

# Some Educational Cracks in Tanzania Mainland Primary Schools in Terms of Facilities and Instruction Materials: A Case Study of Mbeya and Iringa Regions in 1980

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*Utafiti Vol. VII No. 2, 1985, Journal of  
the Faculty of Arts and Social Sciences,  
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## Introduction

The educational achievement of any country depends on many factors working together systematically. At the school level, for example, such factors include teaching facilities such as buildings, various items of equipment instructional materials such as textbooks and exercise books, together with other related writing materials for both teachers and pupils. Furthermore, the quality of education is determined by how much a country invests in its educational system, and the approach used in training the educational recipients. In a similar perspective, Coombs (1968) argues that:

*any society, however, limited its means, makes a wise investment in educational system. It invests wisely if that system is objective in judging its own performance, if it ceaselessly examines the living testimony offered by its own former-students in order to determine what it has done reasonably well, poorly, or not at all, and if it then corrects itself in the light of that testimony. The managers of such a self-aware system will be able to catch and deal with errors before errors harden into habits able to resist even the stoutest hammers, later used against them.*

Universal Primary Education (UPE) has been an area of concern in many countries in the world. As defined in developing nations (Abernethy 1969), UPE is an effort to attain equality by making primary education available to all school age children. A few African countries (Tanzania, Zambia, Kenya, Sudan, Egypt and others) have realised the great need for UPE partly as a human right to educational opportunity and partly as a strategy for the achievement of social, cultural and economic development of the nation. Despite this great educational expansion, each nation has been experiencing a state of crisis in trying to achieve its targets because of shortages of funds, teaching and learning materials, teachers and classrooms. However, a country may perceive the existence of such problems but fail to understand the degree of intensity of the crisis. This study therefore aims at making an evaluation of the current situation of Primary Education in Mbeya and Iringa regions in relationship to school facilities, teaching and learning materials.

Since independence (1961), Tanzania has made many reforms in the educational system ranging from primary level to the University. The Three-Year and Five-Year Development Plans have been laid as a strategy for achieving substantive national development. In the Three-Year Development Plan (1961-63) it was revealed that 13.8% of the budget was spent on Education — the Ministry which received the highest financial share, with the stress being mainly on higher education rather than primary education. The first Five-Year Development Plan (1964-69) similarly laid little stress on primary education and less than 45% of school age children went to school.

The year 1967 is remarkable in that major educational reforms were decalred whereby primary education received greater attention than before. For example, it consumed 55% of the Ministry of National Education's total annual budget. This was the period when elements of Universal Primary Education were first included in Tanzania's development plans. Primary Education gained greater prominence in the second Five-Year Plan (1969-74) when the National Executive Committee of the Party (then TANU) met at Musoma in November 1974 to review and discuss many aspects related to education for the whole country. The meeting was called to review the philosophy of education for self reliance in the Tanzanian context, as stipulated in the TANU booklet *Education for Self Reliance* (1967), including Universal Primary Education. Originally, the target for UPE was to be 1989, but the NEC reconsidered the importance and target date of the programme. Hence, in November, 1974, a directive on the implementation of "Education for Self Reliance" was formulated at the NEC meeting known as the Musoma Resolution' fixing the target date for UPE:

*"Accordingly, it is hereby resolved that within a period of three years from now, that is by November, 1977, arrangements must be completed which will enable every child of school age to obtain a place in a primary school".*

The Ministry of National Education, therefore, was directed to effect the UPE Programme by the end of 1977. (TANU Directive, PED. No. 3, p.t.).

Given this task, the Ministry of National Education explored various ways of implementing the programme as decided by the Party directive. The year 1975 was therefore a period of intensive preparation for training UPE teachers. Teachers were to be trained in the Colleges of National Education as well as outside the Colleges, under the Institute of Adult Education. A target of 40,000 teachers to be trained as non-college students was stipulated (Mrutu, 1977). Every region in the country was seriously engaged in working out plans to make UPE programme a fact by 1977.

By the end of 1977 the programme had become operational, aided by the fact that Tanzania had passed a law calling for compulsory UPE. In addition, the formation of new villages throughout the country in 1975 had created a very important condition for achieving at least the initial stages of the UPE programme.

At this juncture, two issues regarding the UPE programme should be posed. Firstly, after achieving the initial stage of getting all school-age children into schools, what type of education should be provided and how does the nation provide that education? And secondly, since the UPE programme is already many years old, what is the current situation in schools? Evaluation of UPE at this stage, therefore, should be viewed as the beginning of the implementation of the programme in order to lay down a base for further developmental evaluation to come, not just an evaluation of failures of the programme. Evaluation should aim at *giving projections, direction, speculations and predictions for the betterment of the programme. This is the intention of this study in connection with primary school facilities and instructional materials.*

## **2. Problem Area:**

The achievement of Universal Primary Education consists of giving everyone better opportunities to acquire knowledge, skills and desired attitudes as formulated by the national philosophy and the sense of value which will enable pupils and parents to lead happier and more productive lives. This is clearly stated in the Party's booklets *Education for self-reliance* (1967), and is of great importance especially when primary education in Tanzania is stipulated to be

terminal. In other words, it is believed that by the completion of primary education recipients will have acquired a complete, basic education and live better life than if they had not acquired such an education. The achievement of such an education would depend on the quality of the education given and the methods employed in its instruction.

A high quality of education and methods of instruction depend on many things. If teaching resources such as teachers, instructional materials like text books and writing materials, buildings, equipment and other facilities are so thinly deployed that only very few learners advance, then consequently the quality of the education given will most likely be low. However, most of these shortcomings in teaching are outside the teachers' direct control, although the poor pedagogical environment that they give rise to waste a great deal of effort and spoil many lives which might otherwise have been very productive to society in general and to the individual learners themselves.

The quality of primary education as intended in the policy documents is very good but the quality of learners after passing through the seven years of primary education is generally very poor. For example, it has been found that some primary school leavers fail to acquire even the basic reading and writing skills as tools to help them discover the real life situation (Komba 1977). Sometimes it is found that parents who did not go to school but who have been learning environmentally or through adult classes are more literate than some of the primary school leavers. Some of these adults are better at the simple mathematics of adding, subtracting, multiplying and dividing and especially at functional mathematics, than the majority of primary school leavers.

