowded classrooms, a problem emerged as a result of success in UPE in the light of enrolment. The Primary Education Development Plan (PEDP) was definitely the mainly determined effort, after Universal Primary Education (UPE) drive in 1978, to have an effect on primary education in Tanzania. PEDP went further than the intention of UPE, the major purpose of PEDP was above all concentrated on increasing access. Apart from that principally objective of addressing success, PEDP also aimed at emphasizing on pushing forward the quality of teaching and learning practices, solving the funding issues at the school level, working on the infrastructure problem like classroom buildings, teachers hostels and making corrections or laying down institutional arrangements, making institutions more democratic, transparent and responsible throughout the system. The main concern of PEDP objectives was to look up at the quality of primary education, address the problem of poor education quality by increasing examination performance for the pupils in the PSLE. If at all PEDP was successfully implemented could change the personality of schooling in Tanzania and be of assistance to ensure that all children are able to enjoy their right to education, to quality primary education and therefore better outcome in PSLE (Sumra, 2002).

In spite of the fact that policies/initiatives or programmes formulated to increase primary school enrolment and performance, Education stakeholders continued to witness examination performance in PSLE becoming low. For example the primary school leaving examination results of 2013, 31.8% only out of those who set for the PSLE did pass the examination (Uwezo Tanzania, 2013). According to Bruns et al, (2002) It is as if the increasing number of pupils enrolled quantitative increase in schools outnumbered the resources including funds and teaching materials provided, and worn the quality of education.

Every day education stake holders are heard complaining or showing their concern about the quality of education given to our school children in many primary schools in Tanzania (DFID, 1999, Kuleana, 1999, MOEC, 2001). Then president, Hon. Benjamin W. Mkapa, once confirmed, acknowledged those questioning the low or poor quality of primary school education saying that the quality of education was in trouble, passing in serious problem all the way, especially at primary school level where the performance is very dismal (Mosha, 2000). The poor performance in the PSLE in primary school education, as noticed in education reforms of different reforms for quality education and raised examinations pass rate in PSLE failure, more policies were to be added on education to make sure that there is better learning environment and therefore improving PSLE results (URT, 1998). The ideas that the education stakeholders including the government and policy implementers should go on exerting more efforts on education, came after Tanzania had got on the implementation of Millennium Development Goals (MDGs) and Tanzania Development Vision 2025 accords the main concern to the education sector, which is thought to be essential in bringing social and economic change. Basically, education need to be taken as a planned agent for changing people, agent for makeover and for the design of a well educated country, adequately operationalized with the information that was necessary and needed to proficiently and competitively solve the development problems which encounter the Nation.

In this view, the education system must be transformed and changed in terms of quality with a focus on encouraging inspiration and problems solving problems (URT, 2000). Following the education reform compact signed by the government and a number of development associate and the World Bank, the Big Results Now programme in Education was prepared as a straight forward action-oriented response to sensitive public concern about the quality of education in the country. The Big Results No programme was made to make sure that children in Tanzania primary schools are learning efficiently hence good PSLE performance (Joshi, 2015). Big Results Now policy was adopted as part of its effort to shift the country from a low to

a middle-income economy, starting with the 2013/2014 Financial Year, with support from Development Partners, Following on a model of development that has confirmed to be helpful in Malaysia. This widespread system of development implementation, express as a “fast-track people-centered growth marathon” aimed to be used in a number of precedence areas expressed in the Tanzania National development Vision 2025. These are energy and natural gas, agriculture, water, education and transport and mobilization of resources (TDV, 2025).

2.4 A Survey of the Implementation of Big Results Now programme

The origin of Big Results Now as a policy can be mapped out back to the year 2011 in Malaysia where the Malaysian management established the Government Transformation Programme (URT 2013). This was like a mechanism by the people of Malaysia or the government of Malaysia to work on seven important areas relating to the people of the country. It is important that the key results areas were identified after conducting a wide national investigation to ascertain the Malaysians needs and their most pressing issues.

After the investigation, it was known that the people of Malaysians were having different problems like the rise of crimes, corruption issues increased; the people of Malaysia were also facing the problem of household drinking water. In this regard, the country’s most important results areas which were agreed to be main concern in the implementation of the government changing program were marked as reducing crimes, fighting bribery, improving examination performance for the pupils, also increasing the standards of living of the low-income families. In their programmes the Malaysian people also wanted to make better the remote basic infrastructure and making sure that there is access to clean and treated water for the household uses, also committed to work on the urban public transport, address the cost of living, that is sought to make everyday life better. From there on, the Big Results Now programme spread to a number of countries all over the world. Several countries from Africa were not excluded in this Tanzania being among them. Therefore in 2012 Tanzania placed itself to be among the countries around the World which

purposely and with commitment decided to adopt the Malaysian strategy of solving the key government priorities with the aim of having new ways of doing things under particular timeframe for the outcome delivery (URT, 2013).

The adaptation of Big Results Now programme as a policy or initiative was meant to help our country work or address on the six priority areas of the Tanzanian economy which included energy and natural gas, agriculture, water, education, transport, and mobilization of resources. The performing of the Big Results Now programme in Tanzania started in the 2013/2014 financial year (Nyirenda, 2013). Education sector, which is the focus of this study, is among the six priority sectors chosen in the implementation of the Big Results Now programme in Tanzania as stated above. This means the Ministry of Education and Vocational Training developed nine (9) most important areas of which the BRN programme was to be worked out to improve the quality of basic education thus increasing the pass rates in public primary schools. The implementation of BRN programme included several initiatives including the official school ranking, provision of incentives - school incentive scheme, supporting schools, national reading, writing and arithmetic assessment, reading, writing and arithmetic teacher training, student-teacher enrichment program, basic facilities construction, capital grants, and teacher motivation (Nyirenda, 2013).

Big Results Now programme was predicted to speed up the processes and practices for the improvement of quality of basic education service delivery. It was hoped that if the nine initiatives were implemented in the speed expected, the quality of education in Tanzania would be improved. Nevertheless, the smooth implementation of the Big Results Now programme in education sector is dependent upon the active participation of the education stakeholders including students, parents, teachers, and the government. These stakeholders are anticipated to work hard with commitment in order to have the BRN programme successfully implemented (URT, 2013). The programme has been made with the intention of producing touchable improvements in student learning results at primary education levels in the short term in a bid to become a middle income economy by 2025. With the implementation of BRN

programme, PSLE and CSEE pass rate were expected to rise to 60% (2013), 70% (2014) and 80% (2015), (MoEVT, 2013).

2.4.1 Big Results Now and Teachers Motivation in Teaching

According to Maslow (1968), satisfaction on the basic needs and the desire for higher order needs. That means, satisfaction on the basic needs sets the desire for higher order need necessary for mature human beings. Therefore motivation may affect goals that underlie the involvement or non-involvement in academic matters. (Kleinginna and Kleinginna, 1981). Lugenge (2015), in his study on the assessment of Big Results Now programme in Education effectiveness, noted that almost all teachers who were chosen to be participants and included in this study 50% said that their teaching lives faced several problems including economic hardships. They said the salary they get is not enough to make them survive throughout the whole month since they are paid low despite of the fact that they work very hard. Their arguments went far saying that the low remuneration they used to get is the reason for many people not to be interested with the teaching profession. These voices of teachers give an indicative picture on what is going on in schools. Teachers are faced with a number of problems which contribute to the declining quality of education; the poor working environment especially for those working in rural or remote areas, lack of infrastructure including teachers' houses, low salary and other incentives all of which make teachers get frustrated. Teachers cannot work well while their needs as human being are ignored. If the policy practitioners had to see BRN programme in Education bringing about success, then they had to make sure that teachers' requirements as far as teaching and learning is concerned like remuneration and other different incentives were met. And if teachers will continue to be ignored and neglected then they too will continue to supplement their income, and that will dig a grave for the quality of education in Tanzania. The fact is, teachers struggle to supplement what they get as a salary is one of the sources of low performance in PSLE and low quality education in the nation.

As an addition to the above argument, Alphonse (1993), suggests that much of teachers' time is consumed in things that are irrelevant for the teaching practices including businesses to supplement their income. Thus, it can be pointed that when teachers are not well paid, that is poorly rewarded, not well trained and unsatisfactorily supported for their career development and professional enlargement; they cannot provide their service at the highest level, therefore causing dissatisfaction to the pupils and parents/guardian with school experience. This is not healthy in the teaching profession because sometimes these neglected teachers do not perform properly in their teaching activities because they are not happy with the circumstances in which they do work. Lockheed (1991), asserts that the kind of demoralization teachers face is due to absence of incentives teachers miss from their employer and professional loyalty; and this situation produce weak attendance and unprofessional attitudes towards pupils teaching. This situation is dangerous because in turn it affects teachers' performance academically.

2.4.2 The BRN and Conducive Teaching and Learning Circumstances

School is a center for the implementation of the BRN programme which need schools to be ranked, teachers trained and school incentive scheme. Literature reveals that for the educational programmes including BRN to have positive impact, school as an institution and other factors need to be conducive. Where teaching and learning activities are smoothly carried out, it is obvious that BRN programme can easily be implemented and come up with the intended results. Blaster – Lontos (1992), argues about the importance of a family or parents saying that there is a near consistency between the meanings of education in the part of parents and pupils' learning achievements. If education is believed as a worth in the family and society as a whole, it is very possible that children will be having high learning success. In addition to that, Ubogu (2004), in his research study, came up with results showing that the interaction between parents and teachers enables the two sides to know what their children are encounter in schools and what should be done o solve those problems.

