

# Role of Educational Planning in Ensuring Quality Education of Morogoro Municipality in Tanzania.

## ABSTRACT

This study aimed at probing the role of educational planning in ensuring quality education of Morogoro Municipality in Tanzania. Its specific objectives were to: highlight educational planning approaches; find out the contribution(s) of educational planning to quality education and to determine the challenges facing educational planning in ensuring quality education. Adams' interactive and rational models of educational planning served as a frame of reference for this study. The study adopted the survey research design. Data collection instruments consisted of questionnaires, interview and document review. Quantitative data was analyzed through SPSS (Statistical Package for Social Sciences) while qualitative data was subjected to content analysis for discussion. The study consisted of 40 participants for quantitative data and 6 participants for qualitative data. Whereas academic masters/mistresses and head teachers were purposively selected, teachers were randomly sampled. The findings of this study, unveiled that Tanzania employs the Social Demand Approach (SDA) of educational planning. Quality education indicators were presented as evidence of the role played by educational planning in ensuring quality. It was found that form IV students' academic performance significantly improved as evidenced by NECTA (National Examinations Council of Tanzania) results from 2016 to 2020. Other quality indicators reported were, teachers' qualifications, student-teacher ratios, infrastructure, teaching and learning materials and conducive learning environment. Despite academic improvement indicating better quality of education there were still some challenges to quality-oriented educational planning. The challenges highlighted were inadequate funding, insufficient laboratory equipment, low salaries, political interventions, parental indifference and shortage of science teachers. Planners are therefore urged to deconstruct and reconstruct educational planning so as to facilitate constructive resolutions to these challenges at grassroots level. In addition to allocation of educational funds to schools accordingly, increased involvement of teachers in educational planning is recommended. Prospective research on participatory educational planning for holistic quality education is encouraged.

*Keywords: Educational Planning, Quality Education, Morogoro Municipality, Tanzania Secondary Schools, Students, Teachers.*

## 1. INTRODUCTION

According to World Bank [1], education is considered as a key catalyst or the instrument which facilitates good financial and political systems, harmonious society, and the overall development of any particular country. Sigalla [2], also asserts that quality education is what brings forth development of any country. When referring to education, people normally mean quality education. Quality education is the source of responsible citizens. In order for the quality of education to be high there needs to be a plan which is clear and easy to implement because as the saying goes “failing to plan, is planning to fail.” Akpan [3] argues that planning means deciding in advance what is to be done and what the aim of doing it, is. Planning also includes the means to be used to achieve those goals.

Prakash [4] posed some questions, when we are measuring the quality of education, what do we measure? What do we consider? Is it the number of students who passed examinations or the number of students who changed the society with their knowledge or those who accomplish the aim of education? According to Totto [5] acquiring a lot of books without educational planning is just like having volatile energy without control, apart from being ineffective it has the potential to be harmful. This has compelled the unveiling of the fact that to have quality education, educational planning is a must. World Bank [1], observed that even “though some countries have significantly increased access to education, being in school is not the same as learning. Worldwide, hundreds of millions of children reach young adulthood without even the most basic skills like calculating the correct change from a transaction, reading a doctor’s instructions, or understanding a bus schedule – let alone building a fulfilling career or educating their own children.” The gravity of that disparity between policy and implementation has implications on the quality of education.

According to World Bank [1] Tanzania’s secondary school enrolment rose from 1.8 million in 2015 to 2.2 million in 2018. However, there is no overlooking the concerns raised by Machumu [6] that the situation of secondary education is not well since there is a big shortage of qualified teachers, poor planning at local level (micro-planning), teaching and learning facilities, improper inspection, and the nature of students admitted. Shang’wet [7] in the study on *The Impact of Fee Free Education Policy Implementation in Public Secondary Schools in Tanzania* revealed some consequences of disregarding adequate educational planning, that is, engaging in poor planning on how to accommodate the increasing number of students. The same sentiments are repeated by Edward [8].

### 1.1 Statement of the Problem

Despite Tanzania having come a long way by making huge efforts and significant progress in the development of the country’s education system, quality of education remains a problem that needs to be resolved. According to NECTA (National Examinations Council of Tanzania) as cited in the Annual Education Sector Performance Report AESR [9], the CSEE (Certification of Secondary Education Examination) results highlight this issue.