Such educational quality of primary school leavers has led to a public outcry in the newspapers, in the National Assembly and in other political and government forums. To a large extent the outcry is based on the ground that the majority of primary school leavers do not become economically productive in the villages. As Komba 1977 p. 11) puts it "the end result is the dilemma of primary school products who are neither academically acceptable for further formal studies nor functionally fit in the community and in the wider world of self-reliant adult life".

Comparative research findings have shown that though the decline in the standards of primary school pupils seems to have started in the 1960s, the decentralisation period beginning in 1972 has amplified the problem (Mwampeta 1978) leading to the current poor primary education standards.

Since even prior to the UPE programme there was a considerable shortage of equipment, instructional materials and teachers in primary schools, it is likely that the UPE programme could bring about a serious educational crisis in Tanzania if due attention is not paid to a qualitative rehabilitation. Some of the most necessary factors in achieving quality education are the availability of, accessibility to, and utility of facilities, the availability of sufficient instructional materials, and the presence of capable teachers interested in the profession. In other words, if schools are provided with substandard facilities, poor instructional aids and unqualified and unmotivated teachers, it is most likely that they will turn out graduates of poor quality.

Tanzania has been successful in getting 93% of school age children into the UPE programme, but this should not be taken as an impressive sign if the final objectives of the programme are not realised for the majority. The question one has to pose is whether the UPE programme is going to educate the children, or merely provide them with places in the schools for seven years. Given the fact that primary education ought to be terminal, and that only 2.6% of

all primary seven pupils are selected for secondary school, the UPE programme, becomes an issue of great concern in the country in order to avoid possibly serious consequences such as universal illiteracy amongst primary school leavers.

## Review of Related Literature

### 3.1 Theoretical Aspects:

It might be asked why this study focuses on the area of school facilities, equipment and basic course materials and the way they are distributed in primary schools. According to the psychology of teaching and learning, the use of audiovisual aids, for example, in primary schools is of paramount importance for giving quality education to the learners.

In the same line of the psychology of learning, Laycock and Munro (1966 p. 120) define the nature of learning as "any change of behaviour which is a result of experience, and which causes the learner to face a later situation differently". They further point out that primary school pupils learn better if pedagogical situations engage them in activities such as discussion which are linked with the chance to handle the things being learned. They need an opportunity to use their hands to manipulate materials by cutting pasting, drawing, writing and experimenting. The primary classes, especially classes One to Four, need more activity-oriented teaching involving a lot of use of teaching and learning aids.

In Blair et. al *Educational Psychology* (1962), the question of the conditions for effective learning is also clearly expressed. They emphasise that schooling is more efficient when the learning is well organised and that there is a psychologically sound basis for complete and sound instructional materials, methods and techniques. Children cannot do real thinking on the basis of abstractions or verbalisations where they are left passive to listen to the teacher.

### 3.2 Research Studies:

It has been pointed out earlier that teachers in primary schools are claiming that their teaching is becoming increasingly straining and dull. Several reasons are given for this.

According to a case study by Komba (1977) in Mbinga District, the poor quality of teaching in primary schools is due to the heavy load the teachers have, about 96% of teachers had ranked this as the most crucial factor. The study also indicates that the high teacher-pupil ration and the lack of teaching and learning materials, equipment and other facilities has adversely affected the quality of teaching in Mbinga district.

The study carried out by Mrutu (1977) specifically focuses on and finds fault in the implementation of the curriculum for UPE teachers. The findings also include the lack and poor quality of instructional materials. The problem becomes more severe when poorly trained teachers are posted to primary schools where they lack the basic tools they need to further their training. As such, the qualitative aspect of education becomes questionable.

In the Primary School Sub-Sector Review (Moshi and Temu, 1981), the focus was mainly on urban primary schools. This study looked at enrollment and attendance, factors considered when expanding schools, school buildings and equipment, the staffing of primary schools, instructional materials and curriculum implementation. The findings reflect the real situation in most urban

schools — that the expansion of primary schools in Tanzania has been far greater than the supporting resources. However, the study does not deal with the situation in rural primary schools.

### 3.3 *The Purpose of this Study:*

The purpose of this study, however is to find out the real situation regarding basic instructional materials and facilities in rural primary schools. Much has been said about the problems of lack of primary school facilities and instructional materials. It is, therefore, known that there is this problem. However, though the problem is known to be there, we nevertheless need to know exactly the *degree of intensity of the problem in succeeding periods of time*, thus facilitating a clear picture of the trends of the education offered in the country. Specifically, this study looks at the capacities with which primary schools operated by 1981 interms of facilities and instructional materials compared to the normal standards. Hence, variables such as the following were categorised available items versus required items; ratios between pupils and basic instructional materials and also other facilities.

Given that there are many serious problems in primary schools, one needs to identify the most serious ones in order to be able to act upon them first. *This is essential because post-poning solutions to the problems will end in being too costly for the nation to solve.*

The distribution system of school facilities and instructional materials seems to be faulty resulting in schools being ill-equipped. Hence, without proper planning of the distribution of the little the country has, the problem becomes more serious especially in remote rural areas.

The quantitative "mushrooming" of primary schools in the country in the context of the universalisation of primary education basically needed a similar "mushrooming" of some of the basic facilities and materials such as classrooms, latrines, textbooks and exercise books. The effects of any major imbalance would be profound on teaching and learning, hence affecting even the qualitative aspects of education. Maybe a crisis in primary school education cannot be seriously perceived now, but in the years to come, if no major steps to arrest the problem are taken as a matter of urgency, a crisis will surely arise.