Hixson (2006), in his side speaking of the same relationship or interaction between parents and teachers, he argues that such a situation worth, important because it allows parents and teachers to combine energy to help the children succeed in school. Another important issue which contributes to the quality of education is the environment. Environment is also one of the determinant factors of education quality (Uwezo, 2012). According to Uwezo there are significant differences in pass rates to be found between regions, the same difference is found between districts and between urban and rural areas. In the districts which perform better most of which are those found in urban areas more 8 out of 10 children aged 7-13 years did well the Uwezo numeracy and Kiswahili literacy tests.

Whereas pupils in districts located in urban areas did well the Uwezo tests, the situation is different in those districts located in rural areas where less than 4 out of 10 children of the same age passed the tests. This means that in rural areas which are normally the residents of pastoral communities, education activities are encountered by several problems. School lunch provision is also important to make children understand what they are taught. The essence of this obligatory education is development of small children. To succeed in this, these children should be given food at school, lunch meal which will assist in building healthier bodies and minds. Good examination performance for our kids will be impossible if they continue attending schools, staying there for the whole day without eating. The afternoon meal has been said to have important dimension in the nutrition of children, it nourishes the children's brain. The programme of providing school meal for the pupils is the easiest means for making school going children more nutritious. In fact, the noon meal given to the school going kids do supplements the food these kids get from home diet of the pupils because of its potential value. Some researchers worked out in this noon meal and one of the results from such study .on the impact of noon meal program on primary education revealed that noon meal for school children has several advantages. The study elaborated that primary purpose of food provision in primary education include to reduce dropout rates, promote universal education, and improve nutritional status of children in schools (Rajan and Jayakumar, 2015).

Basically, for pupils to learn comfortably it is important for the pupil to be provided with all the necessary needs as Ubogu (2004) says that lack of important school needs such as learning materials like books and exercises could not provide a stable mind and appropriate environment for the pupils to study. Absence of learning materials may lead to poor pupils' performance in their examinations, may cause poor examination performance for the pupils. Moreover, Karemera (2003), in his study came up with the following results; that performance of the pupils is importantly associated with satisfaction with academic environment at school and also the facilities present. The primary school leaving examination (PSLE) performance could be higher only if the facilities needed or important for the learning to take place are available. Research study evidence from the World Bank adds to the view that significant contributions are made by teaching and learning materials to effective teaching and improve the quality of education (Verspoor Farrel and Heyneman, 1989).

Talking of educational policies like BRN programme, inspection of schools is an important instrument or department of the government in making sure that the implementation of the policy becomes smooth. Inspection department in the local government and the Ministry of Education (MoEVT) in particular need to function well. The government has to finance this essential instrument and important in improving the quality of education in the nation. It has to make sure that the quality of education is in the good standard as required and the performance in schools becomes better. They are the quality assurer. School inspection is widely believed as an important instrument for quality education that will assist the nation to try to win in the over-changing world economy.

It is the form of evaluation, which includes the measurement, testing, and assessment of the education activities in a school system for the aim of progressing the standards and quality of education programme presented (Ololube, 2014). This is to say therefore that school inspection ability is the most important component for teachers' productivities and teacher education also performance and for now to make

sure that the Big Results Now programme functions properly. Referring to different researches one of the important factor for the better quality of Education is the Teachers Qualifications, professionalism. There are substantial variations between primary teacher's profession qualification in the countries that are more developed and advanced as compared to the countries that are just developing such as Tanzania (Mayer, 1960).

Through the use of Big Results Now programme, one of the initiatives put forward was the students teacher enrichment programme (STEP) which was started in Tanzania to bring into line the process of learning and teaching by making the learners get nurtured with their natural environment and use them during the learning progression in a participatory approach therefore motivate creativeness. The prediction about the performance of education, influential leaders have changed and expanded significantly in the last decade, extending far outside the traditional definition of administrative roles. Responsibilities of education leaders now go beyond what individual administrators in schools and districts can be expected to take.

Research studies and most excellent practices show the value of cooperation on shared vision, purposes and work needed to make sure that each pupil learns at high levels (CCSSO, 2008). Insufficient support and unequal resource distribution is another factor blocking development in Education sector. First, there are insufficient distribution of Teaching and Learning materials and unsatisfactory human resource in rural areas. Secondly, a number of teachers have no capacity to train the subjects needed. The enrollment growth led to a scarcity of qualified teachers and has demand lowering qualification thresholds for teachers. This is for the most part true for certain subjects including English, Mathematics, and Science. As a result, a big part of the teacher workforce does not have the capability necessary to teach effectively these necessary lessons. It is obvious that these are the very subjects that troubles most of the pupils, pupils perform lower in these subjects (Senquinty, 1983).

2.5 Pastoralists and education awareness

Although recently levels of demand for education amongst pastoralist communities has increased (Carr-Hill et al. 2005, Heffeman *et al.*, 2001), pastoralist areas experienced low rate of enrolment of girls together with retention, completion and continuity into secondary education. It is obvious therefore that their literacy rate is low compared to boys (Kratli 2000, Maxey 2006). The study conducted in six East African countries found that the rates of primary school enrolment for children in pastoralist communities is significantly lower compared to national average of each of the countries (Carr-Hill *et al*, 2005).

2.6 Theoretical framework of the study

In line with the theoretical literature, this research study was guided by Human Capital theory brought forward by Becker (1964). The theory links education and development. The government's role in giving education service to its people is supported by human capital theory. This theory argues that in order for the citizens of a country to participate in the development activities they need the type of education that will provide them with the necessary knowledge for the purpose of building the human capital. Therefore, developing education mobile schools will be one of the alternative interventions for the provision of basic education to the nomadic pastoral communities.

2.6.1 Human capital theory

Human capital theory which was developed by Becker (1964) was chosen to inform this research study. He argues that when a nation makes an investment in human capital it ends up increasing the output. It is believed generally that education adds value to the individual's well-being following the production skill is concerned. Human Capital Theory contends that education is the same as an investment whereby people invest in it directly or indirectly. The important point here is that, this theory is investing in human beings, individuals is one way of increasing the general economic productivity of the country (Philps & Schweufurth 2014). According to

Becker, Education is thought to be a sound investment at individual and at the level of society.

For children especially pastoral girls from nomadic pastoralist communities, education is needed to transform their living standards and life styles to a better situation. In return these children are supposed to contribute back to wellbeing of their community through labour. By 1960s most of the countries in Africa were attaining their independence and there was a high require for investment in human capital. In Tanzania the government has been motivated to expand its education system in order to increase Country's investment in human capital. The public fund is deliberately spent on education to increase the number of people who are ready to be used as human capital with a reason that education is really an investment (Galabawa, 2001). In 1961 the need to invest in education was the top priority of Tanganyika as the country identified three enemies namely diseases, ignorance and poverty. Generally, the human capital theory governed the planning approaches that were used at that particular period. Therefore in order to attain fast development there was a need to make sure that the majority population in the country gets education (Galabawa, 1998). On the basis of the theory it is argued that when the goal for education is attained, there is enhancement of the development.

Contrary to the expectations, formal education has failed to reach the pastoralists children and hence low enrollment has been the case due to their socio economic life style. However mobile schools as non-formal kind of education are aimed at filling this service gap, enhancing access to education of the pastoralist child. On the other hand, the government has emphasized that primary education is obligatory for all children with the age of seven years through increase enrolment, speed expansion of schools and removal of racial segregation in education provision. Unless the marginalized Barbaig/pastoralist community is able to have access to education, it cannot be able to participate in development. Therefore, this particular research aimed at exploring the effects of BRN programme on the examination performance of marginalized pastoral girls in selected primary schools of Mvomero District.

2.6.2 Strength of Human Capital Theory

The strength of Human capital theory lies on its arguments that education is the best tool to the developing countries at individual and societal level. The acquired knowledge and skills throughout the investment of human resource can be witnessed in provision of certain goods and services (Romer 1990 cited in Ngugi, 2013). East Asian Countries such as Taiwan, Singapore, Korea and Hong Kong have achieved the highest level of economic growth while investing a lot in education. Moreover, education is viewed as an investment in human capital, if the part of the community is educated then the whole community will benefit from it as well. Human capital is viewed as critical input of research, innovations and development activities hence technological advancements in the economic growth and development process. According to Human capital theory, education is considered as an input to create new technology and new products. Moreover, education increases chances of individuals to be employed in the labour market (Temba *et al* 2013).

2.6.3 Weaknesses of Human Capital Theory

The weakness of human capital theory focuses on the problem of establishing cause and effects. If an individual earns high income, the tendency is that, this is the direct correlation to their productivity and their education. The other contributing factor could be efforts of their own family and personal connection. Many developing countries like South Africa normally spend highest amount of their government budget on education than many developed counties. Most of these countries which have highly invested in education suffer from the problem of unemployment and low or negative rate of growth (Philips & Schweufurth, 2001). Therefore this study could not establish the exact contributions of BRN programme to human capital.

