

**ASSESS THE CHALLENGES INFLUENCING IMPLEMENTATION OF
FREE SECONDARY EDUCATION PROGRAM IN DAR ES SALAAM: A
CASE STUDY OF KINONDONI MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“Assess the Challenges Influencing Implementation of Free Secondary Education Program in Dar es Salaam: A Case Study of Kinondoni Municipality”*, in partial fulfillment of the requirements for the award of Degree of Masters of Arts in Monitoring and Evaluation (MA M&E) of the Open University of Tanzania.

.....

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Date

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DECLARATION

I, **Yuliana E. Mndeme**, do hereby declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's work has been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Art in Monitoring and Evaluation.

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Signature

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Date

DEDICATION

This work is dedicated to my beloved mother Evaline Mussa, My late beloved Father E. Mndeme, to my husband Michael Mwanyika, to my children Veronica and Dericky. Your inspiration gives me strength to move on.

ACKNOWLEDGEMENT

The completion of this study could not be possible without participation and contribution of the number of individuals and institutions at different stages of its development, I therefore sincerely extend my gratitude and appreciation to them all. Whereas it is not possible to mention by name all those who have helped in one way or another, a few deserve special mention.

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ABSTRACT

The study aimed at assessing the challenges influencing implementation of free secondary education program in Dar es Salaam, specifically at Kinondoni municipality. The objectives of this study were; to investigate the challenges facing the implementation of free lower secondary education program in Kinondoni District schools, to assess the community members' understanding on the concept of free secondary education program, and to identify strategies that are employed to cope with challenges associated with the provision of free lower secondary education in Kinondoni Municipality. The study was conducted at Kinondoni municipal in Dar es Salaam, and involve four secondary schools, 4 headmasters/mistress, 6 AEK, 10 local government officers, 15 teachers, 15 students, and 30 community members. The respondents were selected by using snowball sampling and purposive sampling. The study founded that inadequate school infrastructures, inadequate and delayed of capitation fund, misconception of parents about free secondary education, reduction of community participation in various school projects, and high student enrollment are the challenges influence implementation of free secondary education. The study recommended that government should increase amount of fund provided per student, and not delaying in payment of capitation fund to schools. Education to the community must be provided so as to clear misconception about free secondary education, and clear policy on the role of various stakeholders. Also, the study recommend that schools should find income generating projects, and another sources of income rather than depending much on capitation fund from government to finance their budget.

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LIST OF ABBREVIATIONS

AEK	Afisa Elimu Kata
FFBE	Fee Free Basic Education
FFE	Fee Free Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Worldwide education is very important since is vital factor in social, economic, and political development. Especially in developing countries, government is responsible for development of education policy. Governments encourage improvement of human capital and education sector through introduction of good nationwide and worldwide education strategies such as free education.

There is increase in public expenditure on education, and this is due to fundamental role of education in growth of society and nation. A country with high illiteracy rate creates huge problem on the economic growth of a nation. Many developed nations such as USA, Sweden, Britain, Canada, and Egypt saw the importance of education to economic growth earlier, since 1950s they start to offer free primary and secondary education in order to improve human capital (UNESCO, 2000). This contribute much to the development of these nations, since they create availability of many skilled labors.

Recently, the world witnesses the increase in investment in education sector especially in primary and secondary education. This is because is the right of every body to have basic education (primary and secondary education) (Abagi, 1998). UNESCO (2000) revealed that basic education is enough to create a country with social, economic and political development. This led to the provision of free basic education.

Tanzania like other countries, introduce the free basic education policy to ensure every child from any family has access to primary and secondary education. In 1963,

Tanzania start to decrease difference in enrollment rate between children from poor and rich family by start provide fee free basic education. Hence, government of Tanzania sponsored the education sector and offered free education from primary to university level (HakiElimu, 2017).

Furthermore, provision of free basic education and cost-sharing policy in education were influenced by global economic crisis in 1980s. Afterward, it was noticed the improved quality and access of basic education worldwide due to the application of the Primary Education Development Plan (PEDP). During 2001 free basic education policy was modified, parents were supposed to pay some school contributions such as uniforms, security, textbooks, food, and school operational charges (HakiElimu, 2017).

In 2014, the Tanzanian government introduced the new policy of training and education which offers compulsory and free basic education to everybody for the period of 10 years (MoEVT, 2014). After two years the government add Tshs. 137 billion on the basic education budget and the eliminated all charges and extra monetary requirements for basic education (Human Rights Watch, 2017).

One of the most widely heralded educational reforms recently has been the elimination of secondary school fees in public schools where students and parents had been responsible for such costs. In January, 2016, the Government of Tanzania eliminated school fees and other contributions at ordinary level in public secondary schools. The origin of this reform partly is assumed to be closely related to the new Educational and Training Policy of 2014 which states that “Provision of free

education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of the new circular” (URT, 2014).

This policy statement was taken by politicians during 2015 general election campaign in Tanzania where every presidential candidate claimed free education reform as an integral part of his platform. Although the logic for such a reform is clear to allow poor parents to send their children to school, the introduction of free education in public secondary schools has left heads of schools more accountable but less empowered on how to manage their schools.

In Tanzania, there have been a number of problems confronting secondary school education particularly in public schools. Some of the problems are drop outs of students, insufficient capitation grant, few physical facilities, a few teachings and learning materials. This becomes obvious when one looks at the rate of performance of students in both the external and internal examinations, the way heads of schools communicate with staff, students and the parents. There are some studies on free education (Moshi, 2009; Dennis & Stahley, 2012 & UNESCO, 2015), which focus on the challenges that face the heads of school on implementing free education reform. Free education reform is recent phenomenon at secondary school level and not much researched on.

1.2 Statement of the Problem

The new version of 2014 of Training and Education eliminates all basic education (primary and lower secondary education) fees. The policy explained that government

is supposed to supporting furniture, reading and teaching books, repair and constructions of school infrastructures, laboratory equipment and chemicals, sports equipments, and food to boarding schools as well as subsidies to each student. Also, the policy explained that parents are supposed to support their children in medical cost, transport cost, school uniforms, bed covers and mattresses, exercise books, and food to day students as well as individual cleanness equipment for boarding students of public schools (HakiElimu, 2017).

Despite of the free fee basic education policy to clarify responsibilities of government and parents to students, some stakeholders of education claim that parents are not supposed to contribute any cost for their children. It was revealed that many parents and guardians (51.3%) think that they are not supposed to contribute any cost in education of the children whose are in government school due to introduction of the fee free education policy (HakiElimu, 2017). Fee free basic education increases school enrollment rate by 37%, and cause poor teacher motivation on teaching performance, high teacher-student ratio, and rapid increase in class size. Statistically, the application of fee free basic education looks to be unimportant in encouraging quality education and extra efforts are required from educational stakeholders to solve the problem.

Although the policy of education 2014 is well explained both side parents and government on contributing the free education still you see both sides has burden and never implemented in success. Example the part of government was to renovate and novation all schools' infrastructures as stated in the policy but big challenges students seating out down no enough class; challenges to the teachers no employment to teachers since 2015 which makes on teacher to teach more than thousand students.

Back to the parents having lots of contribution which amount exceed of before the policy of freeness school. Research thinks whether the free secondary education is only tin theory as documented to the policy but in actual implementation is still not free.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this research was to assess the challenges influencing implementation of free secondary education program in Dar es Salaam, the case of Kinondoni Municipality.