### 3.4 *Significance of the Study:*

*"When a society decides to transform its educational structure and system into one that will serve the masses, and at the same time serve as an instrument for national development, it is more likely it will face many novel problems. Because of special local conditions the problems vary in form and severity from one country to another. In meeting the problems therefore educational programmes will seek help from every sector of domestic life, help from sources beyond national boundaries, fuller share of the nation's best manpower in order to raise its quality, efficiency and productivity, buildings, equipment, better facilities and course materials and the like", (Coombs 1968).*

Coombs further comments that when children are sent to school it is expected that the experience they will gain will make a desirable difference in their lives. They are also moulded by their families, friends, church, and other environmental forces, each in its own distinctive way. But more is also expected that the school will endow children with the means to lead fuller, more satisfying lives to contribute more to society's welfare (p.17).

Universal Primary Education is an extensive programme for a country like Tanzania. However, for the programme to have its proper qualitative impact great attention at this stage has to be focused on learning conditions. School facilities, equipment and course materials act as part of the fulcrum for a teacher to lever his professional skills. This is a substantial condition for teaching and learning. Precisely, and bearing this in mind, research studies of this nature are of paramount importance for casting light on the type and nature of the problems for development judgements.

Some findings may help in arresting the potentially vicious cycle of educational crisis most likely to crop up in the future. In other words, the studies would give light and direction to the educational system — “to catch and deal with errors before errors harden into habits able to resist even the stoutest hammers later used against them”, (Coombs, 1968).

The significance of this study lies also in the fact that a future evaluation of the UPE programme will be able to give a better focus if an analysis of its starting point has already been made. Possibly in the future, one would like to compare and contrast the programme over time, to know how far the programme has succeeded qualitatively and quantitatively.

It is also hoped that these research findings will be of importance to educators in developing countries and elsewhere and may inspire similar research of a much wider scope. Experience of one country may contribute to other countries in terms of knowledge, skills and strategies relating to the implementation of Universal Primary Education.

Specifically, the study may give some light to the Ministry of National Education and other cooperating Ministries and curriculum developers in Tanzania to delve seriously and more deeply into the qualitative provision of primary education in the country, thereby providing a more conducive pedagogical climate in the schools.

## **Approach To The Study:**

### ***4.1 Sampling and Instrumentation:***

The study was conducted in Mbeya and Iringa regions and looked at the availability and distribution of facilities and instructional materials in primary schools, paying particular attention to rural primary schools. Documents showing acquisition and distribution of facilities and instructional materials to different districts were obtained from the Regional Education Offices.

A case study was conducted in 23 primary schools in Iringa and Mbeya regions to see the actual situation prevailing in rural primary schools and whether there was a relatively fair distribution of facilities and instructional materials. The rationale for selecting rural primary schools as a case study was a result of having seen the critical situation in urban primary schools (where students intending to become College of National Education Tutors are posted) during teaching practice supervisions. Fourteen primary schools were selected from Iringa, the rest coming from Mbeya. It was assumed that if urban primary schools have such critical shortages of facilities and materials, then rural primary schools far from the regional and district education offices would have an alarming crisis needing emergency steps to arrest the problem.

In each primary school all teachers were subjects of the study. Data was collected through discussion, interview and the filling in of questionnaires. Two types of questionnaires were used. One type was a checklist used by the research-

er to record the data obtained from the headteachers, although this was also used by the researcher to record things which he saw existing in the schools. The other type of questionnaire was administered to teachers to obtain information on the distribution of materials and facilities in the classes they were teaching.

In educational development, as will be pointed out, policy makers and implementers can function well when information about aspects of planning and implementation is at hand. Policy makers and implementers are often faced with problems of decision making in order to effect substantial development. However, planning which is based solely on surface impressions without data at hand may be just like driving a car in darkness by trial and error, most likely such driving will end up in a crisis. It is expected that studies of this kind — especially when done on a large scale, which is not the case with this study, may be of help in planning and implementing educational policies. Having collected the data, statistical tabulation was worked out and computed into percentages and ratios for analysis and discussion. The resultant data casts some light on the current situation in rural primary schools in terms of facilities and instructional materials.

However, the study bears several limitations. It does not carry out an extensive evaluation of all primary schools throughout the country. It is purely taken as a case study in two regions and on a few basic facilities and materials. Obviously, two regions do not give a substantial representation of all the regions in the country in order to draw wide ranging conclusions. Such limitations came about as a result of time constraints and the long distances involved in reaching the scattered rural primary schools. In the limited time available, the researcher was able to visit 23 primary schools in the two regions and also spend some days in the regional offices for regional data collection. Nevertheless, despite these limitations, case studies do provide data with which one can work — or even carry out further studies in other areas.

### Findings and Discussions

*Table 1: Availability versus Requirement of Exercise Books in 1980 in Seven Districts, Mbeya Region.*

	MBEYA RURAL	MBEYA URBAN	CHUNYA	ILEJE	RUNGWE	KYELA	MBOZI
Available	1881 (15%)	3300 (83%)	0 (0%)	755 (17%)	760 (6%)	1050 (21%)	760 (6%)
Needed	10646 (85%)	692 (17%)	5137 (100%)	3677 (85%)	12909 (94%)	4992 (79%)	12729 (94%)

#### Sources:

A. A. Chaula (SLO): Hali Halisi katika shule za Msingi Mkoani Mbeya. Taarifa ya Mwaka ya Elimu. Mkoa wa Mbeya, 1980.

TABLE 2: Availability Versus Requirements of Basic Classroom Facilities in Mbeya Region in 1980.