The other short comings of human capital theory include the fact that main purpose of school is not to instill the requisite skills for productivity but rather the measure often through examination between phases of the system, because the examination systems consider the winners and leave the weaker candidates out of the race (Philips & Schweufurth, 2004). Another critic of human capital theory comes in form of what

Ronald Dorce called the “diploma disease.” That is, when the highest population in the country has a particular qualification much of its qualification loses and no longer guarantees a good job. Therefore, this could not guarantee BRN programme as the only contributing factor to the economic wellbeing of the nomadic pastoral communities.

2.7 The Critical Analysis of Empirical literature

This part of literature comprises the reviews from previous relating studies on Education in Marginalized Pastoral communities and the effects of BRN program in addressing the problem for the purpose of obtaining knowledge that will help to investigate the area which is not covered well with the previous studies. So the intended review will provide remarks on how to address the objectives of this study. Sigala (2015), from his research study on teachers’ perceptions of the implementation of the BRN programme realized a number of challenges concerning BRN programme implementation in the education sector. Following this, it is suggested that teachers have to be well educated on the objectives of implementing the BRN programme in the education sector of Tanzania. The research study showed that many teachers were not aware of the objectives of the BRN programme. And since teachers are the important people in the implementation of BRN programme; they had to be incentivized, should be moralized. For example this could be done by settling their salaries on time and give them a variety of motivation packages which could be houses for accommodation, hardship allowances purposely for those who work in schools located in rural or remote areas far from social services. Likewise, Lugenge (2015), summarizing his work on effectiveness of BRN programme in primary school leaving examinations performance which he did in Njombe district, he informed that BRN programme was predicted by all educational stake holders to bring as good results as possible in PSLE performance in Njombe district; but what happened was the opposite of the peoples’ expectations. There are a number of factors behind the failure of BRN programme; including lack of teaching and learning resources, motivation for teachers, the top down approach planning strategy, student and parents or guardian characteristics, home environment and

generally the school teaching and learning environment. This means that there are factors which contribute to low or declining PSLE performance despite the BRN programme implementation.

Galabawa (2001), argues that the academic performance of pupils in schools is highly dependent upon those who teaches them; the teachers who are the key apparatus for making change and improvement in the teaching and learning practices. This means, when there is a policy/programme or initiative established in the sector of education, the successful implementation of that particular policy will importantly depend on how the teachers who are the key in the implementation of that programme perceived the introduced policy or programme. The reason behind is that, in most cases, the teacher is involved directly in implementing that particular policy/initiatives or programme. Thus if the teacher receives the programme optimistically, then that programme will finely and successfully be implemented (Mosha, 2006). But if it happens that this same teacher receives the programme negatively, if the teacher perceive with negative attitude towards the introduced initiative or policy concerning education sector, the implementation of that programme or initiative is likely to face problems/challenges.

At the international level, Ladd (2009) scrutinized teachers' perceptions of theory working conditions in the United States of America. The results of this research study realized that the real outcome measures assisted to at least show the strengths and weaknesses in the use of teacher survey data for knowing outcomes of programme interest. However, what Ladd did was not similar to the current research studies because his study did not target on teachers' perceptions of the government transformation programme in education sector. Again Ifanti (2011) conducted a research study on how teachers perceive professionalism and professionalism development. The main objective of that particular research study was to discover the concept of teachers' professionalism and professional development by investigating the views of teachers, the in service teachers.

He realized that the teachers were notified with the issues of professionalism and sought to enhance their professional development. Moreover, Jekayinfa (2011), carried out a research study on how teachers perceive the social study education in Nigerian secondary schools. The outcome showed that the way teachers perceive teachers' on social studies education were about to vary ; whereas many of the teachers perceived social studies as citizenship education and social science, few perceived it as reflective inquiry.

Additionally, Mbuti, Masinda and Makewa (2012), in their study on how teachers perceive selected leadership qualities of their own head teachers in Tanzania. The major point to be achieved from this study was to check how teachers evaluated selected leadership characteristics of their head teachers of private schools. The results of the study showed that their head teachers practiced instructional leadership, appropriate communication systems and decision making procedures, democratic leadership, autocratic leadership and some degree of laissez-faire leadership. Nevertheless, this research study was different from the present researches because it did not give attention on how teachers perceived the implementation of programme in education sector, like The BRN initiative in Tanzanian education sector.

Also, Adeyemo (2011) carried out a research study about the effect of teachers' perceptions and students' perceptions of physics classroom learning environment on their academic achievement in Nigeria. The major theme of this research study was to examine the effect of teachers' and students' perceptions of physics classroom learning circumstances and how it lowered down their success in physics. The results showed that teachers' and students' perceptions did affect the students' academic success. Nevertheless, this individual study did not focus on teachers' perceptions of transformation policy and programme in education sector, which was the focal point of the current study. Having realized the importance of teachers' responsibility in implementing educational policies, initiatives or programmes, importance of stakeholders involvement in any educational program and since the previous researches portrays negativity in the success of most educational programs, then it is

important to investigate the effects of the BRN policy in the marginalized societies of the education sector of Tanzania in order to fill the gap of knowledge.

2.8 Summary of Chapter Two and Research gap

Regarding the the perspective of empirical studies, knowledge gap indicates that most of previous studies have been conducted to investigate teachers' perceptions of different education initiatives, policies or programmes in Tanzania and other areas around the World. Nevertheless, a good number of studies on BRN programme came up with perception of teachers on the implementation of the Big Results Now programme in Tanzania education Sector (like Nimrod Sigala, 2015) and very few studies came up with the investigation on the effectiveness of BRN programme (like Mario Israel Lugenge, 2015). In spite of the initiatives of the government to introduce new strategies in each educational programme including the BRN, still findings of different studies, show that BRN programme implementation in Tanzanian education sector is realizes a many challenges that need to be worked out. The implication of all this is that it is very essential for the government and policy makers to work on the problems if the educational policies, programmes and initiatives introduced, aiming at improving Tanzanian education have to be successfully implemented and achieve their objectives. That will also help to erase the mixed opinions following the implementation of the BRN programme in Tanzanian education sector.

Whereas Nyirenda (2013), joins with many stakeholders who believe on the researchers' works that little has been achieved since BRN programme started, others particularly those in power, had articulated hopefulness that the implementation of the programme could come up in the improvement of the education quality (URT, 2013). This drives the researcher of this study to a step further to assess the relevance of BRN programme in marginalized pastoral communities, aiming at making the BRN program and other initiatives work for the marginalized pastoral communities. Specifically, the study sought to fill those gaps of knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section puts forward the methodology that was used to investigate the effects of BRN programme on the examination performance of pastoral girls in selected primary schools of Mvomero District Council. It comprises of research study design, research study area, population, sample and sampling procedure, instruments used, validity and reliability and data scrutiny.

3.2 Research Design

According to Mbogo *et al* (2012), a research design is a plan for collecting and utilizing data so that the desired information can be obtained with sufficient precision or hypothesis and tested properly. It is the science of planning procedure for conducting studies so as to get the most valid findings. It specifies conditions and optimum research procedures to be followed in conducting a research study. According to Kothari (2004) a research design refers to the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance data with research purpose. Furthermore research design is described as a road map that determines the best way to reach the destination; it is the conceptual structure within the conducted research. It constitutes a blueprint for the collection, measurement and analysis of data.

In this research study, a cross-sectional, case study design was utilized to explore the effects of the BRN program in marginalized pastoral communities living in Mvomero district council. Since the study is limited from the geographical boundaries of Mvomero District, in assessing the implementation of BRN programme within the lens of the socio-economic profiles of the educational systems; the gendered effects of policy changes in educational systems; as well as the effects of policy change in schools enrollment and retention, the choice of the case

study design helped to collect enough information on a topic under study as well as to discover ideas and insights about the research problem due to its flexibility.

3.3 Study Area

Mbogo *et al* (2012), comments that the researcher has to indicate the actual areas which can be reached during field data collection as not all the areas can be reached due to various limitations. Msabila and Nalaila (2013), suggest that before a researcher embarks on the execution of the research project, it is important that he describes or indicate not only geographical boundaries but also convincing reasons for selecting that particular area.

In terms of geographical area, the study was conducted at Mvomero District, which is one among the nine (9) districts in Morogoro Region, created by splitting the former Morogoro District. Mvomero district is located at latitude 06° 26' South and longitude 37° 32' East. It borders Handeni district in the North, Bagamoyo district in the East, Kilosa district in the West, Morogoro Rural and Morogoro Urban (Municipality) in the south. The total area is 7,325 square kilometers and the population size of 312,109 according to the census of 2012, whereby males are 154,843 and females are 157,266. It comprises of only three centers termed as town areas namely Mzumbe, Mvomero and most areas around Turiani. The rest are areas found in rural or remote areas where the marginalized pastoral communities live. This study will be conducted in 3 different wards namely Mkindo Lubungu and Dakawa.

The reasons for choosing this district stems from the facts that Mvomero is one of the districts that half of its population is characterized by marginalized pastoral communities therefore it was easy to collect the intended information in line with: The socio economic characteristics of the schools in which marginalized nomadic-pastoral girls study; the successful factors for the BRN programme implementation in primary schools where marginalized pastoral girls are found; the emerged challenges for the implementation of the BRN programme; as well as the

examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme. The collection of data from this district, made the research findings meaningful.

