EFFECTS OF EDUCATIONAL COST SHARING ON PRIMARY SCHOOLS MANAGEMENT AND ADMINISTRATION IN TANZANIA: A CASE OF TUNDURU DISTRICT IN RUVUMA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certifies that he has read and does hereby recommend for acceptance by The Open University of Tanzania a dissertation titled "***Effects of Educational Cost Sharing on Primary Schools Management and Administration in Tanzania: A Case of Tunduru District in Ruvuma,"*** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

……..

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DECLARATION

I, **Rock James Mhagama**, do hereby declare to the senate of The Open University of Tanzania, that this is my own original work and that to the best of my understanding it has not been presented before, anywhere for any purpose or for a degree or similar award at any other university.

……..…....

Signature

……..…....

Date

DEDICATION

This study is dedicated to all who in one way or another have given me a support to reach this stage. The first being my father the late James Jackob Mhagama for his wisdom and being a responsible father to me and family as well, my mother Mary Andrea Haule for great tolerance, love, care and support she gave to me and the whole family, my brothers and sisters who encouraged me when I faced challenges, my wife Mariam Linangwa Aibu and my daughters Highness and Vivian who knelt and prayed for my success and without forgetting my teachers and lecturers.

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ABSTRACT

This research aimed to investigate “Effects of educational cost sharing policy on primary schools management and administration” The study was held in Tanzania Tunduru district, Ruvuma region. The study surveyed various issues about educational costs especially related to cost sharing policy, for instance identifying educational stake-holders contributing to educational costs, the contributions, and satisfaction of stakeholders’ contributions to school needs, setbacks or challenges in the implementation of cost sharing policy, its outcomes and its acceptability. Participants were the primary District Educational Officer, Ward Educational Coordinators, Head teachers, Classroom Teachers, Pupils, Parents and school committee members. Sampling techniques were purposive sampling for participants in the 5 randomly selected wards and 10 schools. Data were gathered through questionnaires and interviews. The results revealed that education costs are shared by the government, parents, community, Religious institutions and NGOs but their contributions does not satisfy school needs. Cost sharing contributes to improved school management, and education process as a whole. The study also revealed, although cost sharing face challenges like delay of contributions, dissatisfaction of resources and little social response, it is still acceptable. The researcher recommends, Parents and the community should be well sensitized of their responsibilities in the education policy. Educational decision makers should oversee on how to effectively run the nursery classes and School budgets should include pupils’ treatments and sports and games facilitation, also other researchers should study in other places and educational levels.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DEO	District Education Officer
EFA	Education for All
ETP	Education and Training Policy
ETP	Education and Training Policy
HIV	Human Immunity Virus
MDGS	Millenniums Development Goals
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and vocational Training
NGOs	Non Governmental Organization
PEDEP	Primary Education Development Program
SEDP	Secondary Education Development Plan
UPE	Universal Primary Education
WDE	World Data on Education
WEC	Ward Education Coordinator
WEMU	Wizara ya Elimu na Mafunzo ya Ufundi

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The term cost sharing according to Penrose (1998), combined the concepts of direct cost recovery and the education pricing policies and indirect contributions from pupils, their parents and sponsors, which may be voluntary, quasi-compulsory or even compulsory. Political pressures from within and outside a country have profound effects on educational policies such as free primary education or education for all (universal primary education). This is due to the call for education for all and for measures to meet Millennium Development Goals (MDGs) (Tiongson, 2014).

After the Jomtien world conference on Education for all "EFA" of (1990), it was understood that by making basic education (primary education) free it would include poor children and therefore become universal by 2000 (UNESCO, 1990). Millennium Development Goals (MDGs) promised education for all by 2015 (Munda & Odebero, 2014).

Financial barriers were the main reason for the failure of many countries to provide education to all their children. Financial barriers were of two sorts. First the cost to parents and children was high when economies were in trouble. Second, public finances were in most cases inadequate (Penrose1998). Other countries including Tanzania adopted cost sharing policy to make stakeholders share costs to reduce the burden, although some countries have adopted free basic (primary) education for all policy, Kenya is a good example "in 2003, the Kenyan government implemented free

primary education on a nationwide scale. Since then the policy had received both support and disapproval from the public" (Chuck, 2009). The government of Zanzibar had committed itself to providing free education to all levels. Although the policy allows the establishment of private educational institutions. This is according to World Data on Education 6th Edition (UNESCO, 2006).

In Tanzania Mainland as stated earlier, the financing of education and training is a shared burden among the government, communities, parents and NGOs (cost sharing). Community contributions, involving cost-sharing had been introduced in order to promote democratic in and ownership of education system for instance in 1995/1996 budget estimates government financial contribution for education and training represented 15.3% of the total budget (UNESCO, 2006).

Tanzania through Education Act No. 25 of 1978 section 3 sub-section 39 which was amended in 1995 requires all local government councils to establish primary school committees in all primary schools all over the country thus Tunduru district was inclusive. School committees in Tanzania are referred to as advisory body of parents not exceeding fifteen (15) members comprising parents, teachers and village leaders, according to Education and Training Policy of 1995 (ETP, 1995).

A school committee according to (ETP, 1995), is responsible for school discipline, management, planning, implementing educational programs including SEDP, financial control and procurement of teaching and learning materials for schools under their jurisdiction. Since the government has introduced cost sharing policy and abolished user fees in primary education so as to adopt this new financing approach,

in which the community and other education stakeholders have to contribute education provision financially, by kind, through labor service in building constructions and buying uniforms and studying materials for their children, this new financing system was expected to have some good effects to a school and primary education in general. Therefore a study on effects of cost sharing policy on school management and administration was necessary, so as to assess the efficiency and obstacles brought by cost sharing to the school management and administration.

1.2 Statement of the Research Problem

Despite the rising costs in education and increasing demand of primary education due to rising social awareness in education and the reported parents' inability to incur the rising costs to sustain educational demand, little had been done to examine the effects of educational cost sharing policy as Jerve supported, their investigation revealed two surprising findings. Firstly, there were apparently Very few studies from Tanzania of the effects of cost sharing in education and secondly little Tanzanians knowledge on education financing issues (Jerve, 2006).

This study aimed therefore to reveal the missing knowledge in Tanzanian context. The study was suggested to be done in Tanzania especially Tunduru district because no one had researched this topic in this area, and therefore the place was expected to deliver best and original results. If this study would not be done, it would be worse if cost sharing had negative effects to school management and administration or some issues to be improved, and no one knew or cared about it, which could result to poor implication approach or could eventually lead to failure to meet the 2nd MDG of Universal Primary Education (UPE) targeted through cost.

This study is set with the intention of assessing cost sharing and its effects both positive and negative on primary schools management and administration in Tanzania, particularly Tunduru district.

1.3 Objectives of the Study

1.3.1 The Main Objective

The main objective of this study was to investigate the effects of educational cost sharing on primary school management and administration in Tanzania.

1.3.2 Specific Objectives

The study was expected to address the following research objectives in specific;

(i) To explore educational stakeholders and their contributions in primary education costs.

(ii) To examine the adequacy of stakeholders contributions in running schools.

(iii) To assess the contributions of cost sharing on primary schools management and administration.

(iv) To examine the acceptance of cost sharing.

(v) To explore the challenges facing the implementation of cost sharing in education.

1.4 Research Questions

The study was guided by the following research questions:

(i) Who are the stakeholders that contribute the educational costs in primary schools?

(ii) Do the stakeholders' contributions satisfy school needs?

(iii) What are the contributions of cost sharing to primary schools management and administration in Tunduru district?

(iv) Is cost sharing acceptable?

(v) What are the challenges facing the implementation of cost sharing?

1.5 Significance of the Study

This study explored the effects of cost sharing policy on primary schools management and administration in Tanzania. The findings of this study are very beneficial to various groups of people namely; students, researchers, decision makers, donors and educational planners. Students will make use of the findings of this study as a study material on issues relating to school financing, management, administration and social participation in education. Researchers may gain insights when interested to research on issues relating to educational cost sharing and school management and administration. Government decision makers such as district councils or the parliament will find this material useful to inform them what really exists in the implementation of cost sharing policy in primary schools and therefore make effective and appropriate decisions. Donors will also get a vivid picture on the implementation of PEDP and its funds and cost sharing policy. Educational planners may use datawhich was gathered in this study to plan for the future education.

1.6 Scope of the Study

This study was confined to the effects of educational cost sharing on primary school management and administration with special attention given to 10 primary schools in Tunduru district Ruvuma region. The study dealt with the effects of cost sharing

policy on primary schools management and administration only, because primary education is the base of all other educational levels and a right to all citizens. The study relied on empirical data collected direct from the field. Both qualitative and quantitative data was collected.

1.7 Delimitation

This study was done in Tunduru District in Ruvuma Region. The study covered five wards and 10 primary schools obtained through simple random selection. The participants were the District Education Officer (DEO), Ward Education Coordinators (WECs), head teachers (HTs) and Classroom Teachers, pupils, parents and School Committee members.

1.8 Limitations of the Study

This study was confronted with some limitations, such as difficult to meet some participants during work hours, for example teachers and students who are guided by the school timetable in teaching and learning process. Therefore the researcher had to meet with teachers and students during extracurricular hours.

Another group which was difficult to meet with is the chairperson and members of school committee who were not public servants as they had their own activities like farm works business and the like. This made the researcher to find a suitable time to seek their right responses for example evening or according to their suggestions. Another constraint was means of transport due to long distance from one ward or school to the other because they were not located in one place.

1.9 The Conceptual Framework

Kombo and Tromp (2006), defines a conceptual framework as an abstract indication of basic concepts and constructs that are expected to interact on actual settings and experiences that form a foundation of a good research study. This study had two variables, namely independent and dependent variables. The conceptual framework, which was used in this study, was based on a brief description of literature review that intended to explain how educational cost sharing as an independent variable has effects on primary schools management and administration, which is considered as dependent variable.

To make it effective it has been divided into two parts, the first part comprise the causative factors of educational reforms, including cost sharing, as adopted and modified from the Ministry of Education and Culture (MOEC, 2000) which are; high levels of poverty, high population growth rates, increasing incidences of HIV/AIDS, low level of literacy, slow economic growth, and poor access and inequities in the provision of education which largely frame the education challenge in Tanzania towards millennium development goals (MDGs), which promised education for all by 2015 according to (Munda & Odebero, 2014).

More on the above factors, “financial barriers were the main reason for the failure of many countries including Tanzania to provide universal primary education (UPE) to their children. Financial barriers were of two sorts; first the cost to parents and children was high when economies were in trouble. Second, public finances were in most cases inadequate” (Penrose, 1998). Knowing this Tanzania decided to adopt cost sharing which was considered as independent variable in this study, to reduce

the educational costs pressed to few stakeholders so as to reach the goal of Universal Primary Education (UPE).

The second part of this conceptual framework has pointed out the expected effects of cost sharing on primary schools management and administration, to predict the subsequent findings. The effects were; presence of stakeholders sharing school costs, Adequacy resources, improved staff and pupils' performance, Acceptable-financing system and delayed contributions as a challenge.

