



Original Article

Contributions of Educational Stakeholders Towards Access to Quality Education in Morogoro Municipality

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Educational Stakeholders, Access, Quality Education.

This study aimed to explore the contribution of educational stakeholders in enhancing access to quality education in Morogoro municipality secondary schools. The study adopted a mixed research approach and descriptive survey research design towards a sample of 170 respondents composed of parents, teachers, students, educational administrators, and a representative from NGOs and political leaders from selected secondary schools. Respondents were selected by using simple random sampling techniques and purposive sampling techniques. Methods used for data collections were questionnaires and interviews. The validity of data collection was tested using a pilot study. Using Cronbach's Coefficient Alpha, reliability was tested, and a coefficient of 0.8 was realized, which was considered reliable. The quantitative data were analyzed using descriptive statistics that gave tables of frequencies and percentages. Meanwhile, qualitative data were coded thematically for easier narration. The study results reveal that the key stakeholders who have been very interactive in supporting quality education provision in secondary schools in Tanzania are the ministry of education, ministry of finance, PoRALG, business association and employers, teachers' union, parents, and international organizations through providing financial, facilities, materials, technical support and programs to initiate quality education provision in secondary school. However, the extent of quality education in Morogoro Municipality secondary schools has not been fully reached due to limited area support of stakeholders as each stakeholder supports its ability to do so as well as due to their priority areas. The study recommended that the government and other stakeholders should intensify facilities and support for students' and teachers' training as strategies to improve the teaching and learning process toward improving access to quality education provision in secondary schools.

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INTRODUCTION

It is crucial to first examine Tanzania's educational profile and history, both in terms of access and quality, in order to address the country's educational difficulties in general and the quality of education in particular. With regard to children's access to and attendance at primary schools, there was a remarkable expansion in the education system from the country's independence in 1961 through the 1970s, reaching its maximum level of 98% in the late 1970s (Davidson, 2004).

The Primary Education Development Plan (PEDP) in 2002 and the Secondary Education Development Plan (SEDP) in 2004 were two new, extremely ambitious education programs that the government was forced to implement as a result of this circumstance (URT, 2002). The proposal called for hiring more teachers, constructing more classrooms, and—most importantly—doing away with school fees in order to boost enrollment (URT, 2002). Anecdotal information and official figures indicate that PEDP has been quite effective in terms of enrolment growth and classroom construction since its inception (Sumra, 2005).

As a result, there were more pupils enrolled in elementary school, which saw an increase from roughly 5 million in 2001 to about 7 million in 2006. (Sitta, 2007). As was to be expected, the rate of teacher recruitment lagged behind that of student

enrollment. For instance, the number of students enrolled increased by 44% between 2001 and 2004, although the number of teachers employed only increased by 13%. (Davidson, 2004). As a result, teaching methodologies became increasingly ineffective at enabling active participatory learning, which would have allowed teachers to engage with specific students in their classes and encourage them to develop their critical and creative thinking skills (Rajani, 2006).

Key players also play a significant part in ensuring that the levels of education are promoted to keep up with the changing world, as the provision of quality education in Tanzania is not a one-man job to be enabled by the government alone (Mseja, 2021). As they typically say, education is a pillar of growth, meaning that no country can improve if its people are uneducated, and when these two sides work together, people are likely to experience changes (Mseja, 2021).

Tanzania is thus not falling behind in luring additional educational players to enter the education sector and lend a helping hand in ensuring that the desire to obtain superior education is concerned. For instance, Tanzanians enthusiastically supported the government's decision to allow free primary and secondary education, which has increased the number of pupils attending school (Mseja, 2021).

Despite such efforts of the government to provide fee-free education all over the country for basic education, the involvement of other educational stakeholders has been deteriorating and making insufficient roles in enhancing access to quality education. Therefore, this study aims at extracting roles of educational stakeholders in enhancing access to quality education in secondary schools taking Morogoro Municipality as a case study.

ANALYTICAL AND THEORETICAL FRAMEWORK

The person-as-machine metaphor from Weiner's motivational theory served as the study's guiding principle. According to this idea, human beings cannot control the forces that drive and guide behavior. This idea postulated that people's motivated or uninspired behavior is the result of internal or external factors beyond our control. Weiner (1991) suggests the metaphor "person-as-machine" to describe these views. Machines are made up of parts or structures that work together to accomplish a goal; the actions taken by the machine as a whole are uncontrollable or lack willpower.