In this study, the unit of analysis was primary schools where marginalized nomadic-pastoral girls are found. The rationale of choosing those schools stems from the fact that a relative less number of marginalized pastoral girls than boys have been found in those schools before the implementation of the BRN programme, as such it would be easy to identify the gendered effects of BRN programme in pastoral girls enrollment and retention in those primary schools located at Mvomero District. Moreover, the study relied on data obtained during the implementation of BRN programme from 2013/14 to 2015/16. As such, the time frame for the study was three years. Equally important, the reliance of methodology for pre-empting the unknown revolves from the utilization of the cross-sectional, case study research design, in which the qualitative sequential quantitative mixed research approach was used. The rationale of choosing them stems from the nature of the research questions.

3.4 Study Population

According to Mugenda (2003), study population refers to entire set of individual on which the researcher findings are made. Population is an entire group of individual who have one or more events or objects having common characteristics for being researched. Also, Kombo and Tomp (2006), perceive the study population as a group of individuals, objects or items from which samples are taken for measurements. The target population, on the other hand, is the population for whom the findings will be generalized or for which information is desired. The target population for this study was 927 study participants. These included key educational officers from Mvomero district H/Q, teachers, primary schools pastoral girls, as well as the pastoralist communities.

3.5 Sample size and sampling techniques

A sample is a small proportion of population selected for observations and analysis (Omary, 2011). A sample size can also be defined as a small portion that presents a whole population (Kothari, 2009). Bailey (1998) defines sample as a group of hopefully representative of the population intended to study and from which one derives generalization about the population. A sample should be a representative of a wider population implied. There are many criteria that are used in determining the size of the sample; they include population variability, time for the study, purpose of the study, research approach, methods used and availability of respondents as well as financial resources (Huysamen, 1991). In this study, a sample size of 120 study participants was selected. This included 12 officials from education department and educational inspectors at Mvomero H/Q, 24 teachers from three selected primary schools in Mvomero district, and 24 parents or guardians from the households in which the pastoral girls students come from, 48 nomadic-pastoral girls students studying from schools located in the pastoral communities as well as 12 key informants.

3.6 Sampling Techniques

Mugenda and Mugenda (2003) contends that sampling is a process of selecting a number of individual for a study in such a way that individual selected represent the large group from where they are selected. Also sampling is a procedure in which a researcher decides about the technique to be used in selecting the items for the sample Kothari (1990). In conducting this research two techniques were applied; the purposive sampling and randomly sampling.

3.6.1 Purposive sampling

Purposive samplings involve picking unit most relevant or knowledgeable in the subject matter, and study it (Omary, 2011). In purposive sampling researcher intentionally select individuals and sites to learn or understand the central phenomena (Creswell, 2005). It is the method used purposely to pick up the people

whom the researcher think and regards to have adequate knowledge of the available information regarding the nature of the target group or population and the important feature which can be used to make a close judgment on research (Kothari, 1999). Purposive sampling was used to select 12 respondents from Education department and educational inspectors at Mvomero H/Q who were interviewed by using the data collection tool known as interview schedules which composed of only seven questions which aimed at pre-empting the unknown.

3.6.2 Stratified random sampling

From the given strata composed of teachers, parents or guardians from the households in the pastoral girls students, as well as the nomadic-pastoral girls students studying from schools located in the pastoral communities, simple randomly sampling technique was employed in each strata to get 24 teachers, and 24 pastoral girls parents or guardians, as well as 48 nomadic-pastoral girls students studying from schools located in the pastoral communities.

Table 3.1: Summary of the population of the selected sample

S/N	Type of respondents	Total population	The sample size	Technique for choosing the sample
1	Education officers/inspectors	20	12	Purposive Sampling
2	Teachers	221	24	Simple random Sampling
3	Pastoral parents/guardians	200	24	Simple random sampling
4	Pastoral girls students	486	48	Simple Random sampling
5.	Key Informants	12	12	Purposive sampling
	Total	927	108	

Source: Fieldwork planning, (2017)

3.7 Data collection methods and research instruments

In collecting data, the study utilized both primary and secondary data collection methods. Primary data sources are information gathered directly from the field surveys (Mbogo *et al.*, 2012). In this study primary data was obtained data from the field through questionnaires and interviews. Secondary data is information gathered from other previous studies, e.g. published material and information from internal sources such as raw data and unpublished summaries. Under this study secondary

data collection method were used to obtain information from various documents through the documentary review.

3.7.1 Questionnaires

Mbogo *et al.* (2012) defines questionnaire as a data collection tool in which written questions are presented that are to be answered by respondents in written form. Questionnaires are instruments of data collection that consists of predetermined and structured questions given to the subject to respond in writing. According to Remenyi (2011), questionnaire is the tool for collecting and recording information about a particular issue of interest. It is usually made up of a list of questions, but should also include clear instructions and space for answers or administrative details. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires are completed. With written questionnaires large sample were handled at a time, and it cost less, free from interviewer bias and gave interviewee adequate time to respond to the questions asked. In this study, the researcher utilized both open and closed questionnaires which were prepared in English and Swahili languages.

3.7.2 Interviews

Interview is the type of data collection which involves presentation of oral-verbal stimuli and reply in terms of oral- verbal responses (Kothari, 2004). Mbogo *et al* (2012) defines interview as a data collection technique that involves oral questioning of respondents, either individually or as a group. Brynard and Hanekom (1997:23) states, using interviews as a method to collect data gives the researcher an opportunity to ask the interviewees questions directly. Semi-structured interviews create an opportunity for the researcher to gain clarity through asking follow-up questions based on the answers received from the interviewees (Brynard & Hanekom, 1997). Some of the information was collected though this tool, the interview. Structured interview will be prepared to gather information from the

households from the pastoral communities who are the key informants in this research. This tool however was used to solicit information, views and opinion from the respondents who faced difficulties in completing the questionnaires.

3.8 Ethical Issues

Dawson (2007) argues that as a researcher of a particular research study one must be aware that the study process may interfere on the life of the people, some of these people who participate in a research may be at risk because of their different age, social classes or position of powerlessness. According to Potton (1998), the ethical part of research concerned can be observed by making the respondents to be informed, observing their right to privacy, protecting them from harm physically or emotionally when asking questions and reporting findings. The researcher of this study therefore observed all the ethical issues and every precaution needed during the process of collecting data. As part of precaution over ethical issues, the researcher ensured that acquired a permission legitimized by a written letter from the respective authority of Mzumbe University to undertake the study. The researcher also ensured confidentiality, respect and cultural norms during all data collection period at the study area. This was made so as to avoid conflict which would have negative impacts during the research process.

3.9 Data Analysis

According to Kothari (2004), data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. The primary purpose of data analysis is to ultimately assimilate evidence to provide answers to hypotheses or research questions. With regard to data handling, coding, capturing and analysis, the procedures and techniques developed by well established qualitative research studies were followed. The actual process adopted for the collections and analysis of primary data obtained from the interviews and questionnaires followed by the established and traditional techniques and modified accordingly to suit the nature and context of the problem under examination in this study. The data from interview guide were analysed qualitatively and presentation

and interpretations of the findings were represented through a phenomenological inquiry. Also some statistics like percentages, graphs, frequencies and tables were applied.

3.10 Validity and Reliability

Validity in a research means the degree of which the instrument can provide accurate data as required by the research and this usually known as validity of research instrument. This is one of the important aspects that should be addressed in research studies (Msabila and Nalaila, 2013). Validity is the effectiveness or success of an instrument in measuring the specific property which it intends to measure (Krishnaswami, 1993). It is the accuracy and truth of the data and findings that are produced.

In this study, I ensured validity and reliability by the pre testing and pilot testing. Reliability of research instrument is the measure of the degree or extent to which a research instrument yields consistent results of data after repeated trials. Likewise, to ensure reliability of data in this research, I made sure that there is no random error that occurred, and strived to avoid ambiguous instructions to the subjects and made sure that no bias when interviewing.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This particular chapter addresses the findings with discussion as drawn from the research study that explores the effects of BRN programme on the examination performance of pastoral girls in selected primary schools of Mvomero District Council. Primary schools located in the pastoral communities were used as a component of analysis so as to generate knowledge in line with the study's objectives as declared in the first chapter. Five categories of the study participants were approached. These include; 48 nomadic-pastoral girls students pursuing their studies in those selected primary schools; 24 teachers teaching those nomadic-pastoral girls students, 24 pastoral girls parents/guardians, 12 education officers/supervisors in Mvomero district, as well as 12 key informants who supplemented data for this study. The key informants included 2 expertise related to the implementation of an educational policy, 2 officials working with NGOs advocating policy problem linked to education, 2 religious leaders, 2 famous leaders at the district level, as well as two government leaders from Ministry level working in Education Sector.

The presentation and scrutiny of information is organised under the following six sections: Section 4.1 as an introduction to the chapter; Section 4.2 marks out the social demographic characteristics of the participants of the research study; Section 4.3 examines the contributions of socio-economic characteristics of the schools which implemented BRN programme on examination performance of nomadic-pastoral girls, Section 4.4 assesses the contributions of the gendered effects of BRN programme in terms of enrollment and retention in primary schools on the examination performance of pastoral girls, Section 4.5 measure the examination performance of schools nurturing pastoral girls before and after the implementation of BRN programme, and the last part, Section 4.6 offers the summary of the chapter in line with the study's objectives as given in chapter One.