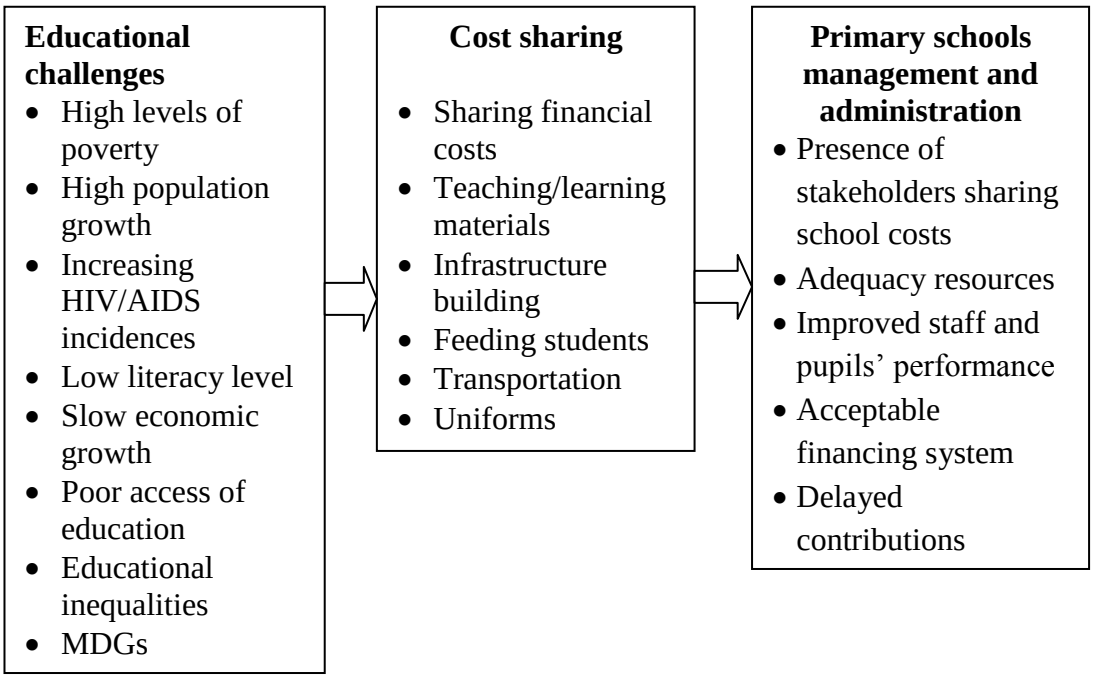

Figure 1.1: A Conceptual Framework for Effects of Cost Sharing on Primary Schools Management and Administration

Sources: Educational challenges has been adopted and modified from (MOEC. 2000), educational costs has been adopted and modified from Karemesi (2010) and Mpango and Mushi, (1998). Effects of cost sharing had conceptually been developed by the researcher.

This is to say joined efforts of various stakeholders in sharing educational costs was expected to provide positive results on school management and administration thus 'school management and administration' was considered as dependent variable since it is expected to change. This study therefore aimed to assess the effects of cost sharing policy on primary school management and administration. Figure 1.1 was designed to show interrelationship between variables.

1.10 Definition of Key Terms

Cost sharing: The term cost sharing combines the concepts of direct cost recovery and the education pricing policies and indirect contributions from pupils, their parents and sponsors, which may be voluntary, quasi-compulsory or even compulsory. Sometimes *cost sharing* is interchangeably used with *cost recovery* but cost sharing is euphemistic (Penrose, 1998).

Policy: the word "policy" occurs in different contexts and uses. However it can simply be defined as "a guide for action with a specific objective" sometimes it is described as a "statement of intention" (Warioba & Gibai, 2003). Geertz (1973) defines a policy in its strict sense as a principle of action adopted or purposed by government or by any group or organization. Generally we can define the word policy as a group of decisions set to guide future actions or decisions to meet the intended goals.

Management: organization is the process of designing, developing and affecting organizational objectives and resources so as to achieve the predetermined organization goals (Okumbe, 1998).

Administration: Administration is the process of acquiring and allocating resources for the achievement of organizational goals (Okumbe, 1998).

Stakeholders: The term stakeholder in this study means all people or institutions sharing educational costs.

Challenges: refers to obstacles or constraints in the implementation of cost sharing.

1.11 Organization of the Study

This study have been organized into five chapters namely; Chapter one**,** which dealt with the problem and informing the study and all its contexts so as to justify the study, Chapter two which focused on literature review related to the study, Chapter three concerning with research methods and procedures of data collection, Chapter four, which involved data presentation, analysis and discussions and Chapter five, which provided summary of the study, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter shows different reviewed literature related to the subject under this study of Effects of educational cost sharing policy on primary schools management and administration. It dealt with factors for cost sharing, its implementation, other related literature organized in subtopics, and Research Gap.

2.2 The Concept of Cost Sharing in Educational Financing

Cost sharing concept according to Penrose (1998), combines the concepts of direct cost recovery and education pricing policies, and indirect contributions from pupils, their parents and sponsors, which may be voluntary, quasi-compulsory or even compulsory. This term is sometimes used interchangeably with cost recovery but cost sharing has euphemistic element. Tiongson contends that, in an environment characterized by low education attainment and in equitable access to education, developing countries, have typically implemented education policy reform to improve education access and also to expand coverage among poorer households. This is a rationale for increasing budgets for primary education, construction programs, and many compensatory programs targeted at the poor (Tiongson, 2013).

2.3 Factors for Introduction of Cost Sharing Policy

According to Munda and Odebero (2014), Millennium Development Goals (MDGs) promised universal primary education by 2015. They also add that, after the Jomtien conference on education for all (EFA), it was understood that, by making basic

education (primary education) free, it would include poor children and become universal. This became difficult for many countries to incur basic education costs although other countries managed. Tanzania in 1990s suffered a number of problems, including declining enrolments, declining completion rates, and increased dropout rates (MOEC, 2000). Social economic challenges are also the cause for the introduction of cost sharing policy. MOEC argues that:

> *The economic and social challenges facing our nation are characterized most importantly by high levels of poverty, high population growth rates, increasing incidences of HIV/AIDS, low level of literacy, slow economic growth and poor access and inequities in the provision of education largely frame the education challenge in Tanzania* (MOEC, 2000).

Due to the named challenges above, Tanzania introduced cost sharing for the aim of rapidly expanding the supply of education, achieving equity in the provision of education and significantly improves the quality of education. In Tanzania mainland the educational financing and training is a shared burden among the government, communities, parents and NGOs. The good example is 1995/1996 budget estimates, government financial contribution for education and training represented 15.3% of the total budget (UNESCO, 2006).

2.4 Cost Sharing and School Management and Administration

Management of an organization is the process of designing, developing and affecting organizational objectives and resources so as to achieve the predetermined organization goals. Administration is defined as the process of acquiring and allocating resources for the achievement of organizational goals (Okumbe, 1998).

From the base of these definitions of management and administration by Okumbe, school management refers to the process of designing, developing and affecting school objectives and resources so as to achieve the set school goals, and school administration is the process of acquiring and allocating resources for the achievement of school goals. The experience of the last decade has underscored the need for better responsive participatory and accountable systems of educational governance and management (MOEC, 2000). Schools are at the heart of local communities, they are places where children become equipped for their future role in the society (Alan, 2005).

A school as an institution has one main objective, which is provision of quality education for the nation. This quality education provision require good plan. A school as any other institution has both human resource and financial resource. These resources must be well planned and organized for academic management which is the core of the school (WEMU, 2006). School management under PEDP comprise a head teacher and his or her school committee as directed through Education Act No. 25 of 1978 section 3 sub-section 39 which was amended in 1995.

School committees in Tanzania are referred to as advisory body of parents not exceeding fifteen (15) members comprising parents, teachers and village leaders and are responsible for school discipline, management, planning, implementing educational programs, financial control and procurement of teaching and learning materials for schools under their jurisdiction, this is according to ETP that is Education and Training Policy (ETP, 1995). A school under cost sharing must prepare the integrative plan, which integrates all educational stakeholders. School

integrative plan identifies what should be done who should do it, how should it be done and when should it be done, by integrating all school stakeholders such as the head teacher, teachers, pupils, parents, school committee and the rest in the society.

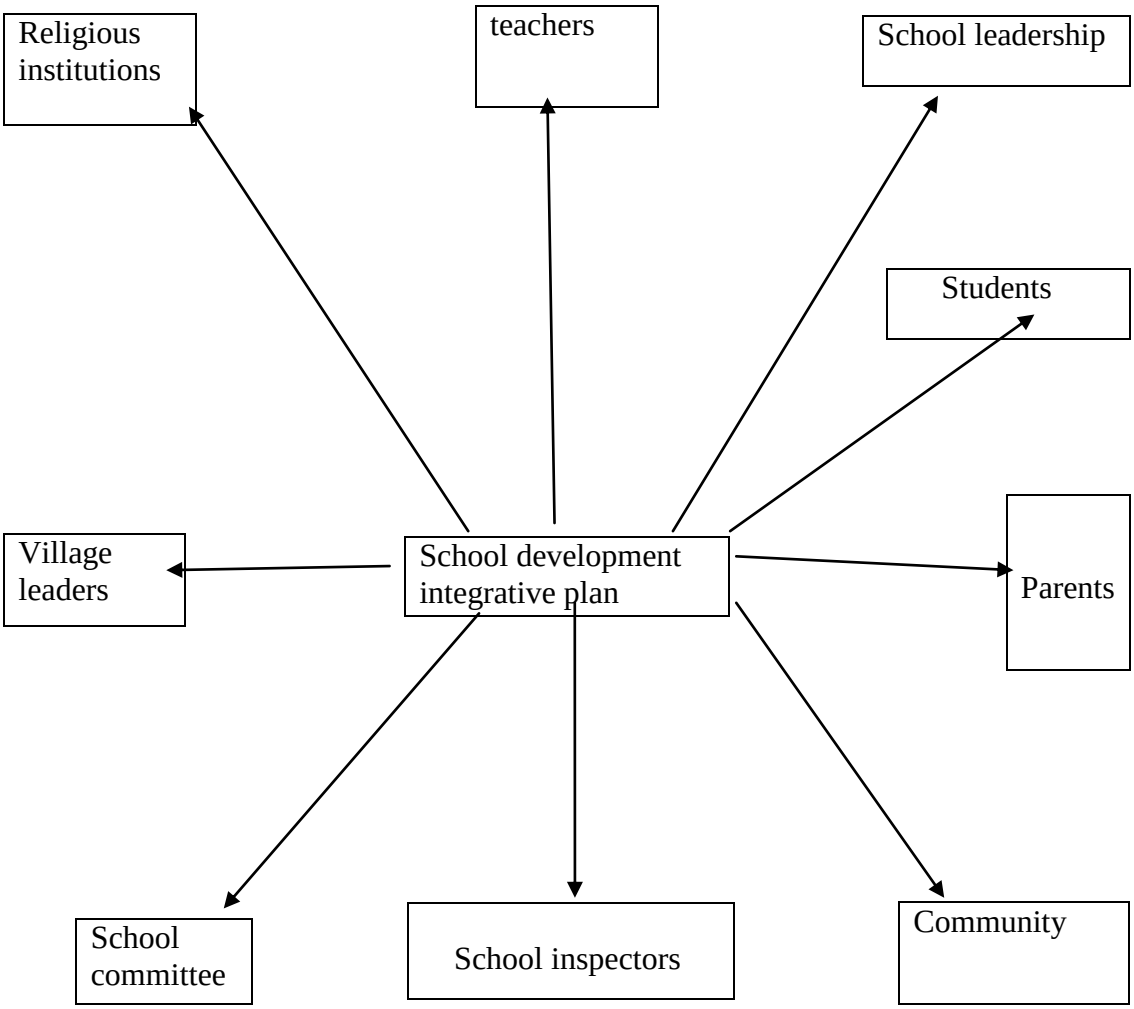

Figure 2.1: Stakeholders in Preparing School Development Integrative Plan

Source: WEMU (2006)

To integrate stakeholders aims to evaluate all issues concerning education provision, for instance money, buildings, teaching and learning aids, furniture, school - community relations, academic standards and teachers ability, school committees ability and conditions of students and parents (WEMU, 2006). At a World Bank

donor conference in 1989 Galabawa argued that more community involvement and cost sharing is essential to avoid fiscal crises (Galabawa, 1991).