As a result, behaviors are carried out unconsciously, actions are reflexes, reactions are regulated by a set of conditions or activating stimuli, actions are preset routines, and forces and energy are conveyed. The forces may be in equilibrium (no tendency to change), out of equilibrium (promoting a propensity to change), or in balance (no tendency to change) (Weiner, 1991). Weiner alerts us to a number of specific qualities relating to human motivation by classifying some theories of motivation under the person-as-machine paradigm. The theory is pertinent to the study since it contends that there are factors that influence or tend to inspire stakeholders to become involved in educational issues. They must be recognized to prevent stakeholders from declining to participate.

In a research on the role of stakeholders in quality assurance in higher education, Ulewiz (2017) stated

that not all groups considered to be stakeholders are actually stakeholders because of the minimal or nonexistent impact they have on an organization. Institutions like public higher education institutions do not, however, have to approach the so-called public opinion in a sustainable manner. In the case of higher education institutions, two stakeholders i.e. students (internal stakeholders) and employers (external stakeholders). This study focuses on concerns related to quality control, and it demonstrates that student opinions are irrelevant in higher education

Stakeholders from both inside and outside the university have a big impact on how well it functions. The employed staff (qualifications), management style, the culture of an organization, scientific work, works that facilitate development, technological level, availability of laboratories, methods and means to manage human resources and infrastructure, quality assurance methods, marketing means, and techniques, as well as the operation of the financial are some of the crucial factors related to the first-degree environment, also known as the functional environment. Stakeholders actively participate in and support government efforts to provide high-quality education, especially by enhancing advocacy, service delivery, capacity building, grassroots community mobilization, innovation, social experimentation, and research efforts (Shah, 2005). Such responsibilities and areas of collaboration have a great chance of assisting the government in developing replicable procedures and creative solutions to the nation's educational problems.

The Government says it faces difficulties in providing quality education because of inadequate funding, wasteful budgetary expenditure, and bad administration, which necessitates the involvement of other stakeholders. A study by Pelaez and Usma (2017) on the crucial role of education stakeholders in the appropriation of foreign language education policies found that administrative stakeholders have a significant influence on the appropriation of

foreign language education policies and have a significant impact on the change of policies. The study used a qualitative case study approach and included a variety of research techniques and types of data. Additionally, it was determined that teachers might influence the quality of education by having a strong command of the English language, which has typically been utilized as the medium of instruction.

Stakeholders occasionally encountered strong opposition from within the public school system, but they made every effort to be the most effective initiatives to increase educational access and quality across the nation (Aziz, 2021). By investing in infrastructure to make sure that kids have a learning environment, stakeholders in education brought a number of best practices to government schools. It renovated schools by constructing bathrooms, science labs, computer labs, libraries, and classrooms with good lighting and ventilation. It also gave these schools new furniture, clean drinking water, and proper sanitation.

Adu-Baffoe & Bonney (2021) emphasized that stakeholders in the majority of secondary schools contribute to infrastructure development, teaching and learning materials provision, teacher capacity development, meeting the educational needs of students, and school community sensitization as Action Aid support activities to the provision of basic education in Ghana. These initiatives have increased the standard of instruction and learning as well as the accessibility of educational resources. Stakeholders stress the significance of collaborative decision-making processes that foster a sense of ownership, responsibility, and accountability. These processes should involve the trust and supported dialogue of a variety of stakeholders at all levels of the education system. At all levels of the education system, stakeholder involvement can aid in fostering mutual trust and transparency (Maxwell & Staring, 2018).

According to Mseja (2021), ensuring that Tanzanians receive high-quality education is not a government-only responsibility; rather, important stakeholders must play a significant part in ensuring that educational standards are raised to keep up with the times. Tanzania is thus not falling behind in luring additional players to enter the education industry and lend a helping hand in ensuring that the desire to obtain superior education is concerned.