4.2 The Social Demographic characteristics of the Study Participants

Despite the fact that the earlier sample size of the study proposed was 120 people; but at the end of my field survey, a total of valid research study participants for analysis were 116. The other 4 were discarded as ‘spoilt’ for a number of reasons including the respondents themselves not willing to continue cooperating with the researcher in the survey and the purposeful misinformation by the respondents who said they could work in the interview questions on their own. The four (4) discarded observations came from the key respondents. In this study two variables were used to know the socio-demographic characteristics of the respondents which include age and education. Whereas age was used to analyse an active respondent’s stratum for policy adoption, education level was used to realize how the implementation of BRN programme is influenced by the level of education. Table 4.1 shows the socio-demographic characteristics of the respondents.

Table 4.1: Socio-Demographic Characteristics of Respondents **N=108**

Age	Frequency	Percent
11-20	48	44.4
21-30	26	24.1
31-40	23	21.3
41-50	7	6.5
51 and above	4	3.7
Total	108	100
Education		
Non formal education	19	17.6
Primary school	53	49.1
Secondary school	6	5.5
College	25	23.2
University	5	4.6
Total	108	100

Source: Survey data, 2017.

The mean age of participants was 16 years and the median of same respondents was 34. The age ranged between 12 to about 53 years. Table 4.1 shows the socio-demographic characteristics of the respondents. The results in Table 4.1 shows that a relative high proportion 89 (82.4%) of the study participants had attained at least primary education. Literally, these findings show that the sample is fairly educated.

With the relative high level of knowledge among the study participants with exceptions of parents/guardians of pastoral girls; the study predicts how difficult it is for heads of school to engage nomadic-pastoral parents/guardians in the implementation of BRN programme in their school settings. With the relative low level of parental education, it is possibly that the performance of pastoral girls would reflect their parental background. Indeed, it is not a surprising finding considering the Tanzania Census report (2012), which shows that although women and girls make a relative high number of rural populations compared to men, they possess low level of literacy.

The results in Table 4.1 illustrate also that there was a high proportion, forty eight (44.4%) of the respondents were at the age of 11 and 20. Likewise, twenty six (24.1%) of the respondents were at the age of 21 and 30. In addition, twenty three (21.3%) of the respondents were at the age of 31 and 40. In other words, ninety seven (89.8%) out of 108 study participants were at the age of 11 and 40. This age group is the most social active age group. Evidently, it is this group in the local community that is expected to bring changes in the local settings. The high frequency in the research work foresees active strata for bringing either change of the society if educational empowerment would be implemented effectively with the BRN programme. Socially and economically empowered pastoral community would be able to participate in the development discourses including the implementation of BRN programme.

4.3 The Socio economic features of schools implementing BRN programme

The first objective of this study examined the contributions of BRN programme on socio-economic profiles of the pastoral schools within the lens of improving the examination performance of marginalized nomadic-pastoral girls. To achieve this objective, two issues were raised: The profiles of pastoral schools implementing the BRN programmes, awareness of BRN programme and its effects in those schools.

4.3.1 The profiles of pastoral schools implementing the BRN programmes

According to the research findings, almost all surveyed pastoral schools that implement BRN programme in marginalized nomadic-pastoral communities were located always far from the district H/Q. Due to the remoteness from the district H/Q and the underdevelopment of areas proximal to those schools, many young teachers refuse to work in those areas. The schools were also characterized by poor infrastructure such as buildings, lack of desks, learning materials as well as poor motivation to teachers. It was thought that the implementation of BRN programme would make some differences to those observed challenges. However, the situation has never been the case. One among the parents from the pastoral community had this to say during an interview: *“Mh! It is not that we are refusing to send our children to school but we are afraid to let our children walk alone to school because the schools are far from here where we live”* (A nomadic-pastoral parent aged about 42 years).

Another parent lamented that: *“Ah! Although the government quite often tries to reach us, it is not possible to reach the government roles because during summer we used to move to the interior part of our areas to search for pasture to graze our animal”* (A nomadic-pastoral parent aged about 33 years).

Another guardian asserted that: *“Even in the schools themselves teachers are always absent”* A nomadic-pastoral parent aged about 23 years.

Generally, all of the surveyed schools in the pastoral communities were found to be not good avenues to foster learning and teaching. However, despite all those challenges a number of teachers were found teaching in those localities and bringing the desired learning outcomes, though with some discrepancies.

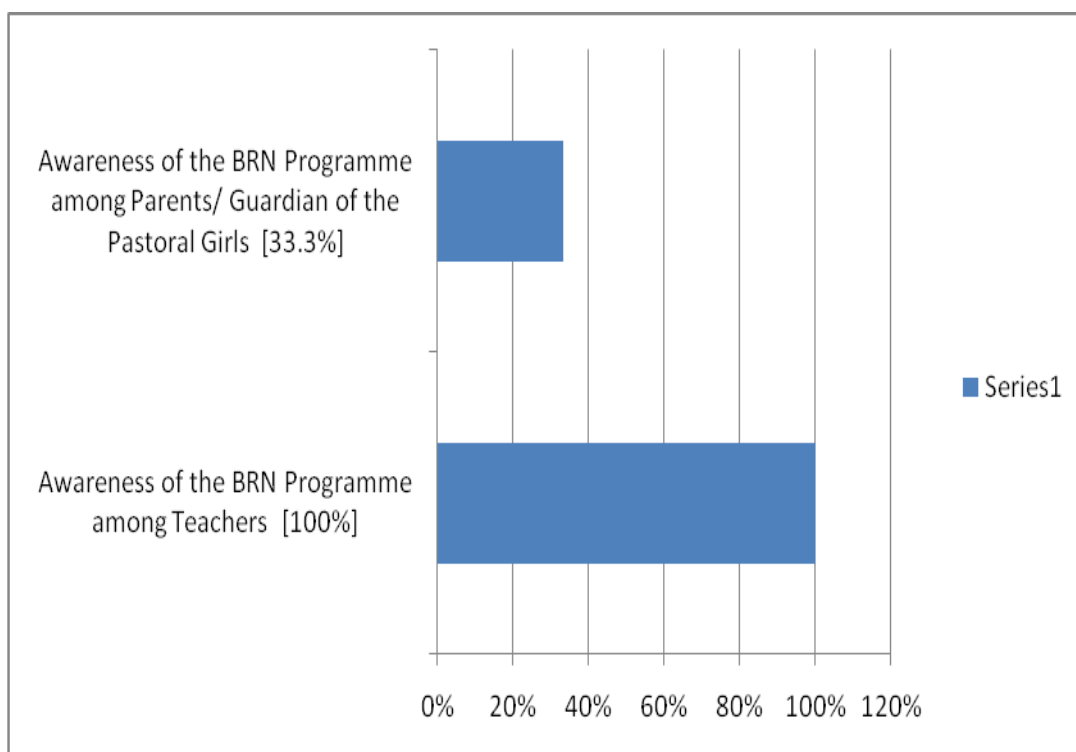
4.3.2 The Awareness of the BRN programmes and its effects in pastoral schools

Figure 4.1 demonstrate respondents' responses to that question. As it is in Figure 4.1, less than a half, 8 (33.3%) out of 24 guardians of school girls from pastoral communities said that they were not aware of the BRN programme whereas 24

teachers (100%) agreed to be aware of the BRN programme. This can obviously be explained by the fact that teachers particularly those who work in rural areas occupied by the pastoral communities are well informed in terms of not only basic knowledge but also have been socialized within the education lens to understand several issues linked with the educational agendas in the rural settings. These observations are also linked with the findings in section 4.2 of this study which shows that 19 (82.4%) out of 25 parents/ guardians from nomadic-pastoralist communities had never attained formal education.

With the relative low level of knowledge among the nomadic-pastoralists community; the study predicts how difficult it is for heads of school to engage nomadic-pastoral parents/guardians in the implementation of BRN programme in their school settings.

Figure 4.1: Awareness of the BRN Programme in the Pastoral Schools N=50



Source: Field Survey Data, 2017

Further, the study participants (teachers and parents/guardians) reported that the implementation of BRN programme offered mixed results from the problem of premature departure from primary school especially for girls' students coming from pastoral societies. In general, the study realized a significant rise of academic performance in almost all schools of Mvomero district. However, the desired targets prescribed by BRN programme at the district level were not reached. While positive effects had been realized through strategic initiatives such as schools feeding programmes, community involvement in schools affair such as parental contributions and CSOs support such as CDTFN, Care International and others, increase in students' enrollment, as well as provision of training for heads of schools and teachers who coordinate the 3Rs (Reading, Writing and Counting), some negative effects were pronounced.

For example, due to lack of specific funds for financing BRN, coordination of the established standard two and six primary examination fueled several challenges at schools and within the district level. The set ups of those examinations were conducted at the Ministerial level, however, each district council or municipal was supposed to finance and coordinate the examinations in some ways. At the end the results were sent to the Ministry. Apart from that, the BRN programme failed to implement some strategies including school incentive scheme and motivation to the teachers who were willing to utilize extra hours, providing remedial education and thus recognize good performance of pastoral students in PSLE.