The importance of integrating all stakeholders from the school to the district council level is giving a chance to various people to give their views in developing a school, to create good relations among stakeholders, to combine efforts from different stakeholders in developing a school and it help to make a consistency between village or street policy and national policy, for example to increase enrolment, education quality, participation and efficiency use of resources (WEMU, 2006).

A good participative plan is that which starts from the bottom (school level) to the district council, it involves all stakeholders and effectively or efficiently utilizes available resources in education provision. A good integrative plan is the one which effectively utilize correct information from the school about pupils' enrolment and attendance and pupils' needs such as text books, supplementary books and school furniture like teachers' tables, chairs and desks (WEMU, 2006).

2.5 Cost Sharing and Teaching and Learning Process

The kind of interactions in the classroom and technology used in teaching and learning process influences the cost of education. Bray (2002) suggests, in conventional education always the greatest costs are in staffing, also the use of technology demands significant additional costs for computer hardware and software, and for the management of distance education programs (Bray, 2002). Bray adds that the type of technology used influence the cost of education and this entails that schools in the same country may have different costs in education due to staffing and technology used.

2.6 Cost Sharing, Education Quality and School Enrolment

In 1993 TADREG published the first study which addressed cost sharing in primary education as an issue. The study covered 16 villages located in 15 districts 82% in the survey agreed with the statement, "more parents would send their children to school if they thought their children would benefit from schooling" while 59% disagreed with the statement "people like me cannot afford to send their children to school these days" the report concludes that it is not so much the costs, are the absence of any tangible returns to the expenditure involved which discourages parents sending children to school (TADREG, 1993).

Education financing in Tanzania is highly regressive favoring the rich households and communes. There is an increasing number of children in local elite private schools and studying in neighboring countries, there is also alarming disparity in quality among public schools (Omari, 1999).

> *In Dar es Salaam you can move from middle class elite public schools with Clean and well fed children in neat uniforms well provided classrooms with windows and doors, a full component of lively teachers, and organized school environment, to dusty windowless and door less schools, with empty classroom and malnourished children* (Omari, 1999).

2.7 Cost sharing and Students Achievements

In fact the implementation of cost sharing policy aimed UPE towards MDGs but still there are some constraints according to world data in education compiled by UNESCO (2006) as quoted below:

"The implementation of UPE face low learning achievements, poor masterly of 3Rs (reading, writing and arithmetic) by a great number of primary education graduates, and by the poor performance in the primary school leaving examination. Contributing factors to this situation includes;

(i) A poor learning environment, characterized by overclouded classes with inadequate teaching and learning materials, poor buildings and furniture, especially desks;

(ii) Low teacher quality

(iii) Poor working conditions of teachers, resulting in low motivation and morale;

(iv) Absenteeism and early drop-out due to declining motivation, economic hardships in the family and pregnancies" (UNESCO, 2006)

Annual learning assessment by UWEZO (2010) indicates that for standard 3 pupils, 7 out of every 10 children could not read basic Kiswahili, 9 out of every 10 children could not read basic English and 8 out of every 10 children could not do basic mathematics.

2.8 Relevant Studies on Education Cost Sharing

Review was made on a study by Jerve titled "Exploring the Research Policy Linkage; The case of Reforms in Financing Primary Education in Tanzania" the investigation revealed two surprising findings, the first is the presence of very few studies from Tanzania of the effects of cost sharing in education, and the second finding relates with researchers views on the 2000 reforms. Most respondents disagreed with a blanket removal of the Universal Primary Education (UPE) fee, because the targeted

exemptions would be difficult to administer and little revenue was collected (Jerve, 2006). Therefore this entails the reform weakened school revenue base.

Another reviewed study is “Cost sharing and Academic Performance” The case of Mzumbe University by Nyakunga. The main purpose of her study was to explore the effects of cost sharing on students’ academic performance as perceived by teachers and students themselves. Her study used a qualitative approach and data were collected through interviewing participants. Results showed that effects of cost sharing on academic performance seem to be complex and depends to the circumstance an individual is facing. This is because to some students it affected their performance while it motivated others.

The study showed that to those who were affected by the policy the reason was financial hardships made them fail to incur learning material and food costs, so it increased stress to them. However the study revealed that other factors which influenced bad performance include; limited study time, language incompetence, poor course organization and assessment criteria. On the other hand to those who were motivated by the policy they performed better due to studying hard reflecting the cost they had invested in education, Nyakunga (2011).

The study by Munda and Odebero (2014) concluded that education costs is a major factor in any schools’ operations. Schools with large income perform better than those with poor revenue base. Rising school fees to students so as to improve revenue base undermines students participation, therefore stakeholders like parents, government and donors interested in improving education should timely and

adequately provide financial resources, to run school operations. Penrose researched on, "Cost Sharing in Education – Public Finance, School and Household Perspectives" in drawing conclusions on how the government and households in Ghana reacted to cost sharing, Penrose argues that real education expenditures have been stagnant in recent years, and expenditures falls both at the basic and tertiary levels, schools depends on non tax revenues for nearly all costs which are non salary. Penrose comments that cost sharing has contributed to a lower level of expenditures. It has also enabled the government to squeeze budget. Penrose adds that cost sharing policies have little impact on quality as examination results have not been improving and more evidence suggests stagnation in school performance (Penrose, 1998).

2.9 Synthesis and Research Gap

The available literature confirms that the introduction of cost sharing policy in financing primary education and community integrative approach aimed to increase enrolment, community participation and reduce the burden to government and parents in educating youths. Many related literature on cost sharing focused on effects of cost sharing on academic performance or efficiency of educational process under cost sharing policy. Many studies were carried in other countries, regions, districts and or in other levels of education. Very few have researched in Tunduru district especially at primary level of education. Although the general understanding to previous studies seems to be cost sharing has impacts on education process, little is known about the effects of cost sharing policy on primary schools management and administration which may involve the positives and negatives of the policy on school development, and therefore this study focused to fill this gap of knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to explore effects of cost sharing on primary schools management and administration. This chapter presents the methods and research procedures employed in data collection and data presentation and analysis. It encompasses research design, geographical study area, and the target population, sample and sampling techniques, data collection instruments, data processing and ethical considerations.

3.2 Research Design

Research design is a detailed plan that indicates all steps on how the scientific inquiry into the research problem will be conducted (Silverman, 2001). Research design depends on nature of the study and its objectives (Kothari, 2004). This study used descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003).

It is used when collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002). This design is also selected because it is strong in interpreting conditions, practices beliefs, views, perceptions and effects existing in the real world as insisted by Silverman, (2001). More on that Creswell (2009) adds this design suits both qualitative and quantitative research.

Qualitative research approach was adopted because it is the most suitable in studying peoples' views, feelings, opinions and attitudes or in understanding peoples' behaviors as suggested by (Patton, 2002). This made a researcher easily obtain qualitative data. This is a form of research that involves description, it seeks to describe and analyze the culture and behavior of humans and their groups from the point of view of those being studied. According to Kombo and Tromp (2006) Qualitative research uses the natural setting, for instance, a classroom setting and not artificial setting like a laboratory. This is what made the researcher be interested with it.

Quantitative research approach will also be adopted because it relies on the principles of verifiability. This includes confirmation, proof, corroboration or substantiation thus knowledge emerges from what can be proven by direct observation. Objectivity is also much reinforced by Kombo and Tromp (2006), thus researcher's values, interpretation and personal feelings will not be considered through quantitative approach.

3.3 Study Area

Orodho and Kombo (2002), argue that the selection of research site is essential. It influences the usefulness of the information produced. This study was carried in Tunduru district, which is one among the five districts of Ruvuma region in Tanzania. Purposively Tunduru district had been selected because it is one among the districts which had not been researched on effects of educational cost sharing financing approach; otherwise all districts would have equal chance to be studied.

Therefore researching in Tunduru district was expected to provide better original results and would help to avoid duplication of the study.

3.4 The Target Population

A population as defined by Bryman is an entire cohort of subjects that a researcher is interested with (Bryman, 2004). In the population is where a researcher chooses a sample to represent the whole population. The populations of this study were the primary education officer (DEO), ward education coordinators, head teachers, primary school teachers in selected schools, parents and standard VI and VII pupils in selected wards in Tunduru district.

3.5 Sample and Sampling Techniques

3.5.1 The Sample

Sample is defined by Best and Khan (2003), as a segment of population which the researcher is interested in gaining information and providing conclusion. This study based on 5% of the total population, as Boyd and his colleagues suggest 5% of sample size is enough to represent the population (Boyd-et al., 2006).

Table 3.1: Distribution of Participants to be involved in the Study

Participants' category	Total population	Number of participants "N"	Percentage (%)
District education officer (DEO)	1	1	100
Ward education coordinator	42	5	11.9
Head teachers	149	10	10
Parents	626	40	6
Classroom teachers	62	20	32
Pupils (Std VI &VII)	350	20	5.7
Total number of participants	**1230**	**96**	**7.8**

Source: Field data May (2015)

This study involved 10 primary schools to represent 149 public primary schools in Tunduru district because 10 schools is equal to 6.7%, therefore they qualify to represent the population of 149 public schools. These schools were obtained in five randomly selected wards of Tunduru district 5 wards was equal to11.9% of total population of 42 wards, the sample consisted 96 participants in the following distribution.

3.5.2 Sampling Techniques

Kombo and Tromp (2006), argues that sampling procedures are procedures used to select people, places or things to study in the target area. It involves the selection of a subset from the larger set (group) called a population with elements required by the study. This study employed both purposive and random sampling techniques to obtain participants. Purposive sampling technique was used to obtain head teachers, classroom teachers, school committee members and the DEO.

These participants were purposively selected directly to involve in the sample because of their positions. Stratified random technique was used in selection of classroom teachers, pupils and parents to obtain the expected number of participants in gender bases. In each participant group all the female names in a selected school from among the population were listed on pieces of papers and folded then mixed and spread on the table.