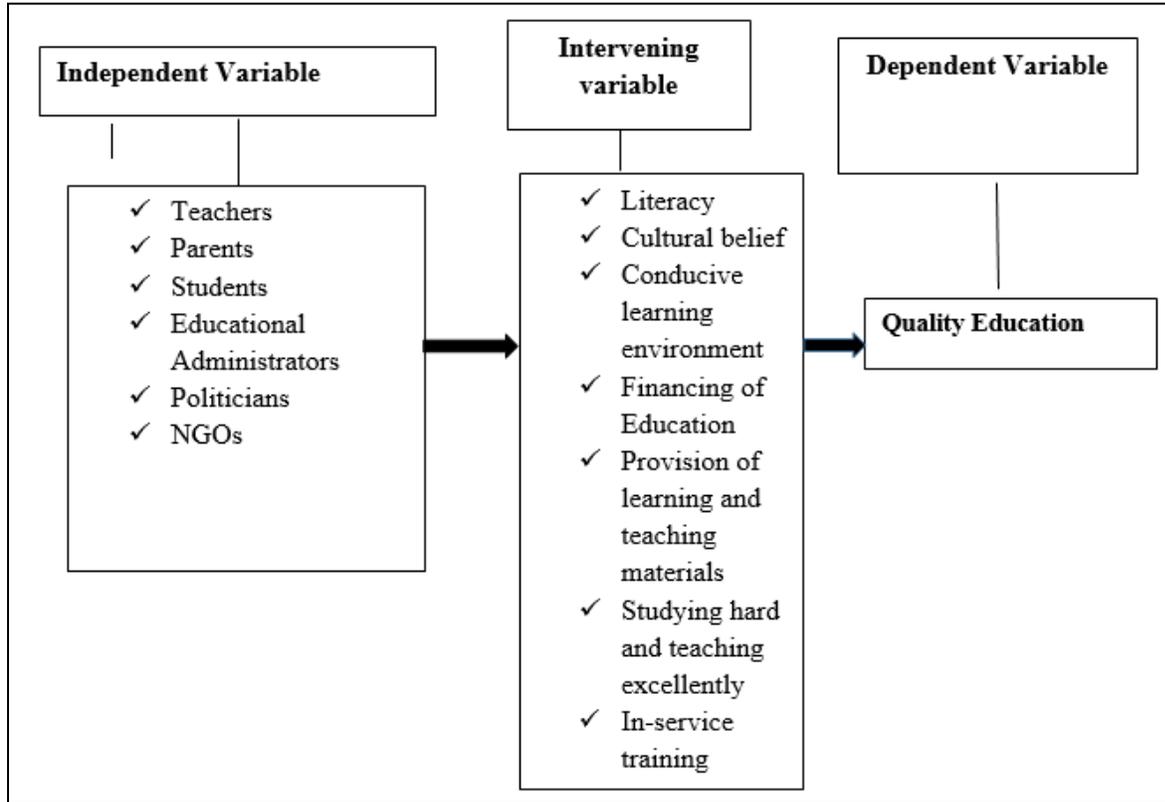
The stakeholders reiterated their support for the 2030 Agenda for Sustainable Development of the United Nations, in particular SDG 4 and its acknowledgment of education as a fundamental human right and a tool for transforming lives. With the involvement of stakeholders in education, schools may better align with and integrate with their local communities and have access to a variety of services from many industries that promote the educational growth of their pupils. A great education is supported by three main pillars: access to qualified teachers; availability of top-notch instructional materials and professional development; and creation of nurturing and secure learning environments (Mseja, 2021). Based on these writings, a study needs to be done to determine the role of various education stakeholders in Morogoro Municipality.

CONCEPTUAL FRAMEWORK

The figure indicates the relationship between the independent variables and dependent variables. This conceptual framework suggested that educational stakeholders have roles to play toward access to quality education. Teachers should teach excellently, students should study hard, parents should have literacy about the significance of education, have positive cultural beliefs, and should engage in financing education, politicians, NGOs, and educational administrators should ensure a conducive learning environment, finance education, provide teaching and learning materials and consider in-service training to teachers. Effective participation of each educational stakeholder in

respective roles will ensure access to quality education in secondary schools.

Figure 1: Conceptual Framework of Independent, Intervening, and Dependent Variables



Source: Modified by the researcher in this study, (2022)

Most of the consulted empirical literatures (Ulewicz (2017), Janmaat, McCown, & Rao (2016), Saxena (2014), and Godfrey (2013)) have shown different types of stakeholders in education and their contributions in enhancing access to quality education views about who composes the group of stakeholders, other literatures had a focus on the contribution of educational stakeholders in higher education. This convinced the researcher to conduct the study while focusing on secondary education. Also, the consulted studies were conducted out of Morogoro municipality. Therefore, the researcher aimed to assess the contribution of educational stakeholders in enhancing access to quality education in secondary schools in Morogoro municipality as a way of adding more knowledge on

the issues of involving stakeholders towards the access to quality Education.