4.4 The gendered effects of BRN programme in pastoral girls

The objective number two of this study acknowledged the gendered effects of BRN programme in the light of enrollment in those primary schools on the examination performance of those in pastoral girls in Mvomero District. To achieve this objective, the study analysed the enrollment of pastoral girls from those selected primary schools before and after the implementation of BRN. The essence was to assess whether BRN programme as a policy change had significantly contributed to raising

not only the number of pastoral girls students enrolled in those schools but also their retention in the schools systems.

4.4.1 The Trend of enrollment of pastoral girls before and After BRN execution

Table 4.2: The Students' Enrollment before BRN implementation

School	2010			2011			2012		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Lubungo	16	21	37	28	31	59	28	26	54
Kambala	32	26	58	41	37	78	30	22	52
W/Luhindo	22	11	33	13	9	22	25	21	46

Source: Field data – May 2017

As can be seen from Table 4.2, there has been some improvement in general enrollment rate even before the implementation of the BRN programme. One striking observation, however, was a significant raise of enrollment from for example 21, 26 and 11 in the year 2010 at Lubungo, Kambala and Wami Luhindo to 31, 37 and 9 in the year 2011 at those respective schools (refer the doubling effect realized in Table 4.2).

Table 4.3: The Students' Enrollment after BRN implementation

School	2013			2014			2015		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Lubungo	19	15	26	26	25	51	17	36	53
Kambala	25	26	51	37	44	81	54	70	124
W/Luhindo	31	38	69	47	51	98	48	62	110

Source: Field data – May 2017

As can be revealed from Table 4.3, there has been some improvement in general enrollment rate after the implementation of the BRN programme. This is evidenced with a significant raise of enrollment from for example 26, 44 and 70 in Kambala primary school from 2013, 2014 as well as 2015 respectively.

4.5 Comparing the Examination performances of Nomadic-Pastoral schools

The third objective of this study measured the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN

programme in selected primary schools of Mvomero District Council. To achieve this objective, the study compared the Primary School Leaving Education (PSLE) performance before and after BRN implementation from three selected primary schools.

4.5.1 The PSLE performance before and after BRN execution

The following section compares the Primary School Leaving Examination (PSLE) performance before and after BRN programme implementation from three selected primary schools. The schools are Lubungo, Kambala and Wami Luhindo. Table 4.4 provides respondents responses.

Table 4.4: The PSLE performance before and after BRN implementation

School	Before BRN implementation			After BRN implementation		
	2010	2011	2012	2013	2014	2015
Lubungo	31	43	58	54	66	50
Kambala	20	48	56	56	51	41
W/Luhindo	30	40	59	64	52	50

Source: Field data - May 2017

The results shown in Table 4.4 illustrates that what was expected by stakeholders in education that BRN programme would help girls from marginalized pastoral communities were not reached in spite of the implementation of BRN programme. If we were to draw a graph of the PSLE results, it would not go up consistently. This is because the performance rate in percentage before and after the implementation of BRN programme in Mvomero, particularly in those schools teaching pastoral girls, would be scattered. As for the Mvomero District has also not yet brought the changes as to the expectations of the people especially the stakeholders of our education who want to see the quality of education improving every now and then. The data in Table 4.1 shown above exemplify this truth, PSLE results was even better before BRN programme, that is, during the years 2010/2011 to 2011/2012.

It is puzzling that during BRN programme implementation, PSLE was going up and down. The collected data in Table 4.1 shows vividly that the BRN programme as an initiative to improve the education quality; had not been attained because it has not

reached the goals set by government in reaching 60% (2013), 70% (2014) and 80% (2015) respectively in Mvomero District. Answering the researcher's question on whether or not BRN programme has improved performance of pastoral girls in the PSLE, one teacher from the visited schools had these words to say:

“The way BRN programme had been implemented, it is as if something minor but the fact is, it had to be big and important for the improvement of PSLE results. This is the reason why people have been thinking that BRN programme is a special agenda brought about by politicians just like they always do to make people believe in them and vote for them. It is a kind of play by those who are in power. We are saying this because teachers are the key implementers of all educational policies or initiatives; but why is it that we are always ignored when comes the issue of policy formulation and implementation as it happened in BRN programme?” (A male teacher aged about 44 years, May 2017)

The arguments of the teacher above imply that it may be essential to understand that BRN programme or policy did not bring about the expected outcome for pastoral girls in Mvomero District because since teachers regard BRN programme as a strategy of those in power to win their voters by making them believe that they are working. Teachers' arguments here is that they were ignored, they were not informed from the very beginning on this programme especially how to perfectly implement the programme, the resources to be used and how they would be guaranteed that all that were promised would be executed. All they wanted was to be involved in the planning. Therefore the BRN programme implementation was considered by these teachers as unfamiliar to them because it was presented to them from the top as the government always does. According to these teachers BRN programme could have been brought better results in PSLE and succeed in improving the quality of education if they were involved from the very previous stages of BRN programme planning; this would also made the teachers feel as part and parcel of BRN programme as a result the implementation would be received seriously. This is to say that there was a need for BRN programme to be bottom up orientated so that every stake holder in its implementation would have been set well by the implementers of the BRN programme. Additionally another teacher from one of the surveyed schools had the following to say:

“It is puzzling that BRN programme initiative focus more on only three subjects namely Mathematics, Kiswahili and English. I am nervous that the concern and priority is put on these subjects that are the only ones that teachers have been trained to teach leaving many other subjects. Moreover, it is annoying that we teachers were not involved in the planning of BRN programme. None of us was included although we are the key implementers at this lower level. Our involvement in planning educational policies is not obvious and this is the main reason why most of educational policies and programmes do fail. This would also be the reason why BRN programme did not come up with what people expected, did not produce the predicted results in PSLE” (May,2017). (A female teacher aged about 28 years, May 2017)

4.6 Summary of Chapter Four

Chapter four explored the effects of BRN programme on the examination performance of pastoral girls in selected primary schools of Mvomero District Council. Specifically, the chapter highlighted the socio-economic activities of the study participants linked with the study’s objectives. The chapter found several contributions of BRN programme on socio-economic profiles of the pastoral schools within the lens of improving the examination performance of marginalized nomadic-pastoral girls as shown in section 4.3. Also, the chapter went further to identify the gendered effects of BRN programme in terms of enrollment in those primary schools on the examination performance of pastoral girls at Mvomero District in section 4.4. While the retention of those girls have been explained to exist from the established feeding programmes in schools. The last part, section 4.5 measures the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme in selected primary schools of Mvomero District Council.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATIONS

5.1 Introduction

Chapter five gives a summary of the research study main findings, conclusions, recommendations and suggestion for further research study in the area of BRN programme.

5.2 Summary of the Research Study

The study make use of the descriptive case study design, carried out through the use of both qualitative and quantitative approaches to research in Mvomero District, Morogoro region in 2017 to explore the effects of BRN programme on the examination performance of pastoral girls in selected primary schools of Mvomero District.

In this research data was collected by both primary and secondary sources. Questionnaires, face to face, interview schedules and focus group discussion guide are the instruments that were used to collect primary data. Secondary data was collected from different sources that include Mvomero District H/Q and the selected research schools. A total of 120 research study participants were utilized in this study. The study used descriptive analysis of primary data by using the SPSS, and secondary data analysis. The summary of the key research study findings are as follows:

5.2.1 The Socio-economic Features of the schools implementing BRN Programme

The first objective of this study examined the contributions of BRN programme on socio-economic profiles of the pastoral schools within the lens of improving the examination performance of marginalized nomadic-pastoral girls. To achieve this

objective, two issues were raised: The profiles of pastoral schools implementing the BRN programmes, awareness of BRN programme and its effects in those schools.

According to the research findings, almost all surveyed pastoral schools that implemented BRN programme in marginalized nomadic-pastoral communities were located far from the district H/Q. Due to the remoteness from the district H/Q and the underdevelopment of areas proximal to those schools, many young teachers refuse to work in those areas. The schools were also characterized by poor infrastructures such as buildings, lack of desks, learning materials as well as poor motivation to teachers. It was thought that the implementation of BRN programme would make some differences to those observed challenges. However, the situation has never been the case. Generally, all of the surveyed schools in the pastoral communities were found to be not good avenues to foster learning and teaching. Despite all those challenges, teachers were found teaching in those localities trying to bring out the desired learning outcomes, though with some discrepancies.

The study found that less than a half 8 (33.3%) out of 24 parents/ guardian of pastoral girls students reported not being aware of the BRN programme while all teachers 24 (100%) reported being aware of the BRN programme. All this could have been explained by the fact that teachers especially those working in rural areas occupied by the pastoral community are well informed in terms of not only basic knowledge but also have been socialized within the education lens to understand several issues linked with the educational agendas in the rural settings. These observations are also linked with the findings in section 4.2 of this study which shows that 19 (82.4%) out of 25 parents/ guardians from nomadic-pastoralist communities had never attained formal education. With the relative low level of knowledge among the nomadic-pastoralists community, the study predicts how difficult it is for heads of school to engage nomadic-pastoral parents/guardians in the implementation of BRN programme in their school settings.