Among the students who sat for the national form IV examinations in 2016, 27.6% attained division I – III, 42.7% had division IV and 29.7% failed. In the year 2017, 30.2% of the students got division I – III, 47.4% had division IV whilst 22.4% failed. For the year 2018, 31.2% of the students, attained division I – III, 47.5% got division IV and 20.7% failed. In 2019, 30.2% of the students had division I – III, 48.6% got division IV whilst 21.2% failed. The results for the year 2020 were as follows, 34.3% of the students achieved division I – III, 50.7% got division IV and 15.0% failed AESR [9].

In light of this trend of the steadily increasing percentage in marginal passes (division IV) indicating a vulnerability in Tanzania’s quality of education in CSEE results from 2016 to 2020, this study intended to analyse the role of educational planning as a prerequisite for quality of education in Morogoro Municipality.

### 1.2 Objectives of the study

- i. To highlight the educational planning approaches currently being utilised in public secondary schools of Morogoro Municipality.
- ii. To find out the contributions of educational planning to quality education at public secondary schools in Morogoro Municipality.
- iii. To determine challenges facing educational planning in ensuring quality education at public secondary schools in Morogoro Municipality.

### 1.3 Research Questions

- i. What approaches are currently being utilised in educational planning for public secondary schools in Morogoro Municipality?
- ii. What are the contributions of educational planning to quality education at Morogoro Municipality public secondary schools?
- iii. What are the challenges facing educational planning in ensuring quality education at public secondary schools in Morogoro Municipality?

### 1.4 Significance of the study

By investigating the role of educational planning in ensuring the fourth SDG (Sustainable Development Goal), that is, quality education, this study serves to enhance Tanzania's attainment of other Sustainable Development Goals (SDGs) in fulfilment of its vision 2025. The study also illuminated vital perspectives which have the potential to inspire educational planners, policy developers, school administrators and other educational stakeholders in formulating unique grassroots approaches to the cultivation of sustainable quality education in Morogoro and beyond.

## 2. LITERATURE REVIEW

Diverse research studies have conveyed the importance of educational planning in ensuring quality education at various schools world-wide. Xu and Mei [10], indicated that the quality of education in China before 1949 was very weak because there was no proper educational planning. After the country discovered that the quality of their education system was falling each and every year, they established Chinese Ministry of Education in November 1949. All levels of Chinese government directed their focus to raising and enhancing the quality of education. The reformation of their education system in turn raised the flag of China up high until now.

According to Adams' [11] rational educational planning model, the government can use any model that propels its agenda and ideologies. In the case of Tanzania, it has shifted across these various educational planning approaches over the years, depending on the circumstances of each era. It has recently been shown to rely heavily on the Social Demand Approach (SDA) for expansion of primary and secondary education sectors as opposed to the Manpower Requirement approach (MRA) or Cost Benefit Analysis (CBA). A brief background of the expansion of secondary education in Tanzania over the years is imperative in providing a progressive timeline of its adoption of various educational planning approaches, as stated in URT [12]. Starting from way back into the colonial era, several secondary schools were created by missionaries so as to spread Christianity. There were also a couple of secondary schools that the colonial government put together so as to yield clerical staff and other workers who held subordinate positions at menial jobs in the service of the colonial government. Despite these schools' existence for more than fifty years, only a handful of African students (2,409) had gone as far as lower secondary school. Since the majority of Tanzanians did not get the opportunity to access secondary education during the colonial era, the government of Tanzania had to embark on a three-year development plan between 1961–1964 so as to boost the enrolment of primary children in schools and general population so as to fill the vacuum left when colonialists left the country, according to Mushi [13].