RESEARCH METHODS AND METHODOLOGY

The study employed a descriptive research design and a mixed research approach. Simple random sampling techniques and purposive sampling techniques were used to determine the sample size of the study. A total of 170 respondents were selected composed of 40 parents, 30 teachers, 80 students, 5 educational administrators, 5 representatives from NGOs, and 10 political leaders from 10 selected secondary schools in Morogoro municipality. Data were collected through open-ended questionnaires and both structured and

unstructured interview questions to determine the contributions of educational stakeholders toward access to quality education in Morogoro Municipality. However, the validity of the data collection was tested using a pilot study. Using Cronbach Coefficient Alpha, reliability was tested and a coefficient of 0.8 was realized, which was considered reliable. The quantitative data were analyzed using descriptive statistics that gave tables of frequencies and percentages. Meanwhile, qualitative data were coded thematically for easier narration.

RESULTS AND DISCUSSION

The study aimed at finding out the contributions of stakeholders to quality education in secondary

schools in Morogoro municipal. In order to get the findings, the researcher used open-ended questions allowing the respondents to write in the questionnaires, and then their answers were analyzed by sorting out the key contributions outlined in the questionnaires. The repeated responses were removed during the data coding of raw data. *Table 1* presents the summary of the key stakeholders and their contribution to quality education in Morogoro municipal secondary schools. The researcher also identified on the other hand possible risks from the exclusion of the key stakeholders in education matters.

Table 1: Contributions of Educational Stakeholders Towards Quality Education in Secondary Schools in Morogoro and Possible risks from Exclusion

Key Stakeholders	Possible benefits	Possible risks from exclusion
Ministry of Finance	<i>They provide information on educational resources</i>	<i>Lack of support for the financial plan's implications</i>
Ministry of Education and PoRALG	<i>The ministry can get the knowledge of issues with managing the curriculum and overseeing the education sector</i>	<i>The feasibility and logic of the proposal won't be understood</i>
Teacher unions	<i>They represent the concerns of teachers' perspective Influence the implementation of teachers' rights</i>	<i>Teacher unions will resist change, organize strikes or boycotts</i>
International bodies (World Bank, UN) Religious organization	<i>They bring resources, technical know-how, and experience from abroad</i>	<i>If they are excluded, the agency's plans do not reflect the priorities identified in national planning</i>
Business Associations, Employers	<i>They help in ensuring that the needs of the job market are considered</i>	<i>Reforms will not help make learners more employable</i>
Parents	<i>They support education through cost sharing and ensuring that students are given cooperation when they are at home, especially with homework and other matters of education</i>	<i>Their exclusion will lead to bad behavior among students and they will not reach their goals.</i>

Source: Survey Data, (2022)

From the findings in *Table 1* above it is notable that the key stakeholders who have been very interactive in supporting quality education in secondary schools are the ministry of finance in Tanzania,

business associations and employers, teachers' union, parents, and international organizations. During a face-to-face interview three respondents said the following concerning the contribution of

teachers' union towards quality education in secondary schools found in Morogoro municipal;

“The teachers' union has created a comprehensive agenda for negotiating, emphasizing the value of social dialogue. In order to guarantee that teachers in Morogoro have a true independent voice to represent them and that contractual safeguards integrate and preserve teachers' rights to professional development, they have been including professional problems into social dialogue procedures” (RES₂).

The other added on the contribution of the teachers' union towards the quality of education in Morogoro by saying that;

“The teachers' union influences the conversation about high standards in education and support for the teaching profession. The teachers' union works as an advocate for effective education and financial support for it as a public good. This work is crucial in structuring the discourse surrounding public education and has the potential to change how people see spending money on the necessary resources to address the issues affecting excellent education in Morogoro and Tanzania more broadly” (RES₃).

With regards to business organizations, respondents said that business organizations can help in bringing quality education to secondary schools in Morogoro since quality education needs financial resources to implement a lot of projects or programs.