Further, the study participants (teachers and parents/guardians) reported that the implementation of BRN programme offered mixed results from the problem of

premature departure from primary school especially for girls' students coming from pastoral societies. In general, the study realized a significant raise of academic performance in almost all schools of Mvomero district; however, the desired targets prescribed by BRN at the district level were not reached. While positive effects had been realized through strategic initiatives such as schools feeding programmes, community involvement in school affairs such as parental contributions and CSOs support such as CDTFN, increase in students' enrollment, as well as provision of training for heads of schools and teachers who coordinate the 3Rs (Reading, Writing and Counting), some negative effects were pronounced.

For example, due to lack of specific funds for financing BRN, coordination of the established standard two and six primary examination fueled several challenges at schools and within the district level. The set ups of those examinations were conducted at the Ministerial level, however, each district council or municipal was supposed to finance and coordinate the examinations in some ways. At the end the results were sent to the Ministry. Apart from that, the BRN programme failed to implement some strategies including school incentive scheme and motivation to the teachers who were willing to utilize extra hours, providing remedial classes so as to recognize good performance of pastoral in PSLE.

5.2.2 The gendered effects of BRN programme in pastoral girls

Objective number two of this research acknowledged the gendered effects of BRN programme in terms of enrolment in those primary schools at Mvomero district. To achieve this objective, the study analysed the enrollment of pastoral girls from those selected primary schools before and after the implementation of BRN. The essence was to assess whether BRN programme as a policy change has significantly contributed in raising not only the number of pastoral girls students enrolled in those particular schools but also their retention in the schools systems.

The study realized some improvement in general enrollment rate even before the implementation of the BRN programme. There was a significant raise of enrollment

from for example 21, 26 and 11 in the year 2010 at Lubungo, Kambala and Wami Luhindo to 31, 37 and 9 in the year 2011 at those respective schools (refer the doubling effect realized in Table 4.2). Likewise, the study authenticated that there has been some improvement in general enrollment rate after the implementation of the BRN programme. This is evidenced with a significant raise of enrollment from for example 26, 44 and 70 in Kambala primary school from 2013, 2014 as well as 2015 respectively.

5.2.3 Comparing the Examination performances of Nomadic-Pastoral schools

As stated in the fourth chapter, objective number three of this research study measured the examination performance of schools nurturing marginalized pastoral girls before and after the implementation of BRN programme in selected primary schools of Mvomero district. In other words, has BRN programme increased the PSLE performance in schools teaching pastoral girls in selected primary schools of Mvomero district? To achieve this objective, the study compared the Primary School Leaving Examination (PSLE) performance before and after BRN implementation from three selected primary schools namely Lubungo, Kambala and W/Luhindo (Table 4.4).

Following the study findings explained in fourth chapter; it has been realized that there was no any significant improvement in the PSLE results in all the three schools studied and nurturing pastoral girls. This means that in spite of the implementation of BRN programme there is very little hope which makes us believe that BRN programme could help to improve the quality in education sector particularly pastoral girls in Nomadic communities. As seen from the examination results (table 4.4 above), for three years consecutively of BRN programme implementation nothing really was brought about, no positive impact. Instead of the expectations that PSLE performances would go up, unexpectedly they are going down or sideways if one draws a graph to represent the results in table 4.4 above. BRN programme was introduced to boost examination performance in the country including schools located in pastoral communities which are full of challenges. Unfortunately, BRN

programme implementation has no positive impact on PSLE of the three selected schools because the results obtained from the study show that before BRN programme implementation the examination performances were good. If one could decide to draw a graph to represent the PSLE results in the selected three schools of study, three years before BRN programme implementation then the graph would go from down up to imply that there was increase of PSLE performance year after year. But if the same graph was to be drawn to represent performance of PSLE results from the same schools three years of BRN programme implementation, the graph would go up and down to imply that the results were not increasing consistently. This would also mean that the increase of PSLE performance of the three selected schools from pastoral communities is questionable.

Generally it is agreed that any constraints of BRN programme such as failure to bring expected change, what people predicted in PSLE performance in primary schools where pastoral girls are nurtured, is dependent to both, the poor Teaching and Learning situations in the schools and the prior understanding of the objectives by teachers, parents/guardians and other stakeholders of the pupils in those particular schools. That means, the conditions in the schools were not supportive to the extent of making BRN programme implemented successively

Thus, for the BRN programme to be implemented well and so as to attain its objectives; the school Teaching and Learning environment should be good enough to allow the programme work smoothly as Thompson (2013), says that in implementing curriculum teachers are thought to put together a number of teaching methods, provide the pupils with incentives to make them love learning and lead the whole process of obtaining knowledge and skillfulness among the pupils. Galabawa (2001), in the that same line, argues that academic performance of pupils in schools is dependent upon the teachers because they are the ones used as the main instrument to realize improvement in the Teaching and learning process. Following that one of the objectives of the BRN programme was to increase pass rates in primary schools, it would be very hard to attain this objective because the state of the parents'

understanding of the objectives of BRN programme as surveyed by the researcher is poor. Also in regard of the results that the learning conditions in schools were not helpful for the BRN programme implementation, correlates with the findings of other previous research studies which have also laid down the same results that the Teaching and Learning environment in most of government primary schools are not encouraging.

Komba, Hizza, and Jonathan (2013), for example, lay out that the situations in schools were not that supportive for successful Teaching and Learning to take place especially in marginalized pastoral communities. The study also found out that the number of teachers working in these schools is not comparative to the number of pupils in those schools. There was lack of buildings such as staff quarters; inadequate Teaching and Learning materials, absence of laboratories for teaching science subjects. In nomadic pastoral societies the study showed that in some situations there were problems of parental predisposition on issues concerning their children's education. This implies that all the previous efforts of the government to make the teaching and learning environment in schools better were successful and, therefore the respondents' mistrust following BRN programme implementation in the three selected schools were not puzzling. Moreover, the surveillance that a big number of respondents especially the pastoral girls' parents were not considered when planning for the implementation of the BRN programme, is likely to negative influence of the implementation of the programme.

The reasons for this is that, the general view that educational policies or programmes/initiatives will be more useful if parents or guardians of the particular pupils get to know of the BRN programme and the teachers are given more independence and involved in decision making as far as the programmes is concerned (Komba & Kira, 2013). This also implies that teachers', parents' and communities' participation in decision making is at all times linked to successful implementation of any educational policy or initiative (Kira, Komba, Kafanabo & Tilya, 2013). Bottom up kind of strategy is always the best.

5.3 Conclusion

In the light of the study findings, the study concludes that there was lack of context specific, means that determined the ends in the implementation of BRN programme. This is because the adopted policy change has failed to integrate and reflect the local context of nomadic-pastoralist community not only in its set ups, but also during its implementations. Instead, it has continued to adhere with the top down kind of policy implementation whereby the implementers at the lower level such as in schools were not conversant with the policy. Because of that, the outcomes of the BRN programme implementation triggered mixed results especially for girls' students coming from the vulnerable, marginalized pastoral societies. While positive effects had been realized through strategic initiatives such as schools feeding programmes, community involvement in schools affair, increase in students' enrollment, as well as provision of training for heads of schools and teachers coordinating 3Rs, some negative effects were pronounced. By large, the negative effects emanate due to the lack of specific funds for financing BRN programme, poor coordination of the BRN established standard two and six primary examinations, as well as the failure of the BRN programme to implement some strategies such as school incentive scheme to motivate the teachers who were willing to utilize extra hours to provide remedial classes so as to recognize good performance of pastoral in PSLE. Those findings imply that just like previous programmes/initiatives such as PEDP and SEDP, BRN programme has little to celebrate especially for the girls coming from nomadic – pastoral communities.

5.4 Recommendations

As far as this study finding is concerned, the study ends up by advancing a number of recommendations to policy makers, heads of schools, teachers, as well as pastoral communities. As such, the following are recommended:

First, since the study shows how misinformed Tanzanians are in handling issues related to the implementation of policy change such as BRN programme, the

research recommends to policy makers that in the future design or development of the policy intervention it is crucial to integrate and reflect the local context of which that policy is supposed to be implemented. This should be done not only in its set ups, but also during its implementations.

Second, there is a need to institutionalize the BRN programme within a gender lens at the local council level. This was due to its successes in improving gender concerns within the schools level. This will require the active support of the government to establish the policy and legal framework as well as a robust and rigorous monitoring system and corrective action.

Third, despite the importance of BRN programme on increasing the performance of PSLE, it has failed to create opportunities that could make such performance work for the pastoral girls. This is because there is no system in the local settings which ensures a sense of policy ownership to pastoral girls. There is a need to feminize the BRN programme in order to bridge the policy gaps.

Lastly, the study recommends that the local council through planning department together with department of education should create a platform which could enhance visibility of rural community members in the adopted and implemented policy changes such as BRN programme. This is because; citizens are worried on actual practicability of the policy change in Tanzania.

5.5 Areas for Further Studies

- i. Since this study covered a small area of one district only with sample size of about 120 respondents, it is recommended that a large survey study design is conducted over a larger area and with large number of respondents to ascertain the results obtained from Mvomero District.
- ii. It would be worthwhile to work on a similar research study in private schools to spot out if there are any significant differences or similarities in PSLE performance regarding the implementation of BRN programme because this research study is limited to public primary schools only. This is important

because teachers in private primary schools are differently treated as compared to those found or teaching in public primary schools. Even the teaching and learning environment of these two kinds of schools is a bit different.