This strategy was characterized by prioritization of secondary education so as to fulfill labor market needs. Consequently, this points to Tanzania having adopted the Manpower Requirement Approach (MRA) to educational planning during that post-colonial era. It is imperative to take note of the fact that, this move towards utilizing the MRA to educational planning was not unique to Tanzania's situation, other developing countries took the same stance as they were responding to the skills-shortages which

swamped them at the inception of self-governance, according to Mabele [14]. It was therefore inevitable that secondary education took precedence at that time as it was a means of meeting the manpower requirements of the nation. According to UNESCO [15], the government utilized the manpower approach thereby expanding secondary education starting from 1961 onwards thus leading to good educational outcomes of graduates who were employable. This strategy seemed ideal at that time as the planned curricula contained relevant aspects which were implemented accordingly to produce skilled graduates whose competence correlated with labour market requirements. Those graduates were also guaranteed employment right away after completion of their studies since educational planning was cohesive and interlinked with curriculum in the context of manpower requirements. Critical elements such as the required quotas for various sectors were also accurately forecasted thereby resulting in prompt absorption of trained graduates into the labor market, in accordance with Musaz [16].

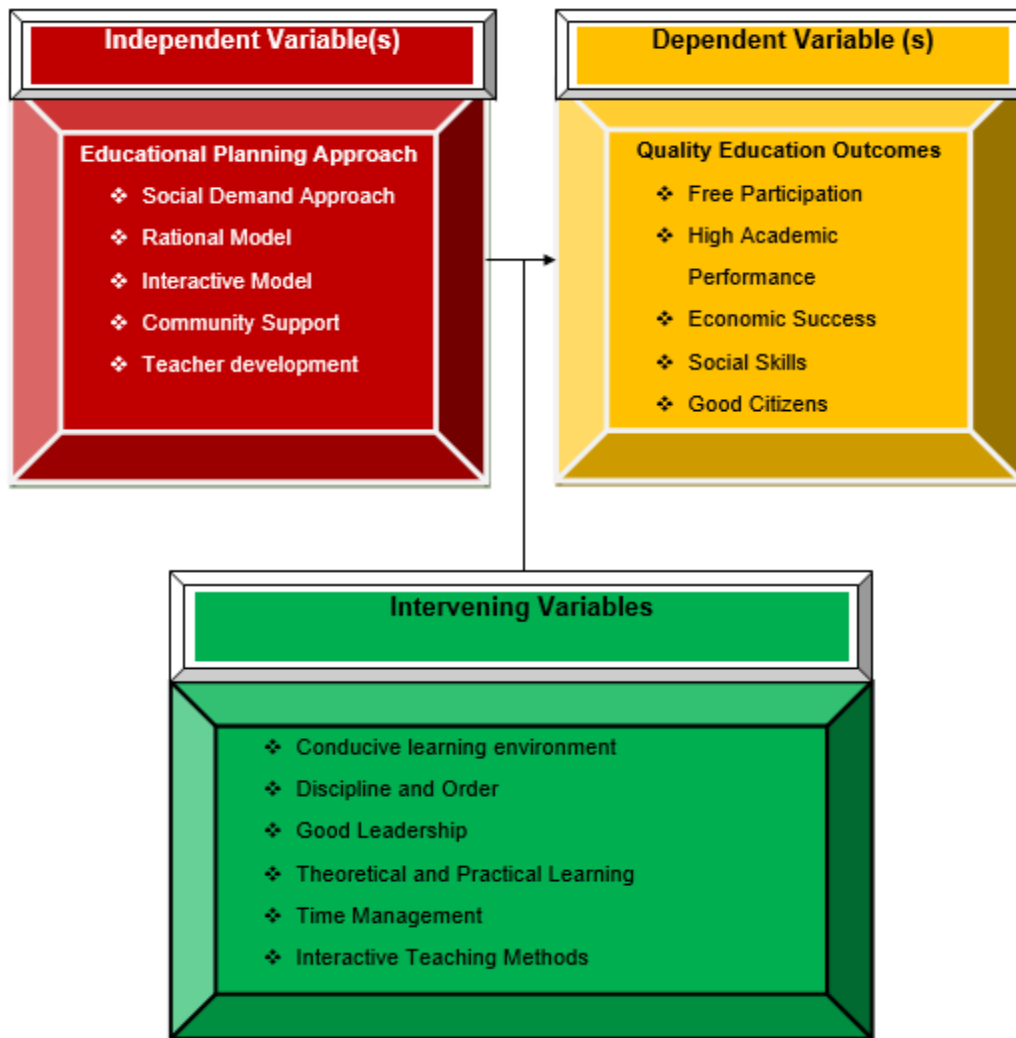
There were however challenges in terms of scarcity of funds as a result of the impoverished conditions of the country during that era. Even though no notable development was made along the lines of infrastructure, the government explored other options of decentralizing and nationalizing previously segregated schools so as to expand access to education. In a bid to buttress this move towards nationalization and expansion of education, the education for self-reliance policy was introduced, as Sigalla says [3]. In line with this, nationalization of secondary schools in 1969 in the wake of a nationalization policy established after the Arusha Declaration in February, 1967, came into effect. This was executed through the 1969 education Act whereby the government nationalized all private and mission schools as asserted by Mushi [13]. In spite of evident progress and development owing to these approaches, it was debatable whether those expansion policies entailed quality or rather served to compromise the quality of education.