The researcher picked those pieces regarding only the targeted number which therefore informed the names of participants to be involved the same was done to male participants. On the part of parents, the researcher visited parents who were

easily met basing the required number of parents except school committee members who were known and easy to meet.

3.5.2.1 Purposive Sampling

Purposive sampling according to Punch enables the researcher to undertake sampling procedure based on his or her judgment. Punch argues that sampling is considered to be the most important kind of non-probabilistic sampling to identify participants (Punch, 2002). Kombo and Tromp (2006) argue that the sample selection is based on the purpose of the research. This study used purposive sampling technique to obtain respondents with special roles or characteristics. These were;

The DEO, was purposively sampled because he is the in charge of primary education provision in the district level and his office is involved in financing schools under his jurisdiction through capitation grants.

Head teachers were purposively sampled because they are in charge of schools and are involved in financial management and school materials procurement process as school committees' secretaries 10 head teachers one from each selected school was involved in the study.

Classroom teachers; Classroom teachers were purposively sampled because they are trained personnel (professionals). They were stratified into male and female to obtain 2 teachers one from each sex in simple random selection. Non-trained teachers were not included.

Ward education coordinators were purposively sampled because they are supervisors who oversee the financial process to go as expected, in wards under their

jurisdiction. Each ward has one WEC which makes the total of 5 WECs as shown in Figure 3.1.

Pupils were purposively sampled because, the target group was grown pupils from standard six and seven due to their characteristic of ability to think, express themselves and their long experience in school. After purposive selection they were stratified into equal number basing to their gender that is 1 boy and 1 girl from each school in named classes to make a total of 2 pupils in each school.

Parents were sampled with purposive approach because the group of parents required is that which had enrolled children to school and School committee members, not any parent were involved. School committee members were sampled due to their involvement in financial management, control and school materials procurement. All committee members had equal chance to be selected through simple random selection. Each school provided 2 committee members from each sex to make the total of 20 committee members that is 10 males and 10 females who were involved in the study. Other parents were also stratified to male and female parents and simple random selection was applied to obtain 2 parents in one school from each sex which made the total of 20 parents in all ten schools, 10 parents being male and 10 female. Therefore the total number of parents was 40.

3.5.2.2 Selection of Schools

Selection of schools employed random sampling method. This method is referred to as simple random sampling as no complexities is involved. All you need is a relatively small, clearly defined population to use it (Kombo & Tromp 2006). The

selection process of wards involved in this study had equal chance to all 42 educational wards in Tunduru district. The names of 42 wards were written on pieces of paper, and then the researcher randomly picked five pieces of paper which informed the five names of wards studied namely, Mchesi, Ligoma, Nandembo, Mbesa "A" and Muhuwesi ward School selection also followed the same procedures in which the researcher wrote the names of all schools in each ward on pieces of paper and in each ward the researcher picked two pieces of paper which informed 2 names of schools studied which made the total of 10 primary schools namely Jiungeni, Mapinduzi, Nandembo, Nanguguru, Muhuwesi, Ngatuni, Ligoma, Msinji, Airport and Luwawa to represent the rest of 149 public primary schools in Tunduru district.

3.6 Data Collection Methods

Kerlinger (1993) maintains that data collection refers to the process of obtaining proof in a systematic manner so as to determine answers to the research problem. This study gathered primary data direct from participants. Enon (1998) States that; Instruments are the tools or methods that the researcher used to collect data from the respondents. In this study the researcher used questionnaires and interviews to collect data.

3.6.1 Questionnaires

Borden et-al (1991) argues that questionnaire is a properly designed instrument containing questions drawn precisely for the information one want to obtain. This instrument had been chosen by the researcher because it was simple to administer over a larger number of participants with limited time to make easy collection of data

from the proposed participants namely the District Education Officer, Ward Education Coordinators, head teachers pupils and classroom teachers.

3.6.1.1 Questionnaire Item Per Objective

The questionnaire items and covered objectives in each participant category have been shown in Tables 3.2, 3.3, and 3.4. The questionnaire guide for education leaders namely the DEO, WECs and Head Teachers was set to meet objectives 1, 2, 3, and 5 as shown in Table 3.2.

Table 3.2: Questionnaire Guide for the DEO, WECs and Head Teachers and Covered Objectives

Item	Covered objective
Question number one and three	1
Question number four	2
Question number two and six	5
Question number five and seven	3

Source: Field Data (2015)

A questionnaire guide for classroom teachers was set to meet objective 2, 3, and 4. Each item and covered objective in classroom teachers' questionnaire guide is shown in Table 3.3.

Table 3.3: Questionnaire Guides for Classroom Teachers and Covered Objectives

Item	Covered Objectives
Question number one, two and three	2
Question number four and five	4

Source: Field Data (2015)

The item number and covered objectives in the pupils' questionnaire guide have been clearly shown in Table 3.4 are the item numbers in pupils' questionnaire and the covered objectives.

Table 3.4: Questionnaire Guide for Pupils and Covered Objective

Item	Covered Objective
Question number four	1
Question number one and two	2
Question number five	4
Question number three	5

Source: Field data (2015)

3.6.1.2 Semi-structured Interview

Semi-structured interview is a scheduled set of questions administered through verbal communication in a face-to-face relationship between a researcher and respondents (Kothari, 2004). The researcher used interviews because they enable to clarify questions and probe other questions to gain insights. The semi structured interview questions was used to get information mostly from school committee members and parents because the school committee deals with school management and administration which was the focus of the study and parents are much concerned in financing education for their children, thus gaining insights from them expected to make the study successive than limiting their responses in questionnaires. Other parents and committee members had low literate level which could hinder their understanding of questions which eventually needed clarifications. As stated earlier, clarification of questions is possible through interviews. Table 3.5 shows interview schedule for school committee members and parents and covered objectives.

Table 3.5: Interview Schedule for School Committee Members and Parents and Covered Objective

Item	Covered objective
Question number one	1
Question number two and three	2
Question number five and six	3
Question number nine and ten	4
Question number four, seven and eight	5

Source; Field Data (2015)

3.6 Validity and Reliability of Instruments

According to Ary et-al, (2010) as quoted by Limia (2014),Validity is the extent to which the instrument measures what it is designed to measure and reliability is the extent to which an instrument is consistent in measuring what it is measuring. Presence of validity implies presence of meaning, but for it to be valid depends on its reliability.

The instruments were tested in one ward not among the sampled wards namely Majengo ward to test its validity and reliability. Some questions were improved after the pilot test to make sure they gather required information. According to Orodho and Kombo (2002), communicative arguments can also be used to obtain validity of the study. The researcher discussed the interview guide with his fellow students and consulted the master and PHD graduates to validate data collected through interview this ensured validity and reliability of instruments used.

3.7 Data Analysis Procedure

Data analysis according to Coffey and Atkinson (1996) is a systematic procedure for identifying essential features and relationship. Is a way of transforming the raw data

through interpretation and analysis to make them more meaningful. Quantitative data in this study gathered through questionnaires were tabulated and converted into frequencies.

The data gathered through interview was subjected to content analysis. Content analysis as prescribed by Coffey and Atkinson (1996) has the advantage of providing the means for quantifying the content of the text through a method that is clear and repeatable by others. This was done by organizing specific themes tabulated based on research objectives and research questions. Therefore similar gathered information or responses were put together in tables and explanations, they were also converted into frequencies and percentages to make them be easily computed quantitatively then were interpreted.

Both quantitative and qualitative data were therefore interpreted through discussion and inferences were drawn to answer research questions as Best and Kahn (2003), argues qualitative and quantitative approaches complement each other.

3.8 Ethical Consideration

Kerlinger (1993) prescribes, one of the ethical issues to consider when doing research is seeking permit. The chancellor in accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980 is given power to issue research clearance to students. A permit letter was sought from the vise chancellor of the open university of Tanzania. This permit was submitted to authorities concerned that is DED, DEO, WECs, and head teachers.

All participants of this study were briefed about the study. The researcher also sought participants' consents on interview sessions and filling questionnaires to provide required information, neither force nor threats were used in data accumulation process. Participants were assured confidentiality and anonymity. The names of schools were substituted by alphabets A-J without ordering letters in relation to the names of schools being studied so as to avoid bias.

CHAPTER FOUR

FINDINGS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter present the findings gathered through questionnaires and interview. The findings have been presented, analyzed and discussed relatively with research objectives and research questions for the sake of gaining insights. The researcher's main objective to conduct this study was to investigate the effects of educational cost sharing on primary schools' management and administration in Tanzania.

The researcher was puzzled about the stakeholders contributing education costs in primary schools, their contributions, satisfaction of stakeholders' contributions, success achieved through their contributions, acceptance of cost sharing and challenges stakeholders face in the implementation of cost sharing. This is what motivated a researcher to conduct this study.

Participants were the DEO, ward education coordinators, head teachers, classroom teachers, pupils and parents. Classroom teachers involved where those permanent employed teachers qualified to teach primary schools, volunteers were not involved so as to collect valued data from qualified teachers. Pupils involved were those who were able to express themselves in writings, especially standard six and seven pupils. On the part of parents involved were those who had enrolled their children in schools and school committee members. The DEO, WECs and Head teachers were involved as education leaders.

4.2 Educational Stakeholders and their Contributions in Primary Education Cost

The researcher's objective one targeted to investigate educational stakeholders contributing educational costs in Tanzania and their contributions. Since Tanzanian education cost is a shared burden, it was important to know those who share this burden.

4.2.1 Education stakeholders

The study revealed that educational stakeholders in Tanzanian education system involve parents, Government, NGOs, Religious institutions and the community. Table 4.1 shows data on responses of educational leaders who identified the named stakeholders.

Table 4.1: Educational Stakeholders. (N=16)

Stakeholders identified	Frequency	Percentage
Parents	14	86%
Government	15	94%
NGOs	6	38%
Religious institutions	2	13%
Community	4	25%

Source: Field data (2015) **Key: N** = Number of participants

Table 4.1 shows parents as educational stakeholders were identified by 86% of respondents, the government took 94% of all respondents, NGO was identified by 38%, Religious institutions took 13%, the community 25% and other institution

included as stakeholders took 13% of respondents. Due to the data presented on Table 4.1 Tanzanian education costs are shared by various stakeholders as presented above and each stakeholder contribute little to make a total cost of education. This is expected to deliver best results in enrolment and achieving the universal primary education goal.

4.2.2 Stakeholders' Contributions in Primary Education

Each stakeholder's contributions were studied to supplement objective one since cost sharing aimed to reduce the burden pressed to one stakeholder by sharing the same burden to various stakeholders. This was expected to give a vivid picture about the share of each stakeholder in a total cost of education. Results from the sampled education leaders category, have been presented on Table 4.2.