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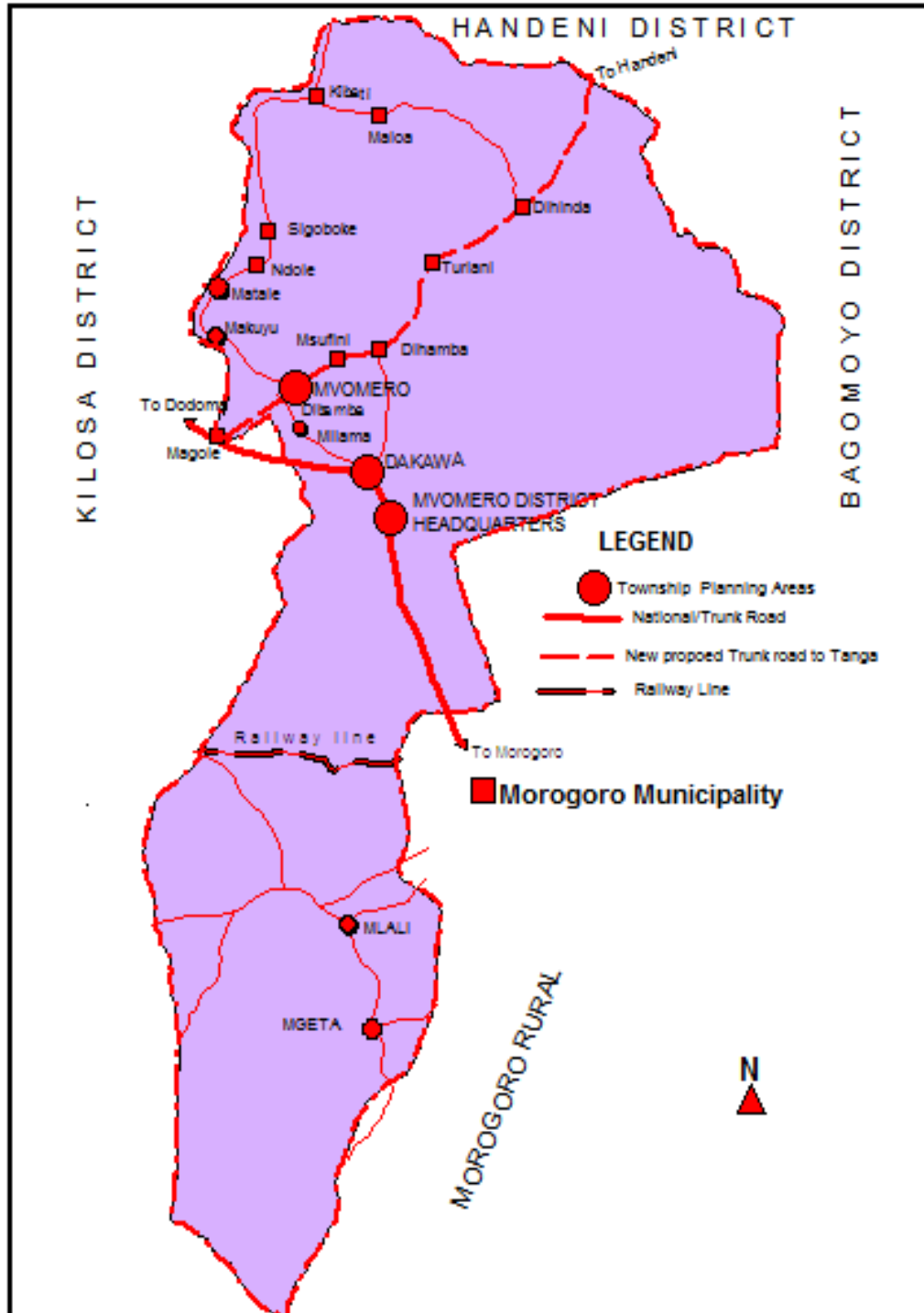
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APPENDICES

Appendix I: A map of Mvomero District where the research was conducted

MAP 2: MOVOMERO DISTRICT, SHOWING MOVOMERO URBAN PLANNING SETELITES CENTRES



Appendix II: Questionnaires

1. Three years of BRN program implementation what do you have to say, is it successful for pastoral girls in terms of access and performance? **Yes/No**
2. What factors create conducive environment for better implementation of BRN programme in primary schools that teach pastoral girls in marginalized communities.
 - (a)
 - (b)
 - (c)
3. What are the issues that hold back the implementation of BRN programme in primary schools that teach marginalized pastoral girls in Mvomero District
 - (a)
 - (b)
 - (c)
4. What are the shortfalls of BRN programme in addressing poor quality education in pastoral girls?
 - (i)
 - (ii)
5. If you are chosen to join a committee composed to design a new BRN program to address the problem of poor quality education for girls from pastoral communities, what would you contribute?
 - (i)
 - (ii)
6. Some people believe that poor quality education provided by schools teaching nomadic – pastoral girls in marginalized communities is a result of the following factors: (put a tick if you agree; you can choose more than one factor)
 - (a) Socio – economic factors []

- (b) Problems in the provision and distribution of resources []
- (c) Curriculum do not meet the needs of learners in pastoral societies[]
- (d) Poor environment (rural areas) []
- (e) Language and communication []
- (f) Inadequate human resource and human resource development []
- (g) Lack of incentives to teachers []
- (h) Poor school leadership []
- (i) Distance between school and pupils' residents []

7. One of the objectives of BRN program is to reward most academically improved schools. Have you ever been rewarded? **Yes/No**

8. If your answer for the above question is “**No**” why do you think it is difficult for your school to be rewarded?
 (a).....
 (b).....
 (c).....
9. What do you have to say about the BRN program, has it improved the quality of education provided by your school? **Yes/No**
10. The aim of Big Results Now programme was to improve the quality of Tanzanian education through provision of incentives to the teachers. Did it succeed to solve the following teachers' claims as part of the incentives mentioned in BRN program?
- (i) Promotion issues []
 - (ii) Salaries []
 - (iii) Paid leaves []
 - (iv) Teachers' houses []

11. Three years of BRN program implementation, have you ever attended any training? **Yes/No**
12. As implementers of education programs at school level, are you conversant about how BRN program should be implemented. **Yes/No**
13. What are the shortfalls of BRN program in addressing the problem of low quality education especially girls' in nomadic marginalized communities?
 - (i).....
 - (ii).....
 - (iii).....
14. What should the government do in designing education initiatives/programs in order to address education problems facing pastoral girls in marginalized communities in Tanzania?
 - (i).....
 - (ii).....
 - (iii).....
15. In order for any educational program to be well implemented, involving stakeholders in designing is very important. As implementers of government educational programmes at district level, were you involved in designing the BRN programme? **Yes/No**
16. (i) Parents in pastoral communities are accused of not encouraging their children to attend school as a result schools suffer from pupils' absenteeism and high dropout rate.
 (ii) What do you think is the reason for this? (Tick the appropriate choice, you can choose more than one option)

(a) Distance from school	[	]	
(b) Early marriages for girls	[	]	
(c) Child labor	[	]	
(d) Parents ignorance	[	]	
(e) Poor school learning environment	[	]	
(f) Socio economic factors	[	]	
(g) Absence of lunch meal at school	[	]	

(h) Migration from one place to another []

17. In order to make educational policies and programmes work for the pastoral girls' education in marginalized communities, what important inputs/comments would you suggest that the government should include in designing these policies/programmes? (You can choose more than one option)

(a) Hostels for all schools in pastoral communities []

(b) Mobile Education for the pastoral communities []

(c) Making schools a good T/L environment []

(d) Schools should provide food/lunch meal for the pupils []

(e) Equal provision and distribution of resources []

18. Do you think BRN is the right program to bring about efficiency in education sector particularly in pastoral girls in marginalized communities? **Yes/No**

19. Do you think the fund (capitation grant) the school receives every month is enough to run the school?

Appendix III: Interview guide questions

1. What are the strategies for the adoption of Big Results Now at the district level? Is there any guideline for the adoption and implementation of Big Results Now?
2. What has been assessed since the beginning of the BRN programme implementation? Was there any recognized difference in number of pastoral girls assessed to basic education?
3. What usually happens to those who are being enrolled, do they succeed to complete this basic education?
4. What factors have been influencing or retarding the implementation of BRN programme at the district level?
5. Are the district officials including councilors conversant about how BRN should be implemented?
6. Do you think BRN programme has been successful in improving basic education?
7. What are the socio-economic characteristics of the schools located in marginalized nomadic-pastoral communities?
8. Parents in marginalized nomadic - pastoral communities are accused of not sending their children especially girls to school. Do you think BRN programme in education has changed anything in these nomadic – pastoral communities?
10. What do you think are the limiting factors for the implementation of BRN programme in your school?
11. In your own view do you think BRN programme has been successfully implemented in your school?
12. A number of educational programmes have been implemented since independence, yet nomadic – pastoral communities experience low quality of basic education. Where do you think the government has been doing mistake in terms of education policies and programmes?
13. What can you comment on the number of teachers in your school regarding the BRN programme implementation?

14. Since your school is one of the schools teaching nomadic-pastoral girls, what can you say about the academic performance of girls from pastoral communities? Can you say for sure that BRN programme helped them to increase their pass rate in the PSLE?

Thanks for participation