“Business organizations and employers apart from running and supporting some educational program in secondary schools they also help in ensuring that teachers are hired” (RES₄).

International bodies (World Bank, UN) were among the stakeholders mentioned by the respondents in Morogoro municipal, they said that different education projects financed by World Bank, United

Nations, and other international organizations have been the most powerful support towards quality education in secondary schools in Morogoro. These organizations have been providing technical support to education leaders. Respondent 5 has to say this;

“They offer resources, technological know-how, and experience from abroad” (RES₅).

These views of RES₂, RES₃, RES₄, and RES₅ were in agreement with that of Shah (2005) who highlighted that stakeholders should actively participate and support government efforts to provide high-quality education, particularly through bolstering advocacy, service delivery, capacity building, grassroots community mobilization, innovation, social experimentation, and research. Such roles and areas of partnership have a great deal of promise to help the government develop replicable procedures and creative solutions to the nation's educational problems. The findings were also supported by Aziz's (2020) research, stakeholders in education introduced a number of best practices to public schools by investing in infrastructure to make sure that kids have a supportive environment for learning. It renovated schools by constructing bathrooms, science labs, computer labs, libraries, and classrooms with good lighting and ventilation. It also gave these schools new furniture, clean drinking water, and proper sanitation. Other stakeholders helped establish and maintain the quality of education by instilling it in its teachers, who later sponsored training sessions for educators in public schools to guarantee that the curriculum being taught was up-to-date and thorough.

In regards to trade unions' role in quality education, the study findings are consistent with those of Pelaez and Usma (2017) who also observed that the government faces obstacles in providing quality education, these challenges include insufficient funding, ineffective budget spending, and weak management that necessitates the involvement of other stakeholders. They emphasized how

administrative stakeholders have a significant impact on how education policies are adopted and how policies are changed. The findings were further supported by the findings of Adu-Baffoe & Bonney's findings from 2021, which highlighted how stakeholders in most secondary schools contribute to infrastructure development, the provision of teaching and learning materials, the development of teachers' capacities, the provision of learning needs for students, and school community sensitization as Action Aid support activities to the provision of basic education in Ghana, provided further evidence in favor of the findings. These initiatives have increased the standard of instruction and learning as well as the accessibility of educational resources.

With regards to business organizations, employers, and parents the study findings were in tandem with the findings of Maxwell & Staring, (2018) who highlighted that stakeholders highlight the importance of collaborative decision-making processes, involving the trust and supported dialogue of a range of stakeholders at all levels of the education system, and fostering a sense of ownership, responsibility, and accountability. Stakeholder engagement in education can help to build mutual trust and transparency at every level of the education system – between individual schools and their local stakeholders, and between the national government and the public at large. Secondary schools should mobilize key stakeholders available in time to support their efforts towards access to quality education provision rather than waiting for stakeholders to find them.

CONCLUSION AND RECOMMENDATIONS

The current research study's third objective sought to find out the contributions of stakeholders of education towards access to quality education in secondary schools. The researcher obtained the data through interviews and open-ended questionnaires.

From the findings of the study, it was established that the key stakeholders who have been very interactive in supporting quality education provision in secondary schools are the ministry of finance in Tanzania, business associations and employers, teachers' unions, parents, and international organizations through providing financial, technical, training and giving back to the community services to secondary schools.

The stakeholders of education have significant contributions in providing financial, facilities, materials, technical support, and programs to initiate quality education provision in secondary school. The extent of quality education in Morogoro Municipality secondary schools has not been fully reached due to limited area support of stakeholders as each stakeholder supports its ability to do so as well as due to their priority areas.

Stakeholders' needs to be understood by their objective, identification of activities to implement, stakeholders' experience, reporting, and resetting goals are the strategies to strengthen stakeholders' contribution in enhancing access to quality education in secondary schools.

The government and other stakeholders should intensify support for students' and teachers' training on the strategies to improve the teaching and learning process toward improving access to quality education provision in secondary schools.

Suggestions for Further Study

Since this study was limited to Morogoro Municipality Secondary Schools, this study made the following recommendations for further study that would;

Survey the contribution of stakeholders of education in enhancing access to quality education in public secondary schools in Tanzania.

Find out stakeholders' contribution to enhancing access to quality education in primary schools.

Explore challenges that stakeholders face while enhancing access to quality education in secondary schools.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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