		DESK	CHAIRS	TABLES	CUPBOARDS	SHELVES	BENCH
MBEYA RURAL	Available	4759 (21%)	339 (4%)	399 (7%)	141 (3%)	165 (5%)	23 (4%)
	Needed	17988 (79%)	8580 (96%)	5470 (93%)	4567 (97%)	3220 (95%)	545 (96%)
MBEYA URBAN	Available	3722 (52%)	128 (41%)	122 (38%)	44 (7%)	16 (3%)	— (0%)
	Needed	3408 (48%)	182 (59%)	198 (62%)	576 (93%)	604 (97%)	196 (100%)
CHUNYA	Available	2500 (30%)	86 (2%)	89 (4%)	31 (2%)	— (0%)	— (0%)
	Needed	5780 (70%)	3544 (98%)	2293 (96%)	1818 (98%)	1314 (100%)	260 (100%)
ILEJE	Available	5093 (6%)	190 (6%)	231 (10%)	290 (17%)	40 (3%)	12 (6%)
	Needed	3132 (94%)	3164 (94%)	1997 (90%)	1442 (83%)	1187 (97%)	176 (94%)
MBOZI	Available	5426 (21%)	357 (5%)	188 (5%)	71 (1%)	55 (1%)	— (0%)
	Needed	20840 (79%)	6920 (95%)	6920 (95%)	5485 (99%)	3881 (99%)	600 (100%)
RUNGWE	Available	12378 (45%)	219 (2%)	236 (3%)	217 (4%)	51 (1%)	30 (4%)
	Needed	15245 (55%)	11320 (98%)	7333 (97%)	5733 (96%)	4206 (99%)	754 (96%)
KYELA	Available	2620 (18%)	132 (3%)	159 (6%)	119 (5%)	23 (1%)	1 (0%)
	Needed	11581 (82%)	3990 (97%)	2501 (94%)	2367 (95%)	1849 (99%)	315 (100%)
Total availability	in %	31.8%	3.7%	5.7%	3.9%	2.1%	2.3%
Total Needed in	%	68.2%	96.3%	94.3%	96.1%	97.9%	97.7%

Source: A. A. Chaula, Taarifa ya 1980: Hali halisi katika Shule za Msingi mkoa wa Mbeya (Statistics and Logistics Report).



TABLE 3: Availability versus Requirements of School Buildings in Mbeya Region as seen in 1980.

		CLASS ROOMS	OFFICES	WORK SHOPS	DOMESTIC SC. ROOMS	LATRINES	TEACHERS HOUSES	KITCHEN
MBEYA RURAL	Available	492 (50%)	94 (27%)	— (0%)	— (0%)	250 (72%)	270 (23%)	— (0%)
	Needed	497 (50%)	253 (73%)	142 (100%)	180 (100%)	97 (28%)	929 (77%)	205 (100%)
MBEYA URBAN	Available	217 (70%)	16 (15%)	4 (8%)	4 (6%)	79 (72%)	29 (9%)	— (0%)
	Needed	93 (30%)	93 (85%)	45 (92%)	61 (94%)	30 (28%)	281 (91%)	60 (100%)
CHUNYA	Available	88 (24%)	88 (69%)	14 (22%)	19 (27%)	127 (100%)	66 (13%)	— (0%)
	Needed	272 (76%)	39 (31%)	51 (78%)	52 (73%)	— (0%)	461 (87%)	62 (100%)
ILEJE	Available	210 (58%)	68 (73%)	2 (4%)	2 (3%)	120 (100%)	167 (46%)	2 (3%)
	Needed	153 (42%)	32 (27%)	45 (96%)	76 (97%)	— (0%)	196 (54%)	71 (97%)
RUNGWE	Available	672 (56%)	200 (48%)	3 (2%)	— (0%)	102 (25%)	308 (21%)	3 (1%)
	Needed	529 (44%)	215 (52%)	193 (98%)	230 (100%)	313 (75%)	1177 (79%)	216 (99%)
MBOZI	Available	645 (56%)	136 (37%)	4 (3%)	3 (1%)	366 (100%)	391 (27%)	— (0%)
	Needed	497 (44%)	230 (63%)	146 (97%)	265 (99%)	— (0%)	1037 (73%)	216 (100%)
KYELA	Available	428 (88%)	42 (28%)	— (0%)	— (0%)	194 (70%)	185 (28%)	— (0%)
	Needed	190 (32%)	236 (72%)	83 (100%)	92 (100%)	83 (30%)	456 (72%)	76 (100%)
Total Availability in %		55.2%	39.4%	3.6%	2.8%	70.3%	23.7%	0.5%
Total Needed in %		44.8%	60.6%	96.4%	97.2%	29.7%	76.3%	99.5%

On the basis of Table 1 many things can be discussed, in particular the obvious unequal distribution of exercise books in the districts. Although Mbeya Urban district seems to be in a better position than the other districts, in general the Districts operated at an extremely low level in terms of the quantity of exercise books available when compared with what was required.

On average, the whole region operated at 7% of requirements. Chunya District records showed only the number of exercise books required; it seems the district had to go without exercise books in the year 1980.

If the acute shortage of exercise books found in Mbeya Region is what prevails throughout the country, then there is a serious need to start practical thinking about the idea of reviving slates in some primary school classes especially in Primary One to Four. Slates have the advantage of permanence whereas exercise books last for only a short time. In former years, especially in the 1950's, slates were widely used in this country and they worked well in supplementing exercise books in Primary One to Three. On the other hand, slates cannot be used for lesson notes which need to be retained for a longer time for revision purposes. Slates can either be made out of layered stone or out of hardboard, in which case they are painted black, cut to slate-size and inserted into wooden frames. If a country cannot make such facilities, then these are some of the basic materials to be massively imported.

Table 2 shows some of the basic facilities used in schools. Desks, chairs, tables, shelves and the like play an important role in the teaching and learning situation. From the data one can see that the schools in Mbeya Region operated at below 32% of the total needed facilities. The whole region had 32% and 4% of desks and chairs respectively, there being more desks than chairs. Such a critical shortage of desks and chairs logically results in overcrowding and some pupils possibly having no such facilities at all.

One may wonder how it is possible to educate children meaningfully under such conditions. Unlike higher levels of education, where students may have a more direct purpose for learning, a primary school child may try to avoid such conditions by various means such as playing truant or preferring outside play activities to sitting in hostile overcrowded classrooms.

The unequal distribution of these facilities in different districts results in some areas having more critical problems than others. Why there should be unequal distribution within the same region may be accounted for by inefficiency of some of the districts, problems of transport, or by negligence of some of the district officials. The pupil — desk ratio for example, is more figured out in Table 4.

From Table 3 it can be seen that the region had 39.4% of teachers offices in primary schools, implying that many (60.6%) schools do not have offices for teachers.