Although a lot of scholars such as Bhoje [17], Adesina [18] Musaz [16], Kapinga [19], Machumu [6], Asuquo [20] Mokaya [21] Tatto [5], Bonner [22] Edward [8], Muya [23], Fischer [24] and others, acknowledge the importance of educational planning and have made passing references to single elements remotely associated with quality education, none of them have exclusively conducted research directed at Morogoro Municipality secondary schools in the context of educational planning's relevance to the provision of quality education. Over the years, educational planning has been practised in different places including Morogoro municipality, yet despite its practice there is scarce literature on its connection to quality education. Rarely has the issue of educational planning been openly tackled from the angle that takes into consideration the ideological basis and relevance of educational planning and policies of diverse nations. This study was a scientific approach towards addressing such a research gap.

## **2.1 Conceptual Framework**

The multi-faceted nature of educational planning is conveyed by elements that are taken into consideration in their contributions to quality education. These elements consist of supporting inputs from outside the learning environment (educational planning approaches); and the enabling conditions, the conducive environment of the school and quality education as the educational outcomes of the teaching and learning process. In addition to that, order and discipline at the school helps the school to be accommodative to the learners. When learners feel secure, they concentrate more. It has also been noted that when there is discipline at school, learning materials last longer and are used properly which leads to good performance.

There are also suggestions that students, should be given equal time in practical work and theory because some students are good at practical work than theoretical work. Students require exposure to various learning methods to cater for different ways of learning and should be given homework so that the community and the parents will also participate, as attests Weimer [25]. The interrelatedness of educational planning processes therefore bears testimony to the following statement, "Educational planning in its broadest sense is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society," according to UNESCO [15].



**Figure 1. Graphic Presentation of the Conceptual Framework.**

**Source: Constructed by Researcher for Current Study on the basis of Adams' [11] Models**

## **2.2 Theoretical and Empirical Framework**

The rational educational planning model works on the premises that planning is systematic, less participatory, and less adaptive. In other words, it is objective-oriented and cost-benefit analysis is imperative. In order for this model to be applicable universally, it has to become more adaptive so as to prove its relevance to a social environment. This model is expert driven and assumes a linear process of decision making, as says Adams[11]. If the rational model of educational planning is exclusively (without adopting some elements of the interactive model), applied to public secondary schools in Morogoro Municipality, the quality of education would be jeopardized.

The interactive model of planning is more participatory, more adaptive and less structured when compared to the rational model of planning. Success is measured in terms of achievement of planned objectives. The model can be applied in planning for teacher supply and demand, cost analysis in education, space allocation, school plant construction and students' enrolment forecasting or prediction. This model works very well in a decentralized pattern of educational control and administration such as the one in Nigeria, according to Akpan [3]. This model's interactive aspects were highlighted by Adams 1993 as cited in Weidman [26] and to some extent, resonate with the Social Demand Approach (SDA) to educational planning. Given that political leaders in developing countries tend to lean towards the social

demand approach to educational planning, it is evident that Tanzania's emphasis on expansion of programmes aimed at universal access to free education at primary and secondary school levels, mirrors the SDA.

Most of the SDA's aspects consequently coincides with the interactive model of educational planning at least as far as consideration of society's needs for education, engaging various stakeholders in the forecasting of number of schools that need to be provided and where they should be established. The adoption of SDA to educational planning by Tanzania, appears to be tied to quality education as the 4<sup>th</sup> SDG which informs and leads to the attainment of the other SDGs such as, good health and well-being, gender equality, clean water and sanitation, decent work and economic growth, sustainable cities and communities, responsible consumption and production, peace, justice and strong institutions as well as partnerships for the goals, according to United Nations [27]. There are intricate connections between the rational and interactive models of educational planning with approaches to educational planning. The models were therefore utilized as yardsticks to determine the role of educational planning in ensuring quality education at public secondary schools in Morogoro Municipality in this study.