1.3.2 Specific Objectives

- (i) To investigate the challenges facing the implementation of free lower secondary education program in Kinondoni District schools.
- (ii) To assess the community members' understanding on the concept of free secondary education program.
- (iii) To identify strategies that are employed to cope with challenges associated with the provision of free lower secondary education in Kinondoni Municipality.

1.4 Research Questions

The study was intended to address the following three research questions:

- (i) What are the challenges faced in the implementation of free secondary education in Kinondoni District secondary schools?
- (ii) What are the perceptions of community members on free secondary education?
- (iii) What are the strategies used to cope with the challenges associated with provision of free lower secondary education in Kinondoni Municipality?

1.5 Significance of the Study

The study findings are expected to provide insights to policy decision makers, the government and educational stakeholders on fee free basic education policy, implementation and perceptions of free secondary education in Dar es Salaam region. The study likely to provide solutions and recommendations on the several problems faced in the implementation of fee free secondary education so as to advance the quality of education in schools.

Moreover, the study was expected to contribute to the body of knowledge regarding issues of fee free education based on Tanzania's experience. The study will help the community members at large to be aware with their roles in implementing free secondary education in Dar es Salaam region and Tanzania at large.

1.6 Limitations of the Study

This study focused on the assessment of the challenges influencing the implementation of free secondary education program in Dar es Salaam, the case study of Kinondoni municipality. The following were the limitations faced the researcher in conducting this study; Firstly, limited time; the time was very limited for the heads and teachers to provide the required data to the researcher this is because the study was carried out along with other academic activities, jobs and family responsibilities. Secondly, limited Financial resource was also likely be another limitation as the study depend on the researcher's own fund.

1.7 Delimitations of the Study

Therefore, to overcome those limitations a researcher used times out of school hours including visits to their homes. Secondly, lack of willingness; some of respondents

were unwilling to spend their time being interviewed. A researcher used a convincing language and explaining to them the purpose of the study, while honoring the free will of respondents. Lastly, financial problem; the research was conducted without any financial sponsorship to assist in transport, stationery and preparation of the manuscript. A researcher selected only two districts to accomplish the study due to limited budget.

1.8 Organization of the Study

This study comprises of five chapters. Chapter One contain information on the background explanation of the research problem, objectives of the study, and significance of the study. Chapter two, has different information such as conceptual definitions, theoretical literature review, empirical literature review, and conceptual frameworks. Chapter three includes research design, area of the study, sampling design and procedures, methods of data collection and data processing and analysis. Chapter four covered results from data analyzed, presentation of obtained results and discussion of the study findings. Lastly, Chapter five contains summary of the whole study, conclusion of the study findings and recommendations made from the findings and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of literature related to the study. The chapter first presents literature on the concepts of education, free education and public schools. It further more presents the theoretical literature review in which theories related to the study was thoroughly reviewed. Finally, an empirical review was also made on the challenges facing free secondary education program followed by conceptual framework.

2.2 Definition of Concepts

2.2.1 Education

Education is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. It is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. In most contemporary educational systems of the world, secondary school education comprises the formal education that occurs during adolescence. It is characterized by transition from primary education, to tertiary, "post-secondary", or "higher" education (UNESCO, 2001).

2.2.2 Free Education

According to Wikipedia, Free education refers to education that is funded through taxation or charitable organizations rather than tuition funding. But in this study free education refers to the introduction of a new policy by the Tanzanian government

where the primary school and ordinary level secondary school pupils don't pay school fees or any contribution instead the government subsidizes.

2.2.3 Public Schools

Public school is a school owned and run by the government for the ordinary people (Yousef, 2000). In this study public schools are those schools contracted by the government or by the communities but are under the Regional Administration and Local Government (RALG).

2.3 Theoretical Review

2.3.1 System Theory

This study is based on the Systems Theory, which was developed by biologist Ludwig Von Bertalanffy (Little, 1983), defines a system as a set of objects or entities that interrelate with one another to form a whole and as elements in standing relationship. In the most general sense, system means a configuration of parts connected and joined together by a web of relationships. According to Banathy (1997), the primer group is a family of relationships among the members acting as a whole (Banathy, 1997).

The systems theory is principally dealing with challenges of interdependence, structures, and relationships rather than with the constant features of thing. The systems theory understandings an organization, for example a school, as a social system containing of people who collaborate inside a recognized people, drawing resources, finance, and framework from their situation and pushing back into that situation the services offered and products produced. The systems theory is grounded

on the opinion that directors should emphasis on the role played by each part of an organization; instead of dealing separately with the parts (Hannagan, 2002).

The systems theory sustains that, a school does not occur in a vacuum. It does not only depend on its surroundings but it is also part of a bigger system such as the society or the economic system to which it belongs. According to Koontz (2001), both group and interpersonal behavioral aspect which are concerns of the systems theory leads to a system of cooperation. There are three levels of education system namely; micro level (classroom and students), meso level (school), and macro level (country) (Plomp and Pelgrum, 1993). Decision on educational system are affected by dissimilar actors according to level, for resistance, at meso level parents, head of schools, school committee/board, and teachers give their views and reach decisions on the management of the school.

The system theory encourages integrity and unity of the association and emphases on the relations with the environment and collaboration among its component parts. It recommends that, for example entire school must be researched taking into accounts the interaction between its parts and its relationship, with the outside surrounding. Schools are open systems; hence they respond to the external influences as they attempt to achieve its objectives. The implementation of the free primary education is an example of a change from the outer environment.

The systems approach has an important outcome on management science and understanding organizations such as school. A system is a collection of part unified to accomplish an overall goal. If one part of the system is removed, the nature of the

system is changed as well. Systems share feedback among each of these three aspects of the system such as input, process and output. Following this view, free educational reform should consider the necessary stakeholders including, teachers, parents and the pupils lest it will prove failure.

2.4 Empirical Review

2.4.1 Free Basic Education in Tanzania

International conventions and others international education commitments which Tanzania sign, lead to elimination of fees free basic education (primary and lower secondary). For example, World Conference on Education for All (EFA) in 1990 at Jomtien and World Education Forum in 2000 at Dakar needed all member countries to consider primary and secondary education as a fundamental right for all children. All member countries were needed to increase distribution of finance to education sector and to have continued and strong political commitment so as to meet set target and to accomplish the goal (UNESCO, 2002).

The Tanzania Development Vision 2025, Education and Training Policy 2014, and other development and educational policies are responsible on the provision of fee free education at nationwide. Education and Training Policy 2014 repaired the education structure, where basic education will nowadays start from standard one to Form Four. According to the policy, basic education shall be fee free, with single textbooks for all schools and shall provide quality education recognized across the region and the world. The Tanzania Development Vision 2025 direct the introduction of Education and Training Policy 2014 where education is a goal in itself and recognized as a means to bring development to other sectors of economy.

Instantly, after the formulation of Education and Training Policy 2014 the Tanzania government issued circular number 5 which directs public bodies to ensure that education at basic education is free for all. Therefore, parents are not supposed to pay the 20,000 shillings and 70,000 shillings to day school students and boarding school student respectively (URT, 2016). According to Education Circular No.3 of 2016, parents are supposed to incur school uniforms cost, medical cost, pens and exercise books cost for their children (URT, 2016).

Through removal of fees and other compulsory contributions many children from the poor families have access to primary and secondary education (HakiElimu, 2017). Also, the enrolment rate is rise, as arisen in 2002, when primary education was made free and the primary net enrolment rate jumped from 59% in 2000 to 94% in 2011 (HakiElimu, 2017).