Table 4.2: Education Leaders Responses on Stakeholders' Contributions (N=16)

Contribution	**Response Frequency**					
	Government	Parents	Community	NGO	Religious institution	Other
Students food	-	16	-	-	-	-
Uniforms	1	14	-	-	1	-
Writing materials	4	10	-	1	-	1
Teaching materials	16	-	-	-	-	-
Teachers salaries	16	-	-	-	-	-
School infrastructure	7	5	2	1	-	1
Stationeries	12	2	1	1	-	-

Source: Field Data (2015**)** **Key: N** = Number of participants

From the data on Table 4.2 shows 16 leaders equals to 100% argued students food is incurred by parents, teachers' salaries and teaching materials are costs incurred by the government. Uniforms are a cost incurred by parents as preferred by 14

respondents out of 16 equals to 87.5%. Other more frequent responses include stationeries are incurred by the government as selected by 12 respondents equals to75%, pupils writing materials is incurred by parents was identified by 10 respondents out of 16 equals to 62.5% and school infrastructure was identified to be the cost of government by 7 respondents equals to 43.75% while 5 respondents equals to 11% argued it is incurred by parents and little responses argued other stakeholders incur educational costs as shown in Table 4.2.

The lesson we get on Table 4.2 reveal pupils' food, uniforms and writing materials (class materials) are costs incurred by parents while teaching materials, teachers' salaries and office stationeries are incurred in most cases by the government, and school infrastructure building is shared by parents and the government and rarely with the community. The study reveals, NGOs, Religious institutions and other institutions have little contribution in the education costs.

The results also give a picture that a large burden of education cost in Tanzania is carried by the government and parents. The rest of stakeholders contribute very little in education costs. Parents seem to be victims may be because of enrolling their children in schools although education benefits the whole nation. Therefore fare treatment in education provision should be considered by all stakeholders who benefit education returns.

4.2.3 Common School Contributions

The researcher had also studied common contributions in schools through sampled pupils to enrich data that complimented objective number one which aimed to study

stakeholders contributing education costs with their contributions. This was done by involving 20 sampled pupils and each pupil listed the contributions and the researcher came out with the results on Table 4.3.

Table 4.3: Pupils Responses on Common School Contributions (N=20)

Responses	Frequency
Cereal Crops	16
School security	2
Exams contributions	11
Infrastructure constructions	2
Cash money	6
Desks	5

Source: Field Data (2015) **Key: N** = Number of participants

Table 4.3 presents data which shows common school contributions. The most frequent response is cereal crops which were responded by 16 respondents out of 20 sampled pupils, this is equal to 80% followed by exams contributions which were listed by 11 respondents out of 20 equals to 68.75%. Other contributions are not much frequent as shown on Table 4.3. The interpretation of these data entails cereal crops and exams contributions are common in Tunduru district as revealed by large number of respondents. The findings revealed schools in Tunduru district are collecting some contributions in terms of crops, cash and labor services. There is no fixed amount of contributions set for all schools. Each school set its contributions according to its needs by involving parents through school committees.

Many contributions are transformed to the value of money to simplify collection. Exams are found to be frequently contributed because of inadequacy of capitation

grants. In order to improve this situation schools are advised to raise their revenue base by introducing self-reliant projects. The researcher sought direct answers from the parents on what they contribute on education cost. Forty (40) parents were involved in the sample, among them 20 were taken from the group of school committee members, who according to primary education development plan (PEDEP) are advisory members representing parents in school management. They were interviewed about educational costs they contribute; their responses have been presented on Table 4.4.

Table 4.4: Parents' Responses about their Contributions (N=40)

Responses	**Frequency**	**%**
Food	25	62.5
Exams costs	25	62.5
Uniforms	8	20
School security	11	27.5
Classroom materials	4	10
Desks	17	42.5
Labor services	7	17.5

Source. Field Data (2015) **Key: N** = Number of participants

Data presented on Table 4.4 argues that parents contribute food and exams costs. This is due to the highest frequency of 25 responses which is equal to 62.5% and the results match with those of pupils in Table 4.2 where the most frequent was cereal crops and exams contributions. Other costs having low frequency incurred by parents are school uniforms, school security, classroom materials, desks and labor services in

school development projects. Therefore the matching parents and pupils results prove the reality of the situation in schools since they do not contradict in their responses.

4.3 Satisfaction of Stakeholders' Contributions in Running Schools

Objective two of the study aimed to examine the satisfaction of stakeholders' contributions since sharing costs was expected to deliver good results in school needs as each stakeholder would have little cost to contribute. Sixteen education leaders were taken as the sample; namely the DEO, WECs and head teachers who were asked to identify the degree of satisfaction of stakeholders' contributions their responses have been shown on Table 4.5.

Table 4.5: Education Leaders' Responses on Adequacy of Stakeholders' Contributions (N=16)

Responses	**Frequency in each school need**				
	Financial needs	**Teaching and learning Material**	**Infrastructure needs**	**Stationary**	**Pupils' food**
Extremely inadequate	-	-	1	2	-
Adequate	-	-	-	-	-
Neutral	-	2	6	4	2
Inadequate	15	12	8	7	12
Extremely inadequate	1	2	1	3	2

Source: Field Data (2015) **Key: N** = Number of participants

Data gathered as shown on Table 4.5 shows, there is dissatisfaction of financial needs as revealed by 15 leaders out of 16, also there is dissatisfaction of teaching and learning materials and pupils' food as identified by 12 leaders. Data also revealed dissatisfaction of infrastructure as identified by 8 leaders while 6 leaders out of 16 argued infrastructure satisfaction is neutral. This entails commitment to education is

low to both the government and the society since even costs incurred by the government does not satisfy school needs. The study revealed dissatisfaction of school needs despite having stakeholders who share educational costs. Dissatisfaction of resources is seen in financial resource, teaching and learning materials, infrastructure and pupils food. Learning in this situation is not friendly because poor infrastructure and scarce resources discourages both pupils and teachers and this may result to failure and decrease in academic quality. It is advised that stakeholders should be responsible to the educational costs so as to facilitate good education provision for the good of the nation.

In order to enrich data and effectively fulfill objective number two of the study. Adequacy of stakeholders' contributions as targeted in objective two was also assessed in classroom teachers' group in which data concerning satisfaction of school resources such as teaching and learning materials and uniforms were collected and 20 classroom teachers were taken as sample. Classroom teachers were included since they are final users of teaching materials. Data has been presented on Table 4.6.

Table 4.6: Classroom Teachers' Responses on Adequacy of Resources Through Cost Sharing (N=20)

Item	Responses			
	YES	**%**	**NO**	**%**
Shortage of writing materials	16	80	4	20
Enough writing materials	-	0	20	100
Torn uniforms	13	65	7	35
Lack prescribed uniforms	8	40	12	60
Good uniforms	7	35	13	65
Nomal uniforms	19	95	1	5
Adequacy teaching materials	1	5	19	95
School resources satisfaction	2	10	18	90

Source: Field data, May 2015. **Key: N** = Number of participants

Table 4.6 presents the results which show satisfaction of resources. The study showed 80% of teachers agreed that their pupils are having shortage of writing materials and 20% argued pupils are not having enough writing materials. This denotes satisfaction of writing materials is controversial. There is great dissatisfaction of writing materials and this argues parents' irresponsibility to buy writing materials for their children and hence calls for measures to be taken.

The researcher also assessed if pupils had torn uniforms, lack prescribed uniforms, have good uniforms or normal uniforms. The results were; 65% of teachers said their pupils have torn uniforms while 35% said "No. Data on the table also reveal 60% of teachers argued their pupils lack prescribed uniforms while 40% meant they had prescribed uniforms. On the other hand in response of whether pupils have good or bad uniforms 65% denied their pupils are not having good uniforms while 35% agreed. These data reveals there is a mixture of pupils' uniform conditions but in fact the large number of pupils is having normal uniforms as identified by 95% of their teachers who agreed the uniform conditions of their pupils is normal.

The intent of effectively fulfilling objective 2 led classroom teachers being studied if they get enough teaching materials or not. Only one teacher equals to 5% said yes teaching materials are enough but 19 teachers equals to 95% said no they are not enough. This revealed many teachers lack sufficient teaching materials. The government is responsible for supplying teaching materials as identified on Table 4.2 for this case the government have not been responsible to excel quality teaching process.

Results also shows 2 teachers out of 20 equals to 10% argued schools get enough materials but 18 teachers out of 20 equals to 90% said "No" schools do not get enough materials. Therefore this argues again, the stakeholders irresponsibility in sharing the educational costs burden.

In general the study revealed the implementation of cost sharing policy is affected by irresponsibility of stakeholders. This result Pupils lack school facilities, teachers lack teaching materials and school resources in general are scarce. The focus of education process is mainly pupils, who are prepared to take their future roles in the society. In order to reach this goal, investing in education is integral and satisfying pupils' needs is a part of education investment. The researcher was interested to study the satisfaction of pupils' needs to sustain objective 2 of the study. Twenty sampled pupils were involved and the results are shown on Table 4.7.

Table 4.7: Pupils Responses on Adequacy of Resources Through Cost Sharing (N=20)

Item	Response Frequency			
	Yes	%	No	%
Getting food at school	6	30	14	70
Getting enough writing materials	13	65	7	35

Source: Field data, May 2015. **Key: N** = Number of participants

Table 4.7 shows only 30% of pupils get some food in schools while 70% do not. In response of question two, 65% of pupils said they get enough learning materials while 35% does not. Therefore parents are not satisfying pupils' needs. The presented data entails pupils learn while they suffer from hunger. This situation may

cause pupils to shift their attention from listening classroom instructions to how they will get out of hunger and sometimes may lead to truancy.

In order to improve education system, other sources of students' food should be sought and schools should provide pupils meals especially breakfasts and lunch for day schools. If truancy would not be addressed the goal of education for all will not be met and hence investing in education through cost sharing policy will be useless. Satisfaction of resources was also studied in sampled parents. In studying whether parents' contributions satisfy school needs, it was disagreed by 34 out of 40 respondents equals to 85% who said "No". These results also match with those in Table 4.5 from educational leaders' responses which showed great dissatisfactions of resources to school needs and pupils' food. More on that the response given by parents to show whether schools are having own sources of income or not in their interview sessions revealed many schools are not having own sources as identified by 24 respondents out of 40 equals to 60% results are presented on Table 4.8.

Table 4.8: Parents' Responses on Satisfaction of Resources (N=40)

Responses	Frequency	%
Yes they do	6	15
No they don't	34	85
Yes	16	40
No	24	60

Source, Field data May 2015. **Key: N** = Number of participants

Therefore due to the data presented on Table 4.8 it is obvious that many schools does not have satisfactory resources. This reveals stakeholders' contributions are not

satisfactory and most of schools lack internal sources to increase their income. It is advised that every school should have its own sources of income to increase access to necessary resources and improve school revenue base.

4.4 The Contributions of Cost Sharing on Primary Schools Management and Administration

The third objective of this study aimed to investigate the contribution of cost sharing policy, whether it improves school management, teaching and learning process, community sense of school ownership, office stationeries, curriculum implementation and education quality or not. Sixteen Education leaders were involved to study this phenomenon, trace data on Table 4.9.