On the other hand, the region operated under 55.2% of total classrooms resulting in classrooms being too overcrowded to conduct any meaningful teaching. Such a feature is more strongly reflective in the case study primary schools where ratios were worked out to establish the number of pupils per class, and the number of pupils per desk. From Table 4, it is evident that a classroom supposed to have 45 pupils at a maximum was observed to have more pupils than the standard number, especially in classes I — IV.

A critical situation is seen in classes one to three. The average ratio in class one is seen to be 1:113 and class two 1:130. Pupils who were to be in three separate

classrooms had been cramped into one classroom making it most difficult for the teacher to move around the class. Other schools had resolved the problem by having alternate sessions of the streams or classes. Some classes go to school in the morning and others in the afternoon alternating weekly — especially Primary One and Two.

TABLE 4: An average ratio between pupils and facilities: Desks and classrooms.

FACILITY	I	II	III	IV	V	VI	VII
Pupil-desk ratio	1:8	1:9	1:5	1:4	1:3	1:3	1:3
Pupil-class-room ratio	1:113	1:130	1:73	1:50	1:47	1:40	1:35

According to Table 4, classes four to seven seem to have almost bearable conditions in classrooms. Such a feature is going to disappear as the UPE Primary one to three (1980) come up to primary seven and when the old primary four to seven have gone out. On the other hand primary seven is usually considered as an "examination class" for "secondary entry" and hence is favoured in many things, such as in providing desks and other writing materials.

On the other hand, primary one to three are very unfortunate. A desk expected to seat a maximum of four pupils was found to be occupied by eight to nine pupils cramped together on the one desk. The majority would sit down to listen to the "lectures" given by their teachers. However, though such a crisis prevails in rural primary schools the situation is slightly better than in some of the urban primary schools visited during teaching practice supervision, especially in Dar es Salaam, where you would certainly find schools having no desks and chairs at all from class one to five and pupils having no exercise books or reading materials at all. Pupils would be seen running away from classrooms to play football and other games — especially when they realise that a new teacher for practice is coming in. Even a veteran teacher who is known to be humble and carefree would avoid classroom routines which "act as concentration camps for them".

It is clear that textbooks are basic instructional materials for both teacher and the learner. A school without these essential resources cannot really be called a school for progress. It is even more disturbing to see a situation where a child is sent to school for change and progress but is at the same time deprived of the opportunity to use the materials that would make him worthy of being at the school for change and progress.

In the schools which were visited, teachers were asked to fill in the questionnaire covering textbooks distribution to pupils in the classes or subjects they were teaching. Each single teacher in a particular subject represents a single school. Since there are 23 primary schools in the case study, the survey looked at how each single school distributed textbooks for each subject to classes five to seven.

The rationale for having classes five to seven in the study was based on the assumption that these were classes not involved in the universalization of primary education in the actual sense, and therefore these classes would be found to have fairly recommendable textbook distribution.

Reading from Table 5, one finds very few schools which operate under

the recommended ratio of textbook distribution of two pupils sharing one book. In most cases, it is not uncommon to see one book being shared by three to four pupils. Class seven in some of the subjects is seen to be below this fortunate ratio. One wonders how one book can be shared by 8-10 pupils, 11-12 pupils and even 12 and above pupils. Such a feature is seen in nearly all subjects — hence the ratios do not suggest that pupils have accessibility to textbooks in many schools especially in history, political education and science. The textbooks were found to be in the hands of teachers only.

TABLE 5: Textbook distribution to pupils in Classrooms by subject teachers in Class V — VII (Textbook - pupils Ratio).

Number of Books	1	1	1	1	1	1
No of pupils per book	1-2	3-4	5-7	8-10	11-12	above 12
Subjects & Classes	Schools	Schools	Schools	Schools	Schools	Schools
Maths V	—	6	41	1	5	—
IV	1	10	2	3	4	3
VII	8	3	1	6	3	2
History V	1	3	4	5	6	4
VI	—	—	—	6	9	14
VII	—	—	—	—	6	17
Geog. V	—	3	—	4	5	4
VI	—	—	4	4	15	2
VII	—	—	—	—	11	12
Pol Ed V	—	—	—	—	—	23
VI	—	—	—	—	—	23
VII	—	—	—	—	—	23
English V	1	4	6	6	2	4
VI	3	5	3	4	4	4
VII	4	6	5	2	4	2
Kiswa. V	1	6	8	4	3	1
VI	2	6	12	3	—	—
VII	4	12	6	1	—	—
Science V	1	—	—	—	—	22
VI	—	—	—	—	—	23
VII	—	—	—	—	—	23

Again, judging from the table it seems that the production and distribution of language and mathematics textbooks is fairly encouraging when compared with other subjects. It may be that there is a need to investigate how the production and distribution of these books is done so that similar procedures can be adopted in other subjects. It seems in many schools that pupils have fairly easy access to mathematics, and languages textbooks whereas some schools still operate under critical situations in this regard. Even then, it is only the teachers who have the textbooks, even for mathematics and languages. On the whole such a feature reflects an unequal distribution of textbooks resulting in some schools having severe shortages of them.

TABLE 6: Various school Facilities and Materials.

ITEM	Schools not having the mentioned facilities.	Number of schools having facilities	Remarks
Schools Libraries	(17) 74%	6 (26%)	
School typewriters	(20) 87%	3 (13%)	
Duplicating machines	(20) 87%	3 (13%)	
School clocks	(4) 17%	19(83%)	
Stationary stores	(10) 43%	13 (57%)	
Teachers Offices	(1) 4%	22 (96%)	
Headteachers offices	(2) 8%	21 (92%)	
Manilla card (8) 35%	(8) 35%	15 (65%)	
Magic markers	(19) 83%	4 (17%)	
School latrines	(1) 4%	22 (96%)	
Day meal/breakfast	(18) 78%	5 (22%)	the 9% get
Playgrounds	(1) 4%	22 (96%)	about 3 times
Footballs	(1) 4%	22 (96%)	a year
National news paper.	(21) 91%	2 (9%)	

Table 6 shows facilities and materials in the 23 case study schools. Only 26% primary schools were found to have "school libraries". Nearly all the libraries observed have very few books, which are mainly old and which pupils seldom use. Some schools had libraries, but due to the shortage of classrooms, they use these as classrooms, the books having been shelved in the headteachers' offices. On the whole, then, there are no libraries in primary schools.