### 3. RESEARCH METHODOLOGY

The study employed survey research design based on mixed research approach, that is, both qualitative and quantitative research approaches. It focused on determining the role of educational planning in ensuring quality education in Morogoro Municipality. The reason for using the survey research design was to gain some in-depth insights on the interplay between educational planning and quality of education which are intangible aspects, hence the need for qualitative data due to their subjectivity and quantitative data to make those aspects measurable.

Recommendations by Sauro and Lewis [28], were used to get the sample size for the study. A total of 46 respondents were selected from three public secondary schools within 3 wards in Morogoro Municipality; 40 participants randomly selected for quantitative data, and 3 head teachers, and 3 academic masters/mistresses purposively selected for qualitative data. Data were collected through both questionnaires and interviews to determine the role of educational planning in ensuring quality education in Morogoro Municipality.

Validity was tested using a pilot study. Using Cronbach Coefficient Alpha, reliability was tested and a coefficient of 0.70 was realized, which was considered reliable. The quantitative data was analysed using Statistical Package for Social Sciences (SPSS v.23) to produce descriptive statistics that generated tables of frequencies and percentages. Meanwhile qualitative data was coded thematically for easier interpretation.

### 4. DATA PRESENTATION AND ANALYSIS

The first objective of this research study was to highlight the educational planning approaches being utilized at public secondary schools in Morogoro Municipality. Table 1 presents the summary of distribution of the respondents' perspectives on the indicators of educational planning approaches at public secondary schools. It conveys various elements, such as conducive environment, good examination performance and timely syllabus completion.

**Table 1. Teachers' Perceptions on Educational Planning Aspects (n=40).**

Aspects of Educational Planning	Agreed Frequency (%)	Disagreed Freq. (%)	Total Freq. (%)
Conducive Environment	31(77.5%)	9(22.5%)	40(100%)
Good Examination Performance	40(100%)	0(0%)	40(100%)
Timely Syllabus Completion	33(82.5%)	7(17.5%)	40(100%)

**Source: Field Data (2022)**

The findings from Table 1 showed that the item on Good Examination Performance was confirmed by 40(100%) of the respondents. It was followed by the item on Timely Syllabus Completion which was confirmed by 33(82.5%) of the respondents although 7(17.5%) respondents disagreed. The last in that order was the item on Conducive Environment which was confirmed by 31(77.5%) of the respondents whilst 9(22.5%) of the respondents admitted that their school environments were otherwise.

From Table 1 above it could be inferred that good examination performance is only possible where there is quality planning. Conducive environment enables timely syllabus completion and their presence in the schools, pointed to the possibility of educational planning being effectively implemented.

The second objective of this research study was to find out the contribution of educational planning to quality of education in Morogoro Municipality. Table 2 presents findings on teachers' feedback on educational planning factors which they consider affecting quality of education.

**Table 2. Teachers' Views on Planning based Quality Indicators (n=40).**

Quality Indicator (s)	Agreed	Neutral	Disagreed
	Frequency (%)	Frequency (%)	Frequency (%)
Quality of Teachers	40(100%)	0(0%)	0(0%)
Conducive Environment	38(95%)	2(5%)	0(0%)
Learning Materials	36(90%)	4(10%)	0(0%)
Teacher – Student Ratio	30(75%)	8(20%)	2(5%)
Educational Planning	36(90%)	2(5%)	2(5%)
Language of Instruction	36(90%)	3(3%)	1(2.5%)
Socio-Economic Status	28(70%)	7(17.5%)	5(12.5%)
Infrastructure	31(77.5%)	5(12.5%)	4(10%)
Health Services	29 (72.5%)	9(22.5%)	2(5%)
Practical Education	31(77.5%)	5(12.5%)	4(10%)
Salary Satisfaction	22(55%)	5(12.5%)	13(32.5%)
Availability of Computers	31(77.5%)	7(17.5%)	2(5%)
Teachers' Workload	28(70%)	6(15%)	6(15%)
Educational Supervision	38(95%)	2(5%)	0(0%)
Code of Conduct	39(97.5%)	1(2.5%)	0(0%)

Source: Field Data (2022).