Table 4.9: Education Leaders' Responses on Contributions of Cost Sharing (N=16)

Contribution	Responses					
	Yes	**%**	**No**	**%**	**I don't know**	**%**
School management	13	81	3	19	-	0
Teaching and learning	11	69	-	0	5	31
Sense of ownership	10	63	5	31	1	6
Office stationeries	13	81	2	13	1	6
Curriculum implementation	13	81	3	19	-	0
Education quality	13	81	1	6	2	13

Source: Field Data (2015) **Key: N** = Number of participants

The data on Table 4.9 revealed cost sharing improves the entire named phenomenon as follows 16 leaders were involved, 81% of them selected cost sharing improve school management, office stationeries, curriculum implementation and education quality while others said it does not and others argued they don't know as shown on

Table 4:9. The data also show 69% agreed cost sharing improves teaching and learning process while 31% said they don't know. Also 63% argued cost sharing also improves community sense of school ownership while 31% said "No" and 6% said they don't know.

These results proves cost sharing if well implemented would have great success since it has positive impacts on school management and teaching process office stationary, community sense of school ownership, curriculum implementation and education quality as well, but it face many challenges in its implementation as revealed in the study.

Therefore the findings presented above validates the objective of implementing cost sharing policy, but the challenges and poor implementation of it decrease efficiency and in order to address this, the sensitization of stakeholders is needed and other measures that will improve the situation should also be taken. Parents were also surveyed to investigate the contributions of cost sharing policy and the results have been presented on Table 4.10.

Table 4.10 presents qualitative data gathered through interview. The data presented were in form of expressions, they were organized in themes to quantify them and make them repeatable by other researchers. From Table 4.10 results shows 30% of parents said there is no success achieved through cost sharing, 15% argued their schools have got academic achievement 15% argued truancy decrease, 30% argued they have got infrastructural success and 10% argued presence of school uniforms is one of success they have achieved.

Table 4.10: Quantified Parents' and School Committee Members' Responses on Contributions of Cost Sharing. (N=40)

Responses	Frequency	%
No success	12	30
Academic achievement	6	15
Truancy decrease	6	15
Infrastructural success	12	30
Presence of school uniforms	4	10
Yes	10	25
No	30	75

Source: Field data, May 2015. Key: N = Number of participants

An assessment if cost sharing policy affects enrolments or not was also done, results displayed on Table 4.11 shows 10 parents equals to 30% argued "Yes" it affects enrolment while 30 parents equals to 75% denied. Therefore the large number of subjects disagree cost sharing to affect enrolment. Two parents out of forty said nothing on this question. Therefore this results shows cost sharing issues like school contributions, do not have negative impacts on pupils enrolment.

4.4.1 Notions on Cost Sharing

The researcher assessed the spreading notions through education leaders participants so as to enrich his study and cover objective number 3 of this study so as to oversee the reality and clear the doubt. The spreading notions includes; cost sharing policy simplifies collection of resources, improves school – community relations, destroys, school – community relations, increase conflicts related to finance. Other notions is that the policy is not acceptable while others believe it being preferable and others

argue it reduces costs to each stakeholder and others argue cost sharing increase parents contributions to cover un incurred costs. Data have been presented on Table 4.11.

Table 4.11: Responses on Notions about Cost Sharing (N=16)

Notions	Responses	
	Yes	**No**
Simplifies collection of resources	11	5
Improves school-community relations	13	3
Destroys school-community relations	3	13
Increase financial conflicts	8	8
It is not acceptable	6	10
It is preferable	11	5
It reduces educational costs to stakeholders	5	11
Increase parents' contributions to cover un-incurred costs	14	2

Source: Field data, May 2015. Key: N = Number of participants

From the Table 4.11 results shows among those 16 leaders who were asked if cost sharing simplifies collection of resources, 11 equals to 68% said "Yes" while 5 equals to 31% said "No". Therefore the truth is it simplifies collection of resources as it has been highly agreed. The study also revealed cost sharing improves school community relations as identified by 13 leaders out of 16 equals to 81%. Other proved notions include, cost sharing policy is preferable as identified by the large number of 11 participants out of 16 equals to 68% and the notion cost sharing increase parents' contributions to cover other costs which have not been incurred by other stakeholders was approved by 14 participants equals to 87.5% who agreed the statement.

From the same Table 4.11 other notions have been disapproved, among them includes, cost sharing policy destroys school community relations as disapproved by 13 participants out of 16 equals to 81% who said “No” and the notion cost sharing policy is not acceptable was denied by 10 participants out of 16 equals to 62.5% and those who denied the notion cost sharing reduce burden to stakeholders were 11 out of 16 equals to 68%.

On the other side 8 participants equals to 50% disagreed the notion cost sharing increase financial conflicts while the remaining 8 (50%) agreed the statement cost sharing increase financial conflicts. Therefore the notion cost sharing increase financial conflicts is dilemma as it is difficult to judge.

The researcher studied the named notions to clear the doubts. It was proved by this study that collection of resources becomes easy through cost sharing approach, because every stakeholder have little to share than pressing a large burden to one stakeholder who may prove failure as people differ in economic status. This is to say cost sharing has some positive contributions.

The findings presented on Table 4.4 helps to compliment data concerning the contribution of cost sharing on school management and administration targeted in objective three. The approved notions clear the doubts and establish objectivity of the facts about cost sharing contribution in primary education.

4.5 Acceptance of Cost Sharing

The puzzle on whether cost sharing policy is acceptable or not, motivated a researcher to study it. The sixteen sampled classroom teachers were set to unveil the

truth and fulfill objective number four on acceptance of cost sharing policy, data gathered shows 16 teachers equals to 80% agreed cost sharing policy should be maintained while 4 equals to 20% disagreed. On the other hand 17 teachers equals to 85% denied cost sharing policy to be abolished while 15% agreed it should be maintained. This is to say cost sharing approach is still acceptable. Results are seen on Table 4.12.

Table 4.12: Classroom Teachers' Responses on Acceptance of Cost Sharing (N=20)

Responses	Frequency	Percentage (%)
Yes	16	80
	3	15
No	4	20
	17	85

Source: Field data, May 2015. Key: N = Number of participants

The findings presented and analyzed above shows similar results on acceptance of cost sharing policy as described by education leaders who agreed it being acceptable and more on that the policy is suggested to be continued. Therefore to get its maximum results it needs some improvements in areas of weakness.

4.5.1 Acceptance of School Contributions to Pupils

The acceptance of cost sharing policy was also studied in pupils' participant category. The researcher aimed to explore how pupils accept school contributions so as to understand if they affect them or if they have negative perception on them in regard of assessing the acceptance of cost sharing policy that is objective number four of the study. Table 4.13 shows the results.

Table 4.13: Pupils' Responses on Acceptance of School Contributions (N=20)

Item	Responses	Frequency	Percentage
School contributions to be continued	YES	19	95%
	NO	1	5%

Source: Field data, May 2015 Key: N = Number of participants

Table 4.13 shows 19 pupils out of 20 equals to 95% agreed school contributions should be continued while only one pupil equals to 5% denied school contributions to be continued. According to the findings analyzed above it is clear that most of pupils in Tunduru district understand the importance of school contributions and wish them to be continued. Since there are few who deny school contributions and many of them accept and wish them to be continued, then cost sharing is acceptable to pupils and school contributions are not misused.

4.5.2 Acceptance of Cost Sharing To Parents

The researcher also was eager to assess whether the parents still accept cost sharing to be retained or not and getting to know their advice in order to address objective 4 on acceptance of cost sharing. The results of this are revealed on Table 4.14. Data on the above Table 4.14 show parents' results on question 9 and 10. The findings shows 30 parents equals to 75% agreed cost sharing policy should be maintained and 10 of them equals to 25% disagreed and wanted it to be abolished.

Parents when asked to give their advice they gave the following responses; 20% said Free education should be provided, 15% said the policy should be improved 4 parents equals to10% said school committees should be trained, and 25% argued

stakeholders should be well sensitized to make each well play his or her role. The study revealed stakeholders like parents and school committee members are not much aware of their responsibilities.

Table 4.14: Acceptance of Cost Sharing to Parents and their Advice (N=40)

Assessment area	Responses	Frequency	%
Acceptance of	It should be retained and maintained.	30	75
the policy.	It should be abolished	10	25
Parents' advise	Free education should be provided	8	20
	Parents' burden should be reduced	12	30
	The policy should be improved	6	15
	School committees should be trained	4	10
	Stakeholders should be well sensitized	10	25

Source: Field Data (2015) **Key:** N = Number of participants

They are not familiar with what and when to contribute and for what purpose. This may be the cause of their little response in sharing education costs. It is advised by the researcher that is better the government to conduct some formal training to school committee members to make them more familiar with their responsibilities. Other parents should also be well informed about what they are supposed to do, how and when. On the other hand cost sharing is much accepted as revealed by this study although community response is poor, this entails there are other factors hindering its implementation which needs to be addressed. Another good thing is that cost sharing is proved by this study to increase school community relations refer to Table 4.11.

4.6 Challenges Facing the Implementation of Cost Sharing in Education

The fifth objective aimed to study the challenges stakeholders face in their day to day implementation activities the objective was set due to presence of many stakeholders in education sector this were thought to face some challenges in the implementation.

4.6.1 Challenges Educational Leaders Face

The first group of stakeholders studied was education leaders. Sixteen leaders were involved. Data on Table 4.15 display the results gathered in this category of participants.

Table 4.15: Challenges Education Leaders Face in their Role as Leaders (N=16)

Responses	Frequency	Percentage
Delay of contributions resulting to inefficiency	4	25%
Dissatisfaction of contributions leading to scarce resources.	4	25%
Little parents' response	7	44%
Pupils' truancy	2	13%
School – parents' financial conflicts	4	25%
Lack of social awareness	2	13%
Social poverty leads to failure of contributions	2	13%

Source: Field data, May 2015. **Key: N** = Number of participants

The findings revealed that, little parents response is a major challenge. This was the most frequent response which was identified by 7 leaders out of sixteen (16) equals to 44% of all who were asked this question. Other challenges include, delay of contributions identified by 25% of respondents, dissatisfaction of contributions 25%, pupils truancy 13%, school - parents financial conflicts was also identified by 4

respondents equals to 25%, lack of awareness was identified by 2 respondents equals to 13% and lastly poverty, which took also 13% of respondents. From the above findings in Table 4.15, the study shows the most challenges leaders face in implementing cost sharing policy includes, scarcity of resources, truancy of pupils and financial conflicts between parents and schools.

From the base of the findings above, this situation is contrary to the target of cost sharing policy of increasing enrolment to school and propagating community sense of ownership of the school since cost sharing came as a product of the desire for universal primary education, which was inevitable due to political pressures from within and outside the country as described by (Tiongson, 2014). The challenges should therefore be addressed so as to educate youths in line with the MDGs.

4.6.2 Community Response on School Development Projects

The researcher eagerly wanted to gain insights on how the community responds to school development this was done to fulfill the objective number five. He involved education leaders to study the degree of community response on school infrastructure constructions; security and students achievements. Results are shown on Table 416. From the results on Table 4.16 the study shows 69% of educational leaders agreed community have good response to students' achievements while 31% said the community response is bad. On the other hand the community response in infrastructure building is argued bad by 50% of respondents, 44% argued good response while 6% said the response is worse. The response to school security is revealed to be bad by 44% of respondents, 31% argued good response while 25% said the response is worse.