2.4.2 Challenges Facing the Implementation of Free Secondary Education

Program

Implementing free basic education has been receiving several challenges in the implementing country non only in Africa but also in the rest of the world. One of the challenges that secondary schools were facing lies in hiring of temporary teachers. The study conducted by Godda (2018) indicates that before the current free basic education it was common for secondary schools to hire temporary teachers to teach subjects for which no teachers were allocated to the school. The same study shows that there is a big shortage of science teachers in the country and it has not been possible for the government to allocate science teachers as required hence Schools hired students who had either finished Form Six or graduated from universities on

temporary basis (Godda, 2018). These temporary teachers were paid from parental contributions. Nevertheless, as per current free education guideline, it is strongly prohibited to collect contributions from the parents to cater for the needed temporary teachers as it used to be. This has caused shortage of science teacher.

Another challenge facing free basic education is the parent misconception of the concept “Free education”. The report by HakiElimu (2017) indicates that some parents had misconception that “fee free basic education policy” did not require them to contribute anything towards education of their children.

Hence parents have always been reluctant to contribute for anything related to the school stuffs, although in reality Education Circular No. 6 of 2015 (URT, 2015) stated costs such stationery and medical expenses should be incurred by parents. Even when parents have ability to make contribution of any kind when approached by the headmasters or school board, they seem to be amused as they assume it to be the responsibility of the government. According to Kilonzo (2007), 92.5% of the parents were not ready to pay levies to schools since education was ‘free’.

Furthermore, the results obtained in Kenya by Mutisya (2011) indicated that free secondary education had led to high enrollment of students in secondary schools. The same is also indicated by HakiElimu report (2017). Though this is a very positive indication of effect of Free secondary education because more children from disadvantaged families and groups get equitable access to secondary education following abolition of school fees and some administrative costs which were paid by parents (Kattan, 2006).

However, poor planning to accommodate the increased number of students had resulted into disadvantageous effects on the quality of education in Tanzania such as overcrowded classes and shortage of teachers (Twaweza, 2016).

The insufficiency of capitation grant is another challenge faced by schools. According to Ngowi (2015), the capitation grants sent to secondary schools was insufficient, hence caused schools not to accomplish some of the expected activities. According to Godda (2018), Besides, some schools lacked money to pay security guards and temporary teachers for science and mathematics. This Condition further confirms that schools receive insufficient fund to accommodate some of the expenditures.

2.5 Conceptual Framework

According to Miles and Huberman (1994), conceptual framework is the system of concepts, assumptions, expectations, beliefs and theories that support and inform the research. It further describes either graphically or in narrative form the main themes to be studied, the key factors, concepts or variables and the presumed relationships among them.

In this regard there were different independent variables such as High students' enrolment, Misconception of parents about Free Secondary Education, Delayed fund, Inadequate fund, Inadequate school infrastructure, Reduced community participation in school projects were studied against free secondary education as illustrated in the Figure 2.1.

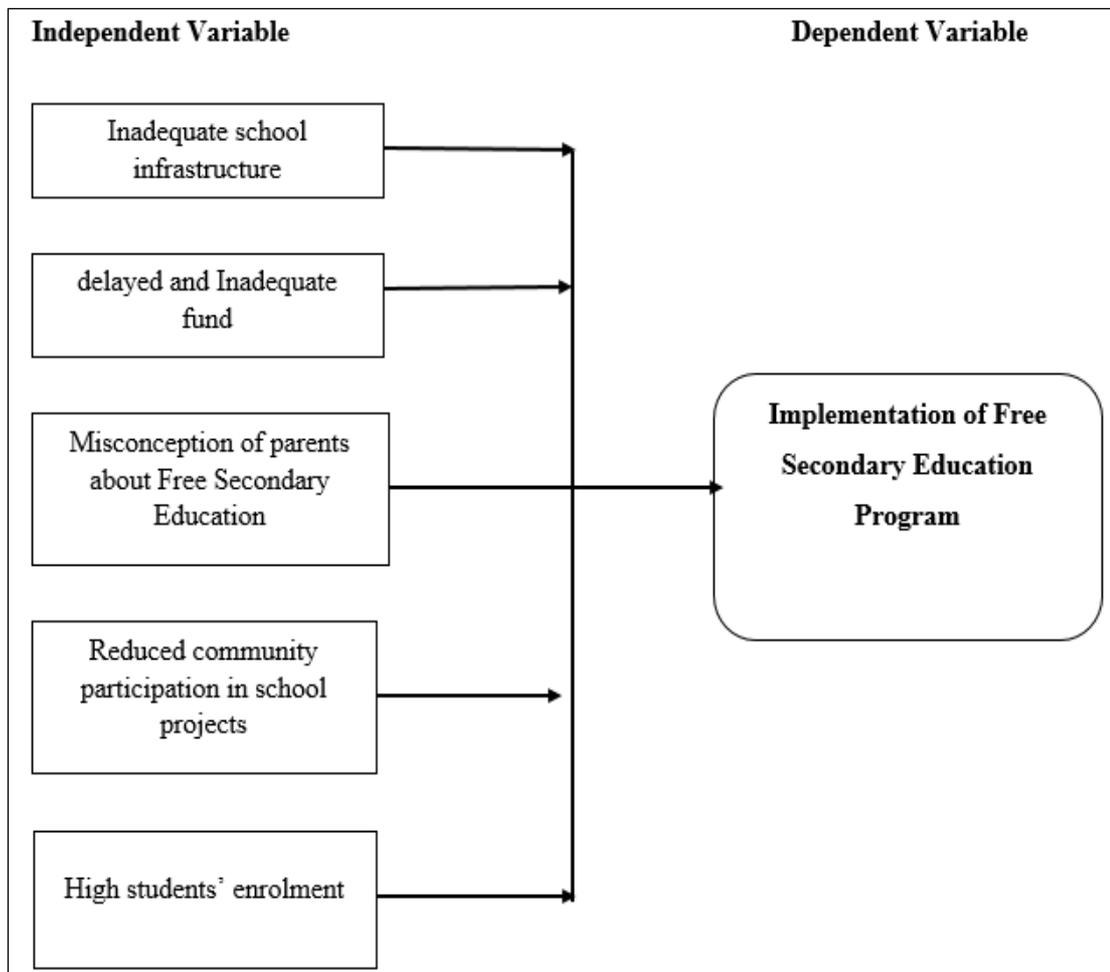


Figure 2.1: Challenges Influencing Implementation of Free Secondary Education Program

2.6 Research Gap

The reviewed literature showed that there was a research gap to be filled. Studies done by Mbalawa (2017), was concerned with an Assessment of the Implementation of Fee Free Basic Education in Tanzania while Godda (2018) was concerned with Free Secondary Education and the Changing Roles of the Heads of Public Schools in Tanzania. HakiElimu (2017) in the other hand conducted study on The Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania and Human Rights Watch (2017) studied on “I Had a Dream to Finish School” Barriers to Secondary Education in Tanzania.

All these studies did not address specifically the challenges of the implementation of free secondary education, rather some of them were addressed challenges facing basic education in general while others addressed only the primary level. This study therefore intended to fill this gap by assessing the challenges influencing implementation of free secondary education program in Dar es Salaam, Case study of Kinondoni Municipality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research methodologies. It covers the research approach, research design, area of the study, population, sample and sampling techniques and data collection methods. Other aspects include: Validity and reliability, data analysis plan as well as ethical consideration.

3.2 Research Design

This study employed a mixed research method approach in examining school management challenges facing the implementation of free education reform in public schools. The study used mixed research approach that involved qualitative and quantitative research approach in a single study in order to collect rich information related to the study (Cresswell, 2009). Principally merging both methods qualitative and quantitative in a single study aimed to provide a better understanding of research problem and normally appropriate in research programs. Likewise Gall *et al.* (1996) propose that, the usage of both qualitative and quantitative approaches have a better light on a phenomenon of interest than a single research approach.

Qualitative method employed in this study to examine the attitudes and challenges facing school management in implementation of free education reform in public schools. Qualitative approach provides chance for the researcher to gain deeper and clear understanding of respondents' attitudes, feelings, perceptions and experience through interviews (Cresswell, 2007).

Quantitative research approach was employed purposively to provide numerical description of the trend's attitudes or opinions from the respondents of the population of the study. Quantitative approach was used to summarize findings, that involves numeric descriptions such as demographic characteristics of respondents like gender, qualification and the like. Qualitative method helps to understand the magnitude or degree of respondents' behavior and enable to interpret easily frequencies, percentages to draw some inferences (Kothari, 2004).

3.3 Area of Study

The study was conducted in Kinondoni municipal council in Dar es Salaam. It is the highest populated district in Tanzania. According to National Housing and population census (NBS, 2012) Kinondoni Municipal has 1.7 million people. Kinondoni is like a melting pot as it is inhabited by various ethnic group and nationalities hence making study to manifest various challenges facing free secondary education. The study area was subdivided into ten (10) wards namely; Hananasif, Kigogo, Magomeni, Makumbusho, Msasani, Mzimuni, Mwananyamala, Ndugumbi, Kinondoni and Tandale.

3.4 Population

Kothari (2004) defines a population as the sum of the items from which a sample is obtained. It is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. Furthermore, Cohen (2001) highlights population as a large group of items having one or more shared features, which a research study attention.

3.4.1 Sampling Technique

Sampling techniques refers to the procedure of picking the sample from the population (Kothari, 2004). This study was therefore used both random and non-random sampling techniques.

3.4.1.1 Snowball Sampling

Snowball sampling is the sampling technique where the existing respondent refers the researcher to other respondents who encounters the standards of the researcher (Kothari, 2006). Snowball sampling allowed the researcher to choose respondents based on what another respondent has referred to. Some specific respondents were selected from the general public from Kinondoni municipal was letter recommend other respondents.

3.4.1.2 Purposive Sampling

Researcher also used this sampling technique (purposive) to select social welfare officers, and police officers who are related to gender desk in Kinondoni municipal.

3.4.2 Sample Size

According to Geert (2004), sample refers to the part of items that have been selected. Size of sample refers to the sum of items to be selected from the population to create a sample. For this study the total number of respondents involved were 84.

3.4.3 Sampling Frame

A sampling frame is a list or other device used to define a researcher's population of interest. Lewis-Beck (2004), defines sampling frame a set of elements from which a

researcher can select a sample of the target population. A sampling frame is a list of all the items in the population under study and it is a complete list of everyone or everything you want to study. For this study the sampling frame included four (4) schools out of 23 schools available in the district. It will comprise the 30-general public, 4 headmasters, 6 (MEK), and 10 local authorities and 15 teachers and 15 students.

3.5 Methods of Data Collection

This study used both primary and secondary data sources which was target on triangulation. According to Fontana and Frey (2005), the use of different methods known as “triangulation” minimizes the possibility of making erroneous conclusion and increases the credibility of the findings. This study combines different methods of collecting data so as to ensure the accuracy of the work and to minimize the occurrence of the weaknesses that may happen due to the use of one method. Several techniques: interviews, questionnaires and focus group discussion.

3.5.1 Primary Data

Primary data is the kind of data which is not processed, published, and documented (Kothari, 2004). The purpose of gathering primary data is to obtain the unique and pure information from the field. Primary data were collected from the respondents using interview.

3.5.1.1 Questionnaires

Questionnaire is a data collection tool intended to obtain information from respondents (De La Rosa, 2002). Questionnaires were directed to heads of schools and

teachers. This method is selected because questionnaires can gather information well from the respondents and as well as a specific information on the matter under study (ibid). Questionnaires were distributed to the aforementioned respondent to gather information related to the objectives of this study because they are capable of producing written information.

3.5.1.2 In-depth Interviews

The study used this method because the views of the participants on the interested phenomenon are respected (the emic perspective) and not the views of the researcher (the etic perspective). Moreover, this method allows for follow-up and clarification as soon as possible which enables the researcher to further understand the meanings attached by people on daily life practice through observation and interviews (Patton, 2002). The Interviews schedules were administered face to face between the respondents and the researcher. The general public and some of the local authority officials from Kinondoni was the target of this methods to enhance high turnover.

3.5.2 Secondary Data

Secondary data are data which tends to be readily available and cheap to obtain (Kothari, 2004). In this study therefore different documents were used to collect secondary information including research reports, internet sources, government reports, newspapers and other sources.

3.6 Data Analysis and Strategies

This is the process of collecting, modeling and transforming data in order to highlight useful information, suggesting conclusions and supporting decision making (Sharma,

2005). SPSS computer program was also used. The data was analyzed using simple statistical methods and presented in tables and graphs.

3.7 Validity and Reliability Testing

3.7.1 Validity

According to Kothari (2009), validity is the degree to which results found from analysis of data really represent the problem under study. The researcher checked validity through pre-testing of questionnaire as a data collection tool.

3.7.2 Reliability

Reliability refers to an extent in which a research instrument produces consistent result after repeated trial (Kothari, 2009). In this study, reliability means extent to which questionnaire and tape recorder produced equivalent results when measured at different place in different time. The Cronbach alpha test used to test consistence of all study variables.

3.8 Ethical Considerations and Processed Data Management

Ethics are norms or standards of behavior that guide the moral choices about our behavior and our relationship with others. All parties in research should observe ethical behavior. Research ethics were putted into consideration when developing and administering data collection tools and techniques, to avoid any form of harm, suffering or violation. This was done through obtaining consent before the research; ensuring confidentiality of data obtained and learning more about the organization's culture and project before the research and where necessary absolute sensitivity and caution was excised. In order to safeguard the rights of the participants, the researcher also explained to the participant the benefits of the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, findings and discussion on the challenges influencing implementation of free secondary education program in Dar es Salaam. Findings and discussion are guided by research objectives, which are:

- (i) To investigate the challenges facing the implementation of free lower secondary education program in Kinondoni District schools.
- (ii) To assess the community members' understanding on the concept of free secondary education program.
- (iii) To identify strategies that are employed to cope with challenges associated with the provision of free lower secondary education in Kinondoni Municipality.

4.2 Demographic Information of Respondents

This part presents demographic information of respondents such as gender, age, and education level.

4.2.1 Gender

The study revealed that there are more female than male. NBS (2012) on census report showed that in Kinondoni there are more female than male, this is due to fact that female has low death rate than male.

Table 4.1: Percentage Distribution of Gender of Respondents

Gender	Frequency	Percent
Male	32	39.4
Female	48	60.6
Total	80	100

Source: Field Data (2019)

4.2.2 Age

The findings show that 33.75 percent of respondents are 20-29 years, and none of them were aged above 50 years. The findings indicate that many respondents are relatively matured adults and are in a good position to make decision and work for better country's development.

Table 4.2: Percentage Distribution of Age of Respondents

Age	Frequency	Percent (%)
Below 20 years	17	21.25
20-29 years	27	33.75
30-39 years	23	28.75
40-49 years	13	16.25
Total	80	100

Source: Field Data (2019)

4.2.3 Level of Education

The results in Table 4:3 show that 32.5% of the respondents has secondary education, 30% Degree, 18.75% diploma, 12.5 Masters, while 6.25% has certificate. The findings indicate that none of the respondents were neither had primary level of education nor never attended at school.

Table 4.3: Percentage Distribution of Level of Education of Respondents

Level of Education	Frequency	Percent
Masters	10	12.5
Degree	24	30.0
Diploma	15	18.75
Certificate	5	6.25
Secondary	26	32.5
Total	80	100

Source: Field Data (2019)

4.2.4 Respondents' Designation

The findings in Table 4.4 reveal that 25% of the respondents are parents, 18.75% are Teachers, 18.75% Students, 12.5% Board members, 12.5% Local authorities, 7.5% MEK and 5% Head Teachers. This indicates that respondents involved in this study are those who implement and benefit from free secondary education program.

Table 4.4: Percentage Distribution of Respondents Designation

Designation	Frequency	Percentage (%)
Head teacher	4	5
MEK	6	7.5
Teacher	15	18.75
Board Member	10	12.5
Local Authority	10	12.5
Parent	20	25
Student	15	18.75
TOTAL	80	100

Source: Field Data 2019

4.3 Challenges Facing the Implementation of Free Lower Secondary Education Program in Kinondoni District Schools

The first objective of the study was to investigate challenges facing the implementation of free lower secondary education program in Kinondoni districts schools. In measuring this objective, different questions were asked concerning challenges facing during implementation of free lower secondary school.

4.3.1 Inadequate School Infrastructures

Respondents were asked to rate the availability of student's desks (tables and chairs) in relation to the available students. The results showed that there are inadequate student's desks (tables and chairs) since majority (87.9 percent) of respondents indicate there are inadequate student's desks. These results were supported by HakiElimu (2017) report which revealed that after introduction of free secondary education, many parents enrolled their children to school so the number of students increase faster while quantity of student's desks increase slowly. This is due to the fact that before free secondary education each student was supposed to pay money for his/her desk, so student fail to pay that money he/she cannot get desk. The number of desks went equivalent with the number of students.

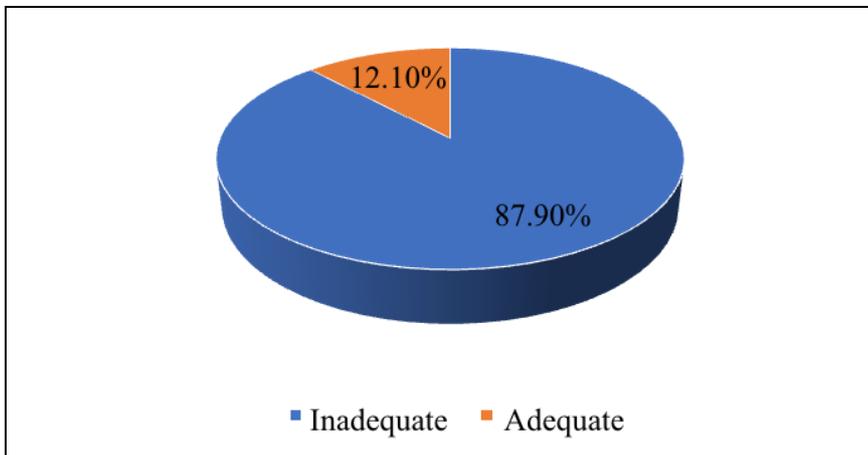


Figure 4.1: Frequency Percentage of Availability of Student's Desks

Source: Field Data (2019)

Also, the study wants respondents to state if the classrooms are adequate to accommodate the students enrolled. The findings showed that the classrooms are not adequate to accommodate the students enrolled. This is due to fact that nowadays

students do not pay money for buildings, so school enrolled students while waiting government to build new classrooms. Also, the classrooms are not adequate because there is high enrollment rate in school while the buildings (classrooms) are the same as the in period before the introduction of free secondary education. This result is equivalent to the Kattan (2006), which revealed that 95 percent of the government schools in Tanzania experience inadequate classrooms to accommodate the students enrolled due to high enrollment rate, which caused by free education policy.

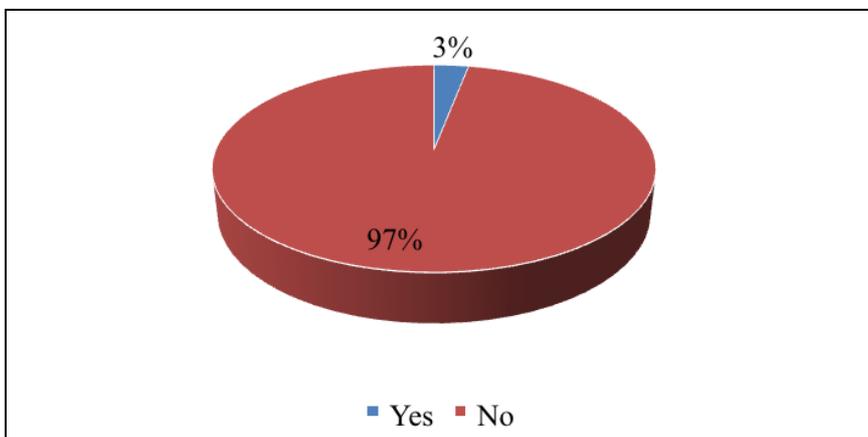


Figure 4.2: Percentage Distribution of Adequacy of Classrooms to Accommodate Students Enrolled

Source: Field Data (2019)

In addition, the results revealed that there are school requirement (instruments) were adequate before free secondary education but now they are inadequate, that are; toilets, laboratory instruments and chemicals, books, cleaning equipments, and papers for daily examinations (speed tests).

4.3.2 Delayed and Inadequate Fund

The study wants to find if capitation (fund) which government pay per student is enough to the education needs of the student per year, and paid on time (immediately

after student enrolled). First, respondents were asked if capitation allocated per student is adequate to the education needs of the student per year. The study findings revealed that the capitation (fund) allocated per student is inadequate to the education needs of the student per year, since majority (85 percent) said no. This cause students to have high competition in use their education needs like books, laboratory chemicals and instruments, and cleaning equipments as well as papers for examinations. Also, Kamete (2014) found that there are inadequate learning and teaching materials in government schools due to inadequate of capitation (fund) allocated per students in free secondary education program.

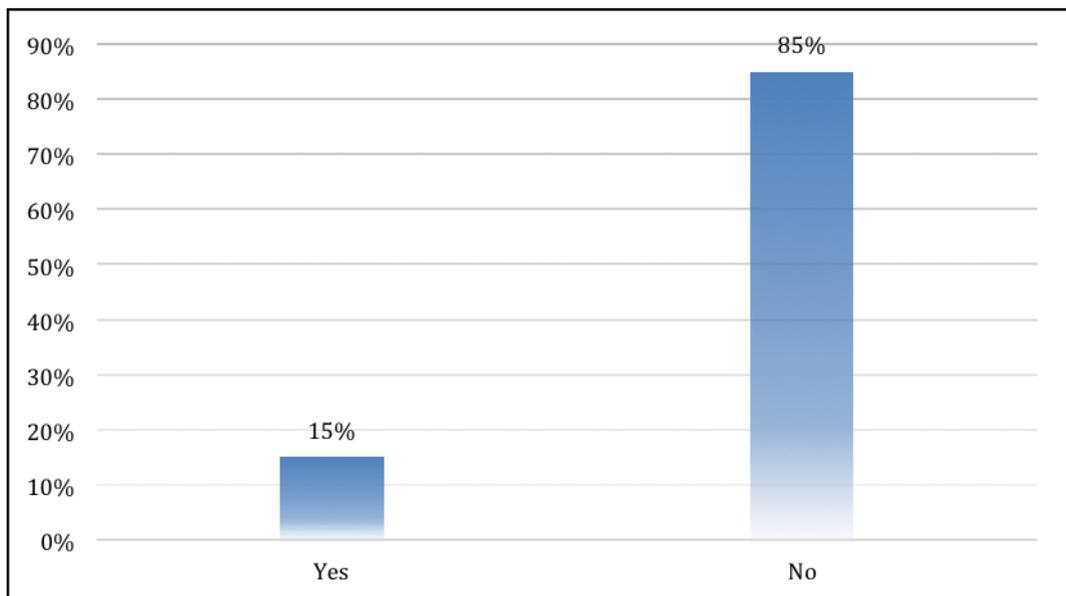


Figure 4.3: Distribution of Adequacy of Capitation Allocated Per Student

Source: Field Data (2019)

Secondly, respondents were asked if there any delay of the payment of capitation fund to the respective school. The results indicated that 42.4 percent of the respondents said the capitation fund delay to the respective school. The results are similar with the

results obtained by Mutisya (2011) which revealed that government delay the payment of capitation fund to the respective school, which leads to the students to lack education needs.

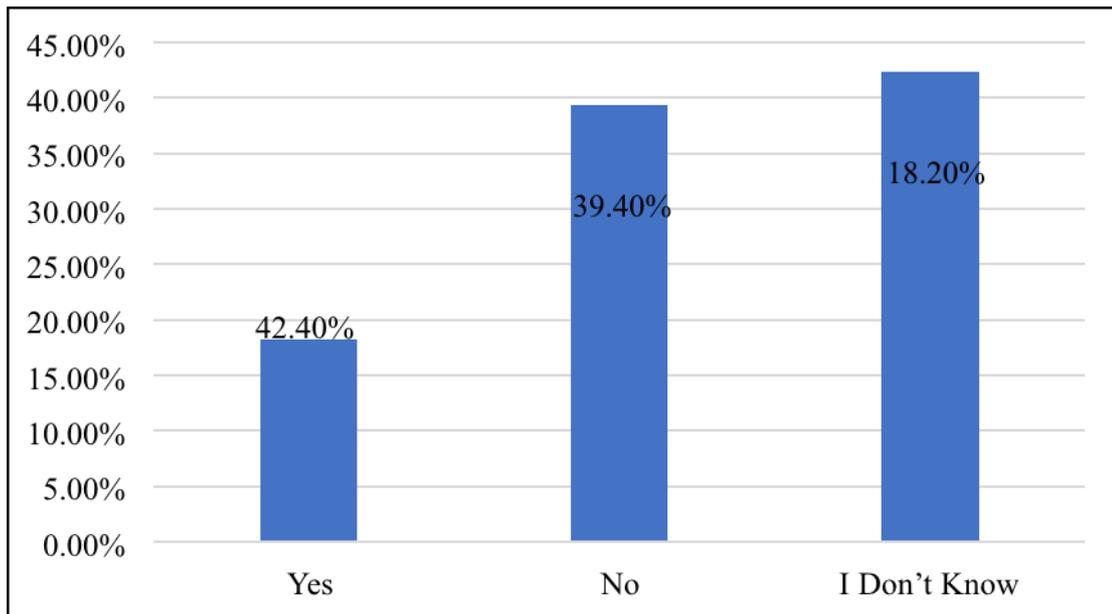


Figure 4.4: Percentage Distribution of Delay of Payment of Capitation Fund to Respective School

Source: Field Data (2019)

Furthermore, the study findings revealed that students lack their education needs due to capitation funds not being used for the intended vote heads, and insufficient allocation of bursary to students with special needs.

4.3.3 Misconception of Parents about Free Secondary Education

Additionally, the study wants to revealed the way parents know the concepts of free secondary education. Respondents were asked if free secondary education motivated parents to contribute for other school facilities. The study revealed that free secondary education does not motivate parents to contribute for other school facilities. Parents

know that government supposed to pay everything, they think government supposed to buy exercise books, and uniforms. The findings showed that there is misconception of free secondary education between parents. This is due to the fact that there is lack of clear policy and education on the role of various stakeholders on free secondary education especially parents. The findings are in agreement with HakiElimu (2017) who found that many parents they don't know what education needs they are supposed to buy for their children, parents think every education need is paid by government. This cause students to lack some of the education needs like uniforms, exercise books hence decrease quality of the secondary education.

Table 4.5: Percentage Distribution of Motivation of Parents to Contribute for other School Facilities

	Frequency	Percent
Yes	24	30.0
No	56	70.0
Total	80	100

Source: Field Data (2019)

Also, the study results revealed 75.8 percent of the respondents indicate that parents have moderate willingness to provide for the inadequate and the unavailable resource in the school. According to government Education Circular No. 3 of 2016, parents should cover some education needs like uniforms, mid-day meals, and security of school property and hiring temporary teachers for science and mathematics. The results were supported by Citizen newspaper of 18th January 2016 which reported that some school lacked to pay for security guards and temporary teachers for science and

mathematics. These showed that school there are no parents willingness to provide for the inadequate and the unavailable resources in the school.

Table 4.6: Percentage Distribution of Parent Willingness to Provide for the Inadequate and Unavailable Resource in the School

	Frequency	Percent
High	5	6.25
Moderate	60	75.0
Low	15	18.75
Total	80	100

Source: Field Data (2019)

These findings concur with those, which were obtained during unstructured interview where one of the respondents stated;

“Parents by discovering that education does not contribute anything to the school. They are not even able to give their children money to buy school supplies such as pens, exercise books, shoes or even a bag. Parents fail to monitor their children's progress in school, leaving teachers without knowing that the parent is the first person to make a student's educational achievement.” (33 Years Female School Key informant)

4.3.4 Reduced Community Participation in School Projects

Also, the study checks the community participation in school projects after introduction of free secondary education. The study results showed that community reduced their participation in various school projects due to free secondary education policy. Majority of the respondents said that at great extent community reluctant to

volunteer for some other school requirement and project needed due to perception that secondary education is free.

Table 4.7: Percentage Distribution of Reluctance of Community to Volunteer for Some other School Requirements Needed

	Frequency	Percent
Not at all	12	15.0
Less extent	2	2.5
Moderate extent	15	18.75
Larger extent	19	23.75
Very great extent	32	40
Total	80	100

Source: Field Data (2019)

4.3.5 High Student Enrollment

The study assessed student enrollment after introduction of free secondary education policy. The findings showed that after introduction of free secondary education policy there is high student enrollment. This is due to the fact the children from low standard families which cannot afford to pay school fees and administrative cost now they can be able to get secondary education, so number of students enrolled must increase. The results were similar to Twaweza (2016) who found that free basic education caused high student enrollment, while there is no plan to accommodate the increased number of students. The increase in the number of students enrolled cause to increase in the number of streams as well as teacher to student ratio. The study found that after introduction of free secondary education now classes have more than four streams, and each stream has more than 80 students.

Table 4.8: Percentage Distribution of Number of Streams in Each Class

	Frequency	Percent
1-3 streams	32	40
4-6 streams	24	30
Above 6 streams	24	30
Total	80	100

Source: Field Data (2019)

The high student enrollment is a sign of a positive result of free secondary education as many children from low life standard families and groups get equitable access to secondary education due to removing of school fees and some administrative costs which were paid by parents. However, poor preparation to accommodate the increased number of students had resulted into negative effects on the provision of quality secondary education in Tanzania such as overcrowded and shortage of teachers, classrooms, and books.

The finding concurs with those stated by respondents during unstructured interview.

One of the respondents stated;

“Students have increased despite poor facilities, many students now sit down for lack of desks, and since free education students lack school material, such as exercise book, a pen. parents lack the ability to provide the materials mentioned by their children.” (37 Years School Key informant)

Another respondent stated that;

“Our school is experiencing severe shortages of teaching material, shortage of classes which lead to the overcrowding of classrooms as one room may

accommodate more than 100 students. This is also accompanied by Shortages of desks so some students have to sit down. this makes it very difficult for teachers to fulfill its teaching responsibilities and it also reduces pupils' ability to understand the topics taught in the classroom.” (43Years Male School Board Key Informant)

4.4 Community Members’ Understanding on the Concept of Free Secondary Education Program

The second objective of the study was to assess community members understanding on the concept of free secondary education program. As shown in table 4.8, the results showed that the meaning of free secondary education is not clear to the community especially to parents and other stakeholders.

Table 4.9: Frequency Distribution of Society Understanding on the Concept of Free Secondary Education Program According to Designation

Designation		Yes	No
AEK	Frequency	6	0
	Percent	7.5	0
Headmaster/Mistress	Frequency	4	0
	Percent	5.0	0
Teacher	Frequency	14	1
	Percent	17.5	1.25
Student	Frequency	12	3
	Percent	15.0	3.75
Local government	Frequency	8	2
	Percent	10.0	2.5
General public	Frequency	17	13
	Percent	21.25	16.25
Total	Frequency	61	19
	Percent	76.25	23.75

Source: Field Data (2019)

This leads to the reduction of willingness to provide for the inadequate and the unavailable resources in the school, and reduce motivation to community to contribute for other school facilities. The study findings were similar to Kilonzo (2015) who found that parents lack knowledge of the concept of free secondary education, also some teachers lack knowledge on the meaning of free secondary education. Community they don't know what cost of education needs where abolished by government, and what cost do parents supposed to incur.

Additionally, the study found that overall goals of free secondary education program were not sufficiently understood by teachers, parents, and students.

Table 4.10: Percentage Distribution of Overall Goals Not Sufficiently understood by Teachers, Parents, and Students

	Frequency	Percent
Not at all	22	27.5
Less extent	17	21.25
Moderate extent	10	12.5
Larger extent	24	30.0
Very great extent	7	8.75
Total	80	100

Source: Field Data (2019)

4.5 Strategies that are employed to Cope with Challenges Associated with the Provision of Free Lower Secondary Education in Kinondoni Municipality

On the last objective of the study, the study wants to identify the strategies that are employed to cope with challenges associated with the provision of free secondary education. The respondents were asked which measures do they take to get extra

money to finance the education needs. The study found that 56.5 percent of the respondent's approach donors and other stakeholders to acquire extra fund to finance some of the education needs.

Table 4.11: Percentage Distribution of Measure Taken to Acquire Extra Fund to Finance Some of Education Needs

Measures	Frequency	Percent
Get loans from banks	14	17.5
Trade in bonds and shares	7	8.75
Fundraising	14	17.5
Approach donors and other stakeholders	45	56.25
Total	80	100

Source: Field Data (2019)

The study went far and want to know if the school have any source of income rather than capitation fund from government. The study findings revealed that many schools do not have another source of income rather than government capitation.

Table 4.12: Percentage Distribution of any Income Generating Project

	Frequency	Percent (%)
Yes	39	48.75
No	41	51.25
Total	80	100

Source: Field Data (2019)

Respondents were further asked to state the area where the school invested as an income generating project. The findings indicated in Table 4.12 reveal that, 38.75% is involved in School shop, 26.5% School Canteen, 11.5% Selling School T-shirts,

8.75% Leasing school plot while, 8.75% Photocopy services, 6.25% School Hall hire, 0.0% for Crop farming and School bus hire respectively.

Table 4.13: Percentage Distribution of School Income Generating Project

Project	Frequency	Percentage (%)
Crop farming	0	0.0
Selling School T-shirts	9	11.25
School Shop	31	38.75
School bus Hire	0	0.0
Leasing School Plot	7	8.75
Internet/Photocopy Services	7	8.75
Giving School Hall for Hire	5	6.25
School Canteen	21	26.25
Total	80	100

Source: Field Data (2019)

These finding corresponds with the those obtained during unstructured interview, where respondents stated that;

The school benefits from an Airtel tower project where every month we get a certain amount of money that helps us do various things, and Airtel Tanzania has become a great partner and stakeholder of our school. (40 Years Male School Key informant)

Another respondent said;

After realizing that sometimes the caption money did not meet the requirements of the school, we decided to put together a ticket sale project with the school logo. This at least helps to collect a small amount that can help things like soap and toilet brooms. (49 Years Male School Key Informant)

Respondents were further asked to state other interventions, which have the schools, put in place to overcome the challenges experienced in implementing FDSE. Through theme analysis, several interventions were outlined including fundraising, merging classes for some subject, parent awareness creation, and starting school projects.

During interview one respondent replied:

Because of the shortage of teachers in science subjects, existing teachers are often forced to integrate class streams so that the whole class can be taught at once, this allows the teacher to get time spend teaching other classes. (36

Years Female School Key informant)

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary and conclusion of the key findings of the study, recommendations according to study findings, and recommendations for further studies.

5.2 Summary and Conclusion of the Key Findings

The study aimed at assess the challenges influencing implementation of free secondary education program in Dar es Salaam, specifically at Kinondoni municipality. The main objective was supported by other three specific objective which are; to investigate the challenges facing the implementation of free lower secondary education program in Kinondoni District schools, to assess the community members' understanding on the concept of free secondary education program, and to identify strategies that are employed to cope with challenges associated with the provision of free lower secondary education in Kinondoni Municipality.

The findings of the study revealed that inadequate school infrastructures and requirements such as student's desks (tables and chairs), classrooms, toilets, laboratory instruments and chemicals, books, cleaning equipment, and papers is the challenge influence implementation of free secondary education. Also, study found that the inadequate capitation fund allocated per student in certain academic year is delaying, which lead to delaying in acquiring education needs. Furthermore, the results showed that there is huge misconception of parents about free secondary

education which cause reduction in motivation of parent to contribute for other school facilities, and have moderate willingness to provide for the inadequate and the unavailable resources in the school. Additionally, the results showed that community reduced their participation in various school projects since they know secondary education is free. Last, the study findings indicate that the leading challenge that influence implementation of free secondary education is high student enrollment, which cannot be accommodated by existing school infrastructures and requirements such as classrooms, desks, toilets, books, teachers, laboratory, and cleaning equipment.

In addition, the study results indicate that the meaning of free secondary education is not clear to the community especially to parents. Parent they don't know their responsibilities in free secondary education, which cause to do not provide what they are supposed to provide to their children and inadequate and unavailable resources in the school. Also, it was founded that the overall goals of free secondary education program are not clearly understood by teachers, parents, and students.

Lastly, the study showed the strategies which parents, schools, and other stakeholders takes to cope with challenges associated with the provision of free secondary education. The study revealed that approaching donor and other stakeholders, get loans from banks, and fundraising, and trade in bonds and shares are the strategies taken to acquire addition money to finance inadequate and unavailable education needs. Also, some of schools run project like canteen project, rented buildings, leasing school farm, and crop farming so as to get extra fund to finance school budget.

5.3 Recommendations

Based on the obtained study findings, the study came up with the following recommendations:

- (i) Government should increase amount of fund provided per student, and not delaying in payment of capitation fund to schools. This will ensure the adequate and timely availability of school infrastructures and requirements. Also, government should construct new schools or classrooms and hire many teachers especially science and mathematics teachers so as to accommodate the increased number of enrolled students. By doing this the government will improve quality of education and proper performance of students in schools and provision of good free secondary education.
- (ii) Education to the community must be provided so as to clear misconception about free secondary education, and clear policy on the role of various stakeholders. This will increase willingness of parents to provide inadequate and unavailable resources in the school and motivate parents and other stakeholders to contribute for other school facilities.
- (iii) Also, the study recommend that schools should find income generating projects, and another sources of income rather than depending much on capitation fund from government to finance their budget.

5.4 Recommendations for Further Studies

This study aimed at assess challenges influencing the implementation of free secondary education, other study can assess the outcomes of free secondary education programs. Since the study was conducted in Kinondoni municipal, there is a need for

other studies to assess free secondary education in other places or involving large part in Tanzania since results from Kinondoni could not be generalized to a large population of Tanzania. Also, the study can be repeated in next years to come since this study was conducted few years after introduction of free secondary education program. This will provide more results of free secondary education program.

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APPENDICES

Appendix 1: Questionnaire

Dear respondent,

My name is..... from the Open University of Tanzania, pursuing a Masters in Monitoring & Evaluation. I am collecting information and opinions from different education stakeholders in response to a study that Assess the challenges influencing implementation of free secondary education program in Dar es Salaam, Kinondoni Municipality.

Confidentiality

The information provided in this session will remain to be confidential and used strictly for the purpose of this study. No part of the information you will provide can be disclosed to a third person without your prior consent. When we write the report we will not disclose your identity and we will only use the information for the purpose of this research only.

Section A: General Information

1. Gender:

1. Male
2. Female

2. Age (in years)

1. Bellow 20 years

- 2. 20-29
- 3. 30 – 39
- 4. 40-49
- 5. Above 50

3. Highest level of Education so far attained

- 1. Masters
- 2. Degree
- 3. Diploma
- 4. Certificate
- 5. Secondary
- 6. Primary
- 7. Others;

Specify.....

4. Designation

- 1. MEK
- 2. Headmaster/Mistress
- 3. Teacher
- 4. Board member
- 5. Local authority leader
- 6. Parent
- 7. Student
- 8. Others, Specify

.....

5. Name of school

1. Kambangwa
2. Kigogo
3. Turiani
4. Kisauke
5. Others,
specify.....

6. Marital status
 1. Married
 2. Single
 3. Divorced
 4. Separated
 5. Others
Specify

Section B: Community members' understanding on the concept of free secondary education

7. Do you know the meaning of Free secondary education?
 1. YES
 2. NO
8. Do you understand the total amount of fund allocated to every student?
 1. YES
 2. NO
9. Is the implementation of free secondary education clear to the parents and guardians?
 1. YES

- 2. NO

10. In your opinion what is the level of parents ‘willingness to provide for the inadequate and the unavailable resources in the school.

- 1. High
- 2. Moderate
- 3. Low

Section C: Challenges facing the implementation of free secondary education program

11. Is the capitation allocated per student adequate to the education needs of the student per year?

- 1. YES
- 2. NO

If the answer is NO, propose the estimated amount that would be sufficient.

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12. Is there any delay of the disbursement of capitation fund to the respective school?

- 1. YES
- 2. NO

13. Is the students’ enrollment increased since the introduction of free secondary education?

1. YES

2. NO

If the answer is YES, how does this challenge free secondary education program? explain

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14. Rate the availability of students' desks in relation to the available students

1. Adequate

2. Inadequate

15. How many streams does each class has in your school?

1. 1-3 Streams

2. 4-6 Streams

3. Above 6 streams

16. Are the classrooms adequate to accommodate the students enrolled?

1. YES

2. NO

17. Has free secondary education motivated parents to contribute for other school facilities?

1. Yes

- 2. NO

18. In your opinion what is the level of parents ‘willingness to provide for the inadequate and the unavailable resources in your school.

- 1. High
- 2. Moderate
- 3. Low

19. Are there any school requirements which were accessible before Free secondary education but they are inaccessible after the introduction of Free secondary education?

- 1. YES
- 2. NO

If YES, mention them;

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20. Using your own experience, Explain in details the challenges of implementing secondary school education

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21. The following are issues related to challenges faced by schools in the implementation of Free Secondary Education. Please indicate the extent to which the challenges apply in your school in a scale of 1 to 5, where: **1–Not at all; 2–Less Extent; 3–Moderate Extent; 4–Larger Extent; 5–Very Great Extent** (Tick appropriately)

S/NO	Challenges Of Free Secondary School Education Implementation	1	2	3	4	5
21.1	Capitation fund is Insufficient to finance school's budget					
21.2	Heavy workload for teachers					
21.3	Inadequate number of teachers and support staff					
21.4	Lack of clear policy on the role of various stakeholders					
21.5	Delay in disbursement of funds					
21.6	Inadequate physical facilities					
21.6	Reluctance of Parents and other stakeholders to volunteer for some other school requirements needed due to Perception that Secondary Education is Free					
21.7	Unavailability of Communication Channels to give					

	Feedback to the Government					
21.8	Failure of Government Education Agencies to Act on Feedback when availed					
21.9	Insufficient Teaching and Learning Resources like books, chalk, laboratory chemicals					
21.10	Capitation Funds Not being Used for the Intended Vote Heads					
21.11	Overall Goals not Sufficiently Understood by Teachers, Parents and Students					
21.12	Low Commitment of Teachers, Parents and Support staff					
21.13	Inadequate Supervision of Implementation Process by the Education and Quality Assurance Officers					
21.4	Insufficient Allocation of Bursary to students with special needs					

Section D: Strategies employed to cope with challenges associated with the provision of free secondary education.

22. In your opinion, what do you think should be done to improve the implementation of free secondary education for future benefits?

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23. In your opinion, should the current procedures of free secondary education be maintained or stopped?

1. Maintained

2. Stopped

Why? Explain

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24. Which measures does your school undertake to acquire extra funds to finance the various school activities in case of budget deficits?

1. Get Loans from Banks

2. Trade in Bonds and Shares

3. Fundraising

4. Approach donors and other stakeholders

5. Others:

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25. Does your school have any income-generating project?

1. Yes

2. No

26. If the answer in question 26 is YES, in which area has the school invested in?

(Tick appropriately)

- 1. Crop farming
- 2. Livestock farming
- 3. School Shop
- 4. School bus Hire
- 5. Leasing School Farm
- 6. Internet/Photocopy Services
- 7. Giving School Hall for Hire
- 8. School Canteen
- 9. Others:

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27. Which other interventions has the school put in place to overcome the challenges experienced in implementing FDSE? (Please list them)

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Appendix 2: Interview Guide

1. What is the meaning of Free secondary education?
2. In your opinion are the parents willing to provide support for the implementation of free
3. Is the capitation allocated per student adequate to the education needs of the student per year?
4. How are the parents and local authorities involved in the implementation of free secondary education?
5. Using your own experience, Explain in details the challenges of implementing secondary school education.
6. Do you think community members are fully involved in the implementation of free secondary education?
7. In your opinion, what do you think should be done to improve the implementation of free secondary education for future benefits?
8. Do you think the current procedures of free secondary education should be maintained or stopped? Explain why.
9. Which measures should school undertake to acquire extra funds to finance the various school activities in case of budget deficits?