The findings from Table 2 above indicated that the item on quality of teachers, was supported by 40(100%) of the respondents as enhancing quality of education while the sub item on code of conduct as an indication of discipline was confirmed by 39(97.5%) of the respondents. The sub items on conducive environments and educational supervision at schools were confirmed by 38(95%) of the respondents. This was followed by the sub items on learning materials, educational planning and language of instruction which were confirmed by 36(90%) of the respondents. The sub items on schools' infrastructure, Practical Education and Availability of Computers were confirmed by 31(77.5%) of the respondents. The sub item on Teacher – Student Ratio was confirmed by 30(75%), the one on Health Services by 29(72.5%), while the sub items on socio-economic status of students, and teachers' workloads each got confirmed by 28(70%) of the respondents.

These findings provided some insights on the nation's progress in line with the proclaimed focus of Tanzania's Development Vision 2025, that is, to establish "a well-educated and learning society." This was reasoned to be achievable through; "promotion of universal access to quality education, including pre-primary, primary and secondary education levels; the eradication of illiteracy and expansion of quality tertiary education and training that provides the critical mass of high-quality human resources required to effectively respond to and master development challenges at all levels" AESR [9].

Objective three of this research study was to determine the challenges facing educational planning in ensuring quality education of public secondary schools in Morogoro Municipality. Table 3 presents a summary of factors that indicate quality education based on prior educational planning utilized to ensure their availability and adequacy at various schools. It displays teachers' responses on the factors they perceived to be important to the realization of quality education and whose absence was challenging to educational planning for quality education.

**Table 3. Availability and Adequacy of Quality Education Factors n=6**

Quality Education Factor(s)	Frequency (%)	
	Available	Adequate
Classrooms	6(100%)	2(33.3%)
Teachers	6(100%)	4(66.7%)
Desks	6(100%)	4(66.7%)
Chairs	6(100%)	4(66.7%)
Library	2(33.3%)	2(33.3%)
Laboratory	4(66.7%)	4(66.7%)
Toilets	6(100%)	4(66.7%)
Computers	6(100%)	4(66.7%)
Funding	6(100%)	2(33.3%)
Health Services	6(100%)	2(33.3%)

**Source: Field Data (2022).**

Table 3 above clearly showed that 6(100%) of the respondents confirmed the availability of chairs, desks, computers, toilets, teachers, classrooms, funding, and health services. The exceptions were libraries and laboratories which were confirmed by 2(33.3%) and 4(66.7%) of the respondents (respectively). However, the sub items on chairs, desks, computers, toilets, laboratories and teachers were confirmed by 4(66.7%) of the respondents as being adequate. Other sub items like classrooms, library,

funding, health services factors, were confirmed by 2(33.3%) of the respondents as adequate at their respective schools.

The findings from Table 3 bear testimony to the challenges that educational planning has to resolve in order for quality education to be realized and maintained at educational institutions, particularly secondary schools. The inadequate funding, classrooms, libraries, chairs, desks, computers, and toilets represent those factors whose availability in adequate quantities, would constitute a conducive learning environment.

#### **4.1 Discussion of Results**

These findings also imply that educational planning had some weaknesses yet to be addressed if quality is to become a reality for the schools in Morogoro Municipality and other schools across the nation of Tanzania are to benefit from it. Some respondents expressed hope that increased allocation of government funding to schools on the basis of areas most in need could assist in resolving these challenges.

Their perceptions were in line with the function of educational planning by virtue of it playing a guiding role on how institutions can make the best use of scarce resources to achieve their goals and objectives, in this case, quality education. This was confirmed by Akomolafe, Adesua and Olubunmi [29] in a study which revealed that there was a substantial connection between infrastructure and students' intellectual performance. It also recommended prioritization of government schools during allocation of funding so as to enhance provision of quality education.

### **5. CONCLUSION AND RECOMMENDATIONS**

According to the insights uncovered in the course of this study, the invisible hand of educational planning was revealed to be substantially responsible for educational outcomes and affected quality of education positively when engaged strategically. There were some recurring perspectives laying emphasis on pushing volumes in terms of provision of free education for all compromising the quality of education due to added constraints on the already scarce resources particularly funding and teaching and learning materials. Issues that were highlighted as informing the approaches to education included a need for the government to meet society's needs for the basic human right to access of free education. This served to reveal Tanzania's Social Demand Approaches to educational planning.

Educational planning was found to be the breath of life to most educational institutions. This was reported by research participants to be due to its facilitation of decision-making following implementation of set objectives, monitoring, and evaluation of the plan's capacity to achieve the desired result or educational outcomes. This study unveiled the fact that without proper educational planning, accountability at educational institutions takes a backseat thereby making the goal of attaining quality education, merely an illusion.

Based on the findings of this research, it was evident that educational planning is indispensable to the realization and ensuring of quality education in public secondary schools and beyond. Educational planners, school authorities, administrators and other educational stakeholders are compelled to exercise critical analysis and consciously generate home-grown policies and plans that are sustainable whilst strategic enough to function effectively in a dynamic world affected by globalization. The kind of educational planning approaches utilized are expected to assist in resolving the following challenges that hinder implementation.

Educational planning strategies can resolve challenges by prioritizing education sectors that are crippled by inadequate funding, channeling more graduates into areas with teacher shortages such as sciences and mathematics. Another approach would be educational planners working hand in hand with parents, communities, teachers and other stakeholders to ensure the well-being of students so as to facilitate conducive learning environments and eradicate the incidence of drop-outs. Ultimately, the findings of this study point to the need to scrutinize the ideologies behind educational planning approaches prior to implementation so as to make consciously authentic choices of relevant utility to particular societies or nations.

On the basis of this study, it is recommended that the government should conduct a critical analysis of educational policies and planning approaches then deconstruct and reconstruct them to suit the needs of their nation in the education system of present-day Tanzania. Government educational policies and planning need to be geared towards parental involvement, teachers' participation and that of other educational stakeholders, at all relevant stages instead of implementation stage only so as to effect quality education at secondary schools. The government needs to allocate funding and set in motion policies and plans to facilitate resource mobilization for the provision of meals at secondary schools so as to address the difficulty of students' concentration in class due to having walked long distances to and from school then spending long hours at school on a hungry stomach as it jeopardizes provision of quality educational services. It is also recommended that the government interacts with responsible school authorities in allocation of funding for the construction of fully equipped laboratories in a timely manner so as to align the practical learning component of educational planning with competency-based assessment.

The government should draw from various approaches to address the shortages of science teachers and ensure qualified teachers are recruited and deployed to schools in dire need of them. It also needs to adjust funding allocation to respective schools in light of the recent rise in prices which has affected the much-needed stationery and other utilities for zonal and other continuous assessment examinations meant to enhance quality of education. The government needs to supply in-service training assistance to teachers in ICT or computers as with the incidence of Covid-19, rapid growth of IT related teaching and learning tasks have occurred including online teaching and assessment tools. This being the case, teachers require further training to keep up with technology and perform their duties optimally to ensure quality education.

There were also some recommendations for educational planners that they should actively engage teachers and other educational stakeholders accordingly in the planning process. Educational planners need to think outside the box by putting educational planning approaches into perspective. This entails, originating their own strategies instead of indiscriminately mimicking those from other eras and societies so as to address the issue of quality education at the grassroots level. Educational planners are encouraged to plan for an education system that fosters autonomy and self-determination among its recipients so as to initiate positive change in the society on the basis of quality education.

The following recommendations were also made to parents such that they should take the initiative to assert themselves on the positive changes that they would like to see take shape in their children's education. Parents should inculcate the value of education in their children from a tender age and persist in motivating them to reach their educational goals in spite of the parents' educational background being lower than their children's or even non-existent.

## CONSENT

Respondents' written consent has been collected and preserved by authors according to international and university standards.

## SUGGESTIONS FOR FURTHER STUDY

On the basis of insights from this research study, prospective research is imperative in order to investigate:

- 1) The cultivation of self-knowledge as the key to educating the whole person.
- 2) Students' initiatives as a solution to 'learning on a hungry stomach.'
- 3) The extent to which parental contributions can be helpful in the design of quality education for future generations.

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