Table 4.16: Education Leaders' Views about Community Response on School Development (N=16)

Development area	Response frequency & percentage			
	Very good Response	Good Response	Bad Response	Worse
Building school infrastructure	-	7 = 44%	8 = 50%	1= 6%
Security of school	-	5 = 31%	7 = 44%	4=25%
Students' achievement	-	11 =69%	5 = 31%	-

Source: Field data, May 2015. Key: N = Number of participants

Bad community response to educational issues as revealed in the study might have been the cause of many schools to have poor infrastructure systems, insecurity of school resources and poor teachers' motivation as a result of poor working environment. This situation if would not be improved the students' achievements will be in vain. Therefore, immediate steps are needed to improve the situation and prevent probing problems.

4.6.3 Cost Sharing and Truancy

Cost sharing especially school contributions was argued by participants to cause truancy. Pupils' truancy is caused by various reasons. When school contributions are not satisfied by parents, pupils are in trouble because various cases have been reported that teachers suspend pupils to bring their parents or they punish pupils who may therefore be truant or drop the school. Knowing this the researcher decided to study how the situation is by asking the sampled pupils if they sometimes face similar situation or not so as to meet objective number 5. Table 4.17 shows the results.

Table 4.17: Pupils' Responses on Cost Sharing and Truancy (N=20)

Item	Response	Frequency	Percentage (%)
Contributions cause truancy	No	4	20
	Yes	16	80

Source: Field data, May 2015. **Key: N** = Number of participants.

Results on Table 4.17 shows only 4 pupils out of 20 equals to 20% argued they fail to attend schools due to school contributions but 16 out of 20 equals to 80% their attendance to school are not affected by school contributions. Therefore truancy due to school contributions is not a serious issue. These results have answered the most reported problem that truancy is caused by many school contributions instead other factors may be the cause. Therefore people should have positive attitudes to school contributions since they aim good results although the challenge on this is social poverty.

4.6.4 Parents' response to cost sharing

In order to get direct answers from the parents on how they themselves respond about cost sharing issues. Forty (40) parents were involved in the sample, among them 20 were taken from the group of school committee members. Results have been presented on Table 4.18.

Table 4.18: Quantified Parents' Responses on how they Respond to Cost Sharing (N=40)

Responses	Frequency	Percentage (%)
The response is good	15	37.5
The response is bad	11	27.5
Worse	8	20
Normal	6	15

Source: Field Data (2015) Key: N = Number of participants

Parents were also interviewed if their response to school development projects is good or not. 15 parents equals to 37.5% said the response is good, 11 equals to 27.5% of sampled parents said it is bad, 8 equals to 20% said it is worse and 6 equals to 15% argued the response is normal. Even if the large percent shows response is good but it is below 50% and if we add 27.5% who said bad and 20% worse we get 47.5% who oppose the response being good. Therefore the response of parents to school projects is not good.

The findings show parents understand the importance of cost sharing in education but their response is low. Low response in school projects and security seem to be common to many schools. This should be studied to get real answers, because the same parents respond well in contributing exams, school uniforms desks and other contributions therefore little response in school projects and security is still a puzzle.

4.6.5 The Outcomes of Cost Sharing

Parents were also surveyed on challenges of cost sharing policy, they were interviewed about the challenges they face in implementing cost sharing policy and if there is any educational cost which is forgotten and the results have been presented on Table 4.19.

Table 4.19: Quantified Parents' and School Committee Members' Responses about the Challenges of Cost Sharing and Forgotten Costs (N=40)

Responses	Frequency	Percentage (%)
Poor community support	30	75
Suspension of pupils to bring their parents	10	25
No	15	37.5
Yes	19	47.5

Source: Field data, May 2015. Key: N = Number of participants

In responding about challenges parents face in implementing cost sharing policy, they argued to receive poor community support as revealed by 30 parents equals to 75% while 10 parents equals to 25% argued the challenge they face is pupils to be suspended from schools when they fail to contribute various contributions. This is revealed in a second time the first group to blame about community response was educational leaders as described earlier.

The researcher also studied whether there are some forgotten costs in education or not, the results were; 15 parents equals to 37.5% said "No" there is no forgotten costs while 19 equals to 47.5% said there are some forgotten costs and 6 of them equals to 15% failed to attempt the question. Those who said "YES" identified pupils' treatments, computers, games and sports and nursery teachers are among the forgotten costs. One parent among them said,

> *"You know these days computer technology is very important all over the world but they are not brought in schools and pupils are not taught practically how to operate computers and no one cares about this"* (Field data May, 2015).

The truth is the modern world development is geared by computer technology (IT) and other sophisticated skills. This is known to parents and the community at large but in fact computers are taught in schools theoretically and many teachers who teach information technology are not experts in this area. They teach it unprepared and by theory. There is no practical at all. Therefore the solution on this is to teach information technology practically and teachers should be well prepared and more over computers should be supplied in schools to facilitate the practical learning.

Another area which was identified by parents to have been forgotten in education costs is nursery classes and their resources. One parent complained:

> *"The government has decided to initiate a pre-standard one class (nursery) but this is just politics because there are no special trained teachers for this class brought by the government. Sometimes we use some parents to volunteer although they have not attended any formal training and this becomes our burden although little success are found, some schools ignore to have this class"* (Field data May, 2015).

Nursery classes have now been insisted by the government of Tanzania to be included in the education system. Unfortunately they have not well been prepared and most of surveyed schools lack special teachers for this class and more badly the number of teachers is not sufficient in most of schools. This is a major challenge which hinder the implementation of nursery classes curriculum as these class needs a special teacher for that particular class. It is advised by the researcher that nursery teachers should be prepared and located in schools accordingly. This will assist school administration to locate teachers according to the lessons they master and motivated to teach.

Pupils' treatment and health support is also one among forgotten costs in education sector, especially in public primary schools. One parent in school "B" was quote saying,

> *"It is not fare, when you send a child to school and they get him or her back to you if he or she gets ill. No any treatment, care or support given to sick*

> *pupils in schools, and this have been ignored not forgotten because in the past years pupils had special medical book and were sent to dispensaries by their health teacher .."* (Field data May, 2015).

The facts in surveyed schools unveiled most of them had no medical books and some were far from dispensaries and health centers. Therefore ill pupils had difficult times when they were in schools. A good way which is advised by the researcher is having first aid boxes in schools which will assist pupils before getting treatment and another way is the school to set its health plan by involving school committees.

The findings of this study relates with other previous study on issues concerning academic performance improvement in relation to cost sharing for instance Nyakunga's 2011, study about cost sharing and academic performance in Mzumbe University revealed that sometimes cost sharing improves academic performance to higher education students because they study hard to compensate the costs they have invested in education. In this study one among the achievements of cost sharing is improvement of academic performance because poor families are able to access education and study without great tension of user fee. Another literature relating these study findings is a study by Munda and Odebero 2014 on "The influence of education costs on students' academic performance in kenya" they concluded that education costs is a major factor in any schools' operations, schools with higher income performs better than those with low income as learning environments differ, also they argued high costs undermine participation but sharing costs improves participation. In this study cost sharing has been revealed to have improvement in enrolment (participation).

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusions and recommendations made by the researcher on actions to be taken and recommendations for further research. It encompass problem of the study, study area some reviewed studies, methods used in data collection and analysis and therefore conclusions reached and finally recommendations.

5.2 Summary of the Study

This research aimed to study "*Effects of Educational Cost sharing policy on Primary schools management and administration"* in Tanzania. The study was conducted in Tunduru district Ruvuma Region. This area was selected for its characteristic of being one among the districts in which effects of cost sharing, has not been studied especially in primary schools management and administration. The researcher was interested to study educational stakeholders, their contributions in primary education costs, satisfaction of stakeholders' contributions in running schools, success brought by cost sharing policy in primary schools, acceptance of cost sharing policy and challenges in its implementation.

Review was made in previous studies like Nyakunga's 2011, Munda and Odebero 2014, Jerve 2006 and Penrose 1998. There was a gap of knowledge in previous studies as many studies were carried in other countries, regions, districts and in other levels of education. What was not known were effects of educational cost sharing

policy in schools management and administration especially in primary level of education. This study was set to fill this gap of knowledge.

The study used survey design to collect primary data direct from participants in a sampled population. Instruments were questionnaires and interviews. Quantitative data were presented in tabula form and analysis was done by quantitative approach and qualitative data were quantified into sub themes and presented in tabula form and both quantitative and qualitative data were analyzed and discussed making them easier to draw inferences and be repeatable by other researchers. In short quantitative and qualitative data were gathered to complement each other, as suggested by Best and Kahn (2003).

5.3 Summary of the Findings

The findings of this study revealed stakeholders contributing education costs in Tanzania are; the government, parents, community, NGOs, and religious institution. The government contributes teachers' salaries, teaching materials, office stationeries and share infrastructure costs with parents. Other costs incurred by parents include, school uniforms pupils' food, writing materials, cash for school security and also exams contributions due to inefficiency of capitation grants. The community contributes mainly infrastructure building. NGOs and religious institutions contribute little in school infrastructure and writing materials.

The study also revealed stakeholders' contributions are not satisfactory because there is shortage of school resources such as office stationeries, teaching materials, financial resource and pupils lack food, uniforms and writing materials. Refer to

Tables 4.4, 4.8 and 4.10. Cost sharing has been successive in schools to succeed infrastructure building, academic achievements, presence of school uniforms and minimizing the rate of truancy. This has been proved with this study in schools with good integrative management.

More over community has good response in students' achievements but has bad response in school projects labor services. School contributions have nothing to do with enrolment and do not affect pupils' attendance. The findings also revealed cost sharing simplifies collection of resources although it is badly implemented. What surprised the researcher is its acceptability being high although stakeholders respond poorly.

The findings unveiled cost sharing improves school management, teaching and learning process, community sense of school ownership, office stationeries, and curriculum implementation and education quality as well. This is only if there is good implementation. In its implementation, cost sharing has been revealed to have challenges to educational leadership and parents as well.

On the side of education leaders main challenges include; delay of contributions from stakeholders, which results its poor implementation, dissatisfaction of stakeholders contributions, little parents and community response, school – parents financial conflicts, social poverty which weakens school revenue base and lack of social awareness on educational issues. On the side of parents they are mainly overburdened with contributions to incur the costs which have not been incurred by other stakeholders like, the government and community examples are exams

contributions and labor services in school projects. The findings of this study also revealed presence of forgotten educational costs.

This includes; Computers for effective teaching of information technology, pupils' treatment, sports and games, and nursery teachers' motivations for those who volunteer to teach. The findings revealed stakeholders are of the views that, cost sharing should be maintained but if possible free education should be provided and if cost sharing is retained, it should be improved, also they view school committee members to get some training and all stakeholders should be well sensitized about their educational responsibility.

5.4 Conclusions

From the base of the findings the following conclusions were made; educational stakeholders contributing educational costs in Tanzanian public primary schools are parents, the government, community, religious institutions and NGOs. Stakeholders' contributions do not satisfy school needs. This is a result of irresponsibility of stakeholders and lack of awareness to all issues pertaining to education and social poverty.