Some schools in urban centres are close to the public libraries organized by the Tanzania Library Service where one can find primary school pupils scrambling for books. Rural primary schools are very unfortunate because it is not easy for the public library service to serve rural areas at the moment. Possibly, in future development well organized villages would be served by the public library service. Furthermore, rural areas are severely disadvantaged in terms of getting the national newspapers such as "Uhuru" and the "Daily News. Only two schools recorded they were getting the newspapers, and then only about three times a year. Given that the majority of schools do not have radio sets (Mahenge 1978), accessibility to current affairs is questionable. Even pupils whose homes can receive radio programs cannot listen to them as, unlike, in the urban primary schools, nearly the whole day is spent at school. After their morning classroom work, they are engaged in school agricultural duties and other extra-curricular activities during the afternoons. In the late evening the pupils have to walk long distances to their homes.

Possibly some of the problems found in primary schools could be solved by the schools themselves instead of waiting for everything to be solved by the government at large. Some of these problems result from a lack of dynamic and creative leadership within the schools themselves. In fact, the few schools that were seen to have very good organization, involving the parents as well as the school leadership on various committees, were noted as having problems which are beyond their control. Some of the school facilities and materials are obtained through self-help schemes.

Facilities like radio sets, typewriters, school clocks, playgrounds, footballs and materials like newspapers, manilla cards, flannel materials, magic markets and the like could be obtained by purchasing out of school funds. Almost all of the rural primary schools visited (96%) were found to have various economic activities for raising school funds. The annual average income per school as recorded in Table 7 is Shs. 2,800/-.

TABLE 7: School funds raised on self-help activities such as agriculture and animal husbandry.

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1. Number of schools having projects for raising school funds:	22
2. Number of schools having no projects for raising school funds:	1
3. Total amount of money in records raised as school funds per year:	
.....	61,600/-
4. Annual average of school funds per school (of 22 schools):	
T. Shs. 2,800/-	

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Among other issues in the questionnaire used by the researcher as a checklist was an item designed to find the position of rural primary schools in raising school funds. The majority of rural primary schools are very keen and well organized in various activities geared towards fund raising. There are large farms of various crops, and some also have animal husbandry. Unlike urban primary schools, rural primary schools have the advantage of having plenty of land and agriculturally inclined teachers and pupils. Such golden facilities stand out as very advantageous in an agricultural society such as Tanzania. If one was to consider education for *self-reliance in terms of economic inputs and outputs*, then primary schools in rural areas are attempting to implement the national policy of Education for Self-Reliance and this needs encouragement and guidance in order to produce more income so as to solve some of the problems pertaining to primary schools such as purchasing some of the basic facilities and materials.

However, the average money raised by one pupil per year is not substantial enough for schools to purchase items for individual pupils like exercise books. The average money raised by one pupil in a year was found to be T. Shs. 7/-. Such an average is very insignificant when compared to his total expenditure but very much worthy of compliment when compared to his counterpart in urban primary schools who always spend most of outside classroom activities playing football and netball. There is clearly a need therefore, for educational planners to differentiate strongly and psychologically between the urban and the rural pupils. A careful study would be needed to look into environmental factors existing during pre-school and during schooling life and even life after schooling and how the child is conditioned and how his aspirations develop within the sociological framework.

An urban child is more urban oriented and therefore his labour and attitudes are more urban-inclined, not of his accord or will, but because circumstances have shaped him in that way. Educating a child in urban areas where throughout his youth he is deprived of agricultural land by urbanization and expecting him to live a rural agrarian life after schooling sounds very utopian. However, the urban pupil can be very productive as well to yield income for animating part of the school life such as provision of some of the school facilities and materials if he can be guided and moulded within the context of "urbanizing" economic activities. It is possible that industrial and commercial activities of a micro-nature could be more appealing and practical as they used to be in the middle schools in the 1950s/60s. Since currently the economic climate is very unfavourable for establishing real and meaningful workshops for industrial activities in urban primary schools, small scale meaningful handicrafts and business could be more practicable than, for example, developing large scale agricultural land in the "Ruvu Basin" for Dar es Salaam city pupils to go by bus to farm. As these micro-industrial business and commercial activities grow they would need very careful planning in terms of financial resources, administrative structures and security systems so that they could continue to exist productively and not be "anguished by the urban calamity of banditry". Maybe teachers in urban primary schools together with parents and administrative officials and educational planners can sit together to discuss the possibility of starting such schemes in schools. Such programmes would really result in meaningful education and not a mockery of the Education for Self-Reliance philosophy.

**TABLE 8: Teacher Pupil Ratio in Rural Primary School.**

Number of Teachers in the Study:	152	(a) Female Teachers 61 (b) Male Teachers 91
Teachers pupil ration:	1:56	

Among very crucial factors for the animation of school life is human resources. This study also looked at the capacity and quality of human resources in addition to material resources and the number of teachers, their quality and the teacher-pupil ratio were observed. Table 8 shows the total number of teachers and their sex in the 23 case study primary schools, whereas Table 9 shows teachers' qualities. The teacher-pupil ratio then was 1:56. Though this ratio looks very high, the situation is even worse in some of the urban primary schools where it was found to be 1:78 or more (Mahenge 1978).

There are more male teachers than female teachers in rural primary schools. The difference is not significantly great and hence the pupils, unlike in the urban primary schools (Moshi and Temu 1981), have the advantage of experiencing both masculine and feminine in 'locoparentis' care. Such a balance is not strongly featured in urban primary schools where both boys and girls are exposed almost exclusively to female teachers resulting in a one-sided experience of onlyfemininelocoparentis', implying that boys would be at a disadvantage. Even pupils, for sociological and psychological reasons, would need a balanced school environment where both fatherly and motherly 'locoparentis' was experienced.

**Table 9: Quality of Teachers in Primary School.**

GRADES AND NUMBER OF TEACHERS						
	IID	IIIA	IIIB	IIIC	IIID	TOTAL
Status of Teachers in Primary schools	7 6.7%	11 10.7%	8 7.8%	59 57.8%	17 16.6%	102 100
50 teachers did not indicate their grade						

The status of teachers in terms of grading keeps changing and possibly the grades recorded in Table 9 have by now changed. However, the recorded grades are those at which the teachers knew they were at the time this survey was being conducted. Some teachers (50 of them) did not indicate their grades in the questionnaire.

Grade IID teachers are those who have been promoted on merit from grade IIIA and grade IIIA are ex-twelve teachers who had undergone a teacher training programme in a college. Some of them may have been promoted from grade



IIIB. Grade IIIB are either those who did not pass well at the standard twelve examination but who underwent teacher training courses in some college, or those who have been promoted from grade IIIC. Grade IIIC are either ex-eights (old programme) or primary seven leavers who had been trained as teachers in teacher training colleges. Grade IIID are primary seven leavers who, under the Universalisation of Primary Education Programme, had to undergo distant teacher training programmes conducted through correspondence, radio broadcast and induction instruction plus a few months in a teachers' college to refine their experience.

This being the case, the majority of primary school teachers are ex-eights and primary seven leavers (74.4%), but may be this percentage would look different if the 50 teachers who did not indicate their grades had done so. It is not yet known what the impact of the MTUU has been — a programme designed by UNESCO and UNICEF in liaison with Tanzania government to upgrade the quality of primary school teachers. There is a need for more continuous in-service teacher training programmes catering for all primary school teachers with some incentives such as promotion for candidates who successfully pass a given package of a course.

## CONCLUSION AND RECOMMENDATIONS

The purpose of this study was basically to find out the actual situation of primary schools in terms of facilities and instructional resources. A case study was conducted in Iringa and Mbeya regions. A spectrum of what exists and what is needed in schools was found out in statistical tabulation. Such data, though at a micro-level, highlights the nature of the problem more clearly than would have been the case in just knowing that there are such problems in primary schools with no substantive evidence of the intensity of the problem.

However, what has been achieved by the country since independence in primary education reform is really great when compared with the time that has elapsed since independence. This reflects how the Government and Party are dynamically attentive to society at large. Some of the education reforms have been so enormous that in the process of implementing them *some major cracks have developed which are enlarging year after year to the extent that it is now a crisis.*

Since independence, the government has enacted several educational reforms which include (a) the decision to have a primary education of seven years and to abolish the standard 4 and 6 examinations, and this implied more government expenditure to primary education because more students would have access to primary seven, (b) change of form of paying school fees from direct payment by parents to direct payment by the government. Though this is an indirect payment of every individual in the state, it nevertheless means a gigantic expenditure on education by the government. The notion of free education is a pure misconception if the state has to pay for it. Such gigantic expenditure has been aggravated by (c) the abolition of denominational schools and (d) the abolition of a segregated educational system for Africans, Europeans and Asians and the introduction of national education by starting Education for Self-Reliance (1967).

This enormous educational change is what is referred to as the "Musoma Resolution", the 1974 Party Meeting at Musoma, where it was enthusiastically agreed to universalise primary education. For such an enormous educational programme to be taken by a developing country like Tanzania was no joke. More serious still, the decision was made at the time (1974) when a serious eco-

conomic depression was just starting in Tanzania. At this juncture, it is conceivable that some of the current primary education problems have historical roots. — “starting as very minor problems then stemming out into a major problem”.

Many educationists are becoming more concerned to see that such problems are solved. Where some major cracks start emerging, immediate small scale and large scale studies are conducted to learn about the cause and the nature of the cracks to have substantive information at hand for the state to take action, possibly immediately, lest the “house collapses”. It is less costly to arrest the cracks than to construct a new house on the ruins. This study is carried out in the same spirit, although at a micro-scale.

However, this paper is a report of a survey conducted in two regions on the availability of primary schools facilities and instructional materials. The findings reveal that there is a very critical situation in which primary schools are operating. The average level of provision of exercise books, for example, is just 15.7%. Such a figure is so small that it would threaten a state which is ambitious in seeing its people get at least enough facilities and materials that would enable them to acquire qualitatively good education. Worse still, there is unequal distribution of these few exercise books to districts from the regional centres.

A number of schools have some classes without desks and chairs at all. In those with desks, one would find more than 8 pupils scrambling for a desk for about 4 pupils. Such straining conditions are mostly seen in classes one to four. A similar feature is seen in classrooms which were originally constructed to accommodate a maximum number of 45 pupils, but which now accommodate more than 70 pupils. What a teacher does under such conditions, as found in the field, is to squeeze himself or herself in front of the classroom near the black board to give a “preaching style” teaching in foundation classes such as primary I-III. Pupils in hot classrooms due to the congested atmosphere, either listen to the teacher in fear of punishment, without any writing, or exhibit some notorious behaviour such as hiding behind other pupils. Primary one and two give a teacher more hard times than do the upper classes.

On the other hand, upper classes (and especially primary seven) are conceived of as examination classes and consequently they are tended comfortably in many aspects, and in some schools these classes are even exempted from agricultural activities and any other extracurricular activities in order to concentrate on academics. The rationale for such an exemption is clearly known to all teachers and the community at large including pupils themselves.

Some of the buildings which were formally very beautiful, in terms of decoration, glass windows, ceilings and cemented walls and floors, no longer have such a good appearance. There are no ceilings, no glass windows, and floors are rugged. The fact that the buildings, and other facilities were very good in the past and now appear to be ruins should be an issue of great concern. It seems as if there is a high rate of carelessness in handling and maintaining public property among school communities.

There are also considerable differences in the availability of school facilities such as classrooms, offices and the like in different districts implying that the distribution of resources is faulty. Many schools (29.7%) do not have even latrines.

The distribution of textbooks to pupils is generally in a state of crisis. This state is found in all subjects, although the intensity of the crisis differs from one subject to another. Some subjects do not have textbooks at all for subjects such as political education, history, and science. Only teachers may have one

or two copies. Subjects seen having textbooks for pupils with ratios ranging from 1:3 to 1:2 are very few and a considerable number range from 1:8 and above-with the exception of Kiswahili language. This means that where there are textbooks, one book would be shared by eight pupils and above. The qualitative aspect of pupils as products of the education system is very much a function of the availability and use of textbooks and teachers. Critical shortage of one of these or both should constitute a threat to parents and pupils as well as to the nation at large.

This feature is further aggravated by the fact that there are almost no school libraries in primary schools (74%). In earlier years, most of the denominational as well as government middle schools used to have well equipped school and classroom libraries. Since the takeover, however, very few of these have maintained school libraries, and, where they do, the libraries are almost empty, (26%). Also, there are almost no typewriters (87%) and no duplicating machines (87%) both of which could be used by teachers to produce handouts for pupils to alleviate the critical shortage of textbooks. The idea of using school funds for purchasing such vital facilities for the school in general and for every pupil would be very impressive but it is impracticable at the moment considering that the annual economic production of a rural primary school is T. Shs. 2,800/-, which means that the average production of one pupils per year is T. Shs. 7/-. However, this does not rule out a school purchasing cheaper items for common use such as footballs, clocks and radio sets.

Whatever miracles a college of National Education can achieve in training teachers so that they become effective when they go into the field, it is difficult for such teachers to do themselves justice in teaching under such straining and frustrating conditions. All teachers, especially grade III C and IIID and those in primary one to four would need intensive use of teaching facilities under normal conditions. However, it would seem illogical to blame teachers for not being effective in their teaching, or colleges of National Education for not preparing their students well, if after their training they come to face such frustrating conditions. In summary, then, the study reflects the acute shortages of almost everything except pupils.

In conclusion, therefore, the teaching as well as learning conditions inside the primary school classrooms are so critical that there is a need to call for a national emergency programme to alleviate the situation. In the light of this, the following recommendations could be looked at by the Government and the Party (CCM) to consider the possibility of dealing with the primary school crisis in its earliest stages:

1. There is a need to organize a national campaign for a specified period of years for "Primary School Rehabilitation" in which every individual in the country, every sector, all industries whether private or public, bars, hotels and other businesses and all denominations should be mobilised to contribute resources for primary school rehabilitation. International organisations and other foreign countries genuinely interested in the country's primary education could be invited for the same purpose..

There are occasions where individuals, parastatal organizations, industries, government sectors, denominations, business parties and many others have donated resources for constructing national and regional prestigious stadia Party buildings, health service buildings and the like. It is quite conceivable that a campaign for a primary education revolution would fetch very favourable contributions both nationally and internationally. Careful planning on how to handle the issue would be needed lest some of the resources flow into corrupt hands.

2. The question of importing a number of commodities into the country should be re-scrutinized so that foreign currency needed for such items is shifted to purchasing more educational facilities and materials which the country cannot produce. Things like slates, well censored books and other instructional facilities could be imported instead, until the country is in a position to start up its own production of such materials.

3. SEDU — an Institution which has been established recently for the production of school equipment and other instructional materials should be strengthened to an industrial status so that it is able to design and construct school equipment and other materials. As it is now, SEDU is a mere symbol of what a country would like to have. Tanzania Elimu Supplies (TES) could also be strengthened so as to have a strong industrial wing for the production of school facilities. Other industries could be studied to see to what extent they could produce school equipment and materials.

4. The unequal distribution of facilities and materials in primary schools should be scrutinized carefully to establish a relatively fair distribution and so achieve equal opportunity in education.

5. The production of textbooks which would suit primary education in this country is very low. Writers have not yet managed to solve this serious problem in spite of the fact that the country has its own manpower and institutions of higher learning. At most, the Swahili novelists are emerging on their own individual initiative to appear in bookshops and hence in schools. There is a need for both government and the Party to re-examine the whole issue of book production in the country. Institutions of higher learning in the country could take one year off classroom work for field study and for writing books for different levels. Both lecturers and students, including curriculum developers, could concentrate on this. Such a move would concentrate on the subjects which students are taking so as to give them more practical learning.

6. Since the country is establishing its own paper and printing industries, the production of textbooks should not suffer unduly. Tanzania Elimu Supplies and other printers should be given full swing in the production of such materials.

7. Suppose each Regional Education office establishes a strong "Ufundi Unit" responsible for the construction and maintenance of school buildings and other facilities! Such Units would have various sections such as:

(a) Carpentry Section: responsible for carpentry work in school buildings and making desks and other related school facilities to supplement and coordinate locally employed labourers.

(b) Building Sections: responsible for building houses and other school buildings to supplement the local use of temporarily employed builders.

(c) Technical Service Section: to repair school equipment such as radio sets, clocks, typewriters duplicating machines, projectors and the like. This section would cater for secondary schools and colleges of National Education within the same region.

8. It seems teacher's and pupils' awareness of maintaining public property in good order is extremely low which is why many buildings and other facilities have been virtually destroyed. I am not sure whether the notion of "free education" in Tanzania has negative implications among pupils. Nevertheless if the state pays for education and maintenance of pupils throughout their school life, in terms of school buildings, instructional and writing materials, teachers' salaries in order to teach the pupils, and many others, logically it seems that the direct burden which the parents had to bear in terms of school fees has shifted

exercised with school property. There is a need to sensitise pupils on extra-carefulness with school and public property. Among political education topics to be taught in primary school, good care of public property ought to carry more weight. The concept of "free education" should be handled carefully and the pupils made to understand clearly who pays the school fees. Curriculum developers can also do better in this area. It may be meaningless and costly to the nation to revive or rehabilitate school buildings, facilities and instructional materials to entrust to the people if in a short period they are carelessly destroyed. There is a need for permanent guidance and strict measures to ensure that they are maintained in good order. Such political sensitisation should apply to teachers as well.

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