Good implementation of cost sharing policy contribute improvements in school management and administration and simplifies collection of school resources and infrastructure building but it needs stakeholders' awareness, commitment and time management in collection and supply of resources. Cost sharing is still acceptable by stakeholders and the main stakeholders carrying a great part of costs are the government and parents. It is parents who fall as victims of all costs left by other

stakeholders for instance some costs like exams contributions, were not necessarily be contributed by parents but they do it due to inefficiency of capitation grants. Also in some cases labor services in school projects is loaded to parents when there is little community support.

Delay of contributions, social poverty, little response and dissatisfaction of resources and Lack of stakeholders' sensitization on their responsibilities are the main challenges to the implementation of cost sharing in Tanzania. School contributions do not affect pupils' enrolment in schools and it affects very little pupils' attendance. This study has the implications relative to statement of the problem and significance of the study. The need of improvement of this financing approach validates the statement of the problem since poverty, little stakeholders' response and awareness are now known through this study to be obstacles in the implementation of cost sharing, if this would not be studied the situation would be worse. The study is also significant to government decision makers who may well decide about how to improve education financing approach after reading this study. Other researchers also will refer to issues discovered in this study to enrich their studies.

5.5 Recommendations

After the study conclusions recommendations has been put to various categories of people so as to improve actions and recommendation for further research as well.

5.5.1 Recommendation for Actions

(i) The government should make policy review and improve all areas of weakness which hinder the progress of education. Policy review will help to identify many issues including forgotten costs.

(ii) Parents and the community should be well sensitized of their responsibilities in the education policy. Educational social returns does not benefit parents only it is for all Tanzanians, therefore joint efforts of all the community is needed in education sector.

(iii) Educational decision makers should oversee on how to effectively run the nursery classes as they have no specific employed teachers specialized in teaching these classes and they are forgotten in budgets.

(iv) School budgets should include pupils' treatments and sports and games facilitation. Games and sports are among the teaching and learning methods but also improve pupils' health. A school without games is like a pool which generates diseases.

5.5.2 Recommendation for Further Research

(i) Further research is needed in other districts as the study area of this research was Tunduru district, the same study can be held in other areas so as to compare the results.

(ii) This study focused on primary level of education only, other researchers may study effects of cost sharing in other levels of education.

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APPENDICES

Appendix I: Questionnaire Guide for Education Leaders (The DEO, WECs and Head Teachers)

My name is Mr. Rocky Mhagama, the student of the Open University of Tanzania (OUT), pursuing Masters of Education in Administration Planning and policy Studies (MED.APPS). I am researching on the "Effects of Educational Cost Sharing on Primary Schools Management and Administration" as partial fulfillment of my studies. So please I need your cooperation.

Name of school……Ward……District……..Region……designation……

1. Mention education stakeholders contributing education costs in your school

   (i) ……

   (ii) …….

   (iii) …….

   (iv) …….

2. What are the challenges caused by cost sharing in playing your role as an education practitioner? (Explain)……..

   ……...…

   ……..

   Choose the correct answer by cycling a correct number for question number 3-7 after choosing the right answer from the key.

3. Who incur the following costs;

   (i) Students' food 1, 2, 3, 4, 5, 6.

   (ii) Uniforms 1, 2, 3, 4, 5, 6.

   (iii) Writing materials 1, 2, 3, 4, 5, 6.

   (iv) Teaching materials 1, 2, 3, 4, 5, 6.

   (v) Teachers' salaries 1, 2, 3, 4, 5, 6.

   (vi) School infrastructure 1, 2, 3, 4, 5, 6.

   (vii) Stationeries. 1, 2, 3, 4, 5, 6.

   Key; 1. The government 2.Parents 3.Community 4.NGO 5. Religious institution 6. Other

4. How stakeholders satisfy school needs?

   (i) Financial needs. 1, 2, 3, 4, 5

   (ii) Teaching and learning materials 1, 2, 3, 4, 5.

   (iii) School infrastructure 1, 2, 3, 4, 5.

   (iv) Stationeries 1, 2, 3, 4, 5.

   (v) Feeding students at school 1, 2, 3, 4, 5.

   Key 1. Extremely dissatisfy 2. Dissatisfy 3. Neutral 4. Satisfy 5. Extremely satisfy

5. Does cost sharing policy improve

   (i) School management 1, 2, 3.

   (ii) Teaching and learning process 1, 2, 3.

   (iii) Community sense of ownership 1, 2, 3.

(iv) Office stationeries 1, 2, 3.

(v) Curriculum implementation 1, 2, 3

(vi) Educational quality 1, 2, 3.

Key: 1. No, 2. Yes, 3. I don't Know

6. How is the response of the community on;

(i) Building school infrastructure 1, 2, 3, 4.

(ii) Security of school 1, 2, 3, 4.

(iii) Students' achievements 1, 2, 3, 4.

Key: 1. Very good response 2.Good response 3. Bad response 4. Worse

7. Select one response about cost sharing on the following notions;

(i) Simplifies collection of resources 1, 2.

(ii) Improve school-community relations 1, 2.

(iii) Destroys school-Community relations 1, 2.

(iv) Increase financial conflicts 1, 2.

(v) It is not acceptable 1, 2.

(vi) It is preferable 1, 2.

(vii) Reduce education cost burden to stakeholders 1, 2.

(viii) Increase parents' contributions to cover un-incurred costs 1, 2.

Key: 1, Yes 2. No

Thank you for being cooperative and consuming your time!

Appendix II: Questionnaire Guides for Classroom Teachers

My name is Mr. Rocky Mhagama, the student of the Open University of Tanzania (OUT), pursuing Masters of Education in Administration Planning and policy Studies (MED.APPS). I am researching on the "Effects of Educational Cost Sharing on Primary Schools Management and Administration" as partial fulfillment of my studies. So please I need your cooperation

Name of school…….ward……district……..region……

Please use this sign [√] for "YES" response and [×] for "NO" response.

1. Do your students have the following;
   (i) Shortage of writing materials [ ]
   (ii) Enough writing materials [ ]
   (iii) Torn uniforms [ ]
   (iv) Lack prescribed uniforms [ ]
   (v) Good uniforms [ ]
   (vi) Normal uniforms [ ]

2. Do you get enough teaching materials? [ ]
3. Do you think the school gets enough materials? [ ]
4. Cost sharing policy should be maintained. [ ]
5. Cost sharing policy should be abolished. [ ]

Thank you for your being cooperative and consuming your time!

Appendix III: Questionnaire Guide for Pupils

My name is Mr. Rocky Mhagama the student of the Open University of Tanzania (OUT), pursuing Masters of Education in Administration Planning and policy Studies (MED.APPS). I am researching on the "Effects of Educational Cost Sharing on Primary Schools Management and Administration" as partial fulfillment of my studies. So please I need your cooperation

Respond "Yes" or "No" for question No 1-3

1. Do you get some food to school?

   ……..……..……..

2. Do you get enough learning materials like exercise books and pens?

   .....

3. Do you sometimes fail to attend school because of school contributions?

   ……..……..

Fill in the blank spaces

4. Mention common school contributions……..…….…….

   ……..……

5. Should they be continued……..……..

Thank you for your being cooperative and consuming your time!

Appendix IV: Interview Schedule for School Committee Members and Parents

My name is Mr. Rocky Mhagama, the student of the Open University of Tanzania (OUT), pursuing Masters of Education in Administration Planning and policy Studies (MED.APPS). I am researching on the "Effects of Educational Cost Sharing on Primary Schools Management and Administration" as partial fulfillment of my studies. So please I need your cooperation.

Name of school…...……..…ward……..…district…….....region……

Date of interview**……. Sex [ ]**

1. What are educational costs incurred by parents?
2. Do parent contributions satisfy school needs?
3. Does the school have own sources of income?
4. How would you explain about the parents and community response on school contributions and labor services in school development projects?
5. What are the major successes achieved through cost sharing in your school?
6. Do school contributions affect you in sending children to school?
7. What are the major challenges you always face when implementing cost sharing policy?
8. Is there any forgotten cost which is not incurred by any stakeholder?
9. Should cost sharing be maintained or abolished?
10. What is your advice

Appendix V: Research Clearance Letters

UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

TUNDURU DISTRICT COUNCIL
(All correspondences should be addressed to District Executive Director)

RUVUMA REGION
TEL NO: 2680004
FAX NO: 2680208
Email – dedtunduru@ruvuma.com

P. O. BOX 275,
TUNDURU.

Ref .No.TDC.E.10/8/3106/39 20/04/2015

Director of Research,
The Open University of Tanzania
P.O. Box 23409,
DAR ES SALAAM.

REF. RESEACH CLEARANCE.

Please refer to your letter dated 02/04/2015, bearing the above heading.

I am here to inform you that Tunduru District Council is ready to provide a chance for Research Clearance on "Effect of Education cost sharing on primary school Management and Administration in Tanzania" of your student.

Field attachment is scheduled to start from 2nd April to 2nd June, 2015.

Therefore you are requested to remind your student Rocky James Mhagama to come with this letter and report to District Education Officer (DEO) in Tunduru District Council.

Yours.

Marcus Chale
For : DISTRICT EXECUTIVE DIRECTOR,
TUNDURU.
MKURUGENZI MTENDAJI WILAYA
TUNDURU

Copy to:- Rocky James Mhagama

P.O.BOX 40
TUNDURU.
13/04 /2015

DISTRICT EXECUTIVE DIRECTOR
TUNDURU DISTRICT COUNCIL
P.O.BOX 275
TUNDURU.

UFS
DISTRICT EDUCATION OFFICER
PRIMARY EDUCATION DEPARTMENT
P O BOX 40.
TUNDURU

RE: RESEARCH CLEARANCE

Please refer to the above heading. My name is **Mr. Rocky James Mhagama** the ward education coordinator, west mlingoti ward. Iam pursuing a master degree programme by distance mode in the Open University of Tanzania (OUT), and I undertake to conduct a research study in Tunduru district as partial fulfillment of Master of Education in Administration Planning and Policy Studies (MED.APPS) requirements of the Open University of Tanzania. I wish to survey five wards in Tunduru district namely Mchesi, Mbesa A, Nandembo, Ligoma and Muhuwesi ward and two primary schools in each ward which makes the total of ten primary schools to be surveyed.
The purpose of this letter is to inform you, seek your cooperation and facilitation and submit to you a research clearance attached with this letter granted by The Vice Chancelor (vc) of the Open University of Tanzania. The Title of my study is "Effects of Educational Cost Sharing on Primary Schools Management and Administration in Tanzania". I wish your blessings will be with me.Thank you in advance!

Yours sincerely,

ROCKY JAMES MHAGAMA
MOBILE PHONE. 0753614970
E-MAIL.mhagama2011@yahoo.com

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

02/04/2015

District Excutive Director
Tunduru District
Ruvuma

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Rocky James Mhagama , PG201400341** who is a Master student at the Open University of Tanzania. By this letter, **Mr Rocky James Mhagama** has been granted clearance to conduct research in the country. The title of his research is **"Effect of Educational Cost sharing on primary schools Management and Administration in Tanzania"**. The research will be conducted in Ruvuma Region.

The period which this permission has been granted is from 02/04/ 2015 to 02/06/2015.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA