

**ASSESSING THE IMPACT OF INTRODUCTION OF FREE EDUCATION
TO STUDENT ENROLLMENT AT SECONDARY SCHOOL IN UBUNGO
DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENTS FOR THE DEGREE OF ARTS IN MONITORING AND
EVALUATION OF THE OPENI UNIVERSITY OF TANZANIA**

2019

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; “Assessing the Impact of Introduction of Free Education to Student Enrollment at Secondary School in Ubungo District” in partial fulfilment for the requirements of the degree of Master’s Degree in Monitoring and Evaluation of the Open University Of Tanzania.

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Date

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DECLARATION

I, Trust F. Tweve, do hereby declare that, this dissertation is my own original work and has not been submitted for a degree award at any other university or higher learning institution and it will not be presented anywhere else.

.....

Signature

.....

Date

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The author wishes to acknowledge struggles which made by some people in facilitating this dissertation. My family including My lovely husband Ntuli N. Mwakyausa and My triple daughters Faith, Joy and Peace, I Thanks both of you for your support, helps and for being patient to me from the beginning up to the end of my school.

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My last thank is to My Almighty Heaven God, for giving me strength and ability of doing this dissertation.

DEDICATION

Everything has its beginning.

To My daddy Festo Saul Tweve, my mom Rehema Tulambona Sanga, My Lovely Husband Ntuli N.Mwakyusa and My Brother Glorious S.Festo. I thankful to you both for your support in this long journey of education. May God bless you.

Dedication to my lovely daughters Faith, Joy and Peace.” No sweet without sweat”.
God helps you to rich your success.

ABSTRACT

The study was conducted to assess the impact of introduction of free education to student enrollment at secondary school in Ubungo district. The study sought to meet the research objective; to find out the student enrollment trend before and after introduction of free education at secondary level, to analyse the people perception towards free education, to assess the factors that are influencing student enrolment, to measure student enrolment through assessing the ratio between student and school learning facilities. The study employed quantitative and qualitative research design. The sample had a total of 100 respondents in which 82 were student and 12 were teachers while 6 were headmasters. The Research used primary and secondary data to collect information. The data obtained were analyzed by using statistical package for social science and excel. Quantitative data was summarized into frequencies, percentages figures and tables. The finding shows there were increasing in decreasing rate of student enrolment in recently year. Also the findings acknowledge the introduction of free education. The researcher makes the following recommendation to the Tanzanian government on implementation of free education program. The Government should make sure provide enough budgets on time. Government should provide to secondary school enough learning facilities. Finally the survey had discovered that. Not only free education has impact on increase of student enrollment but also there are other factors which catalyst the increase of student enrollment at secondary school, these are household income, schooling costs, presence or absence of schools, people awareness on school matter, transportation, education quality and relevance, parental education, having a learning or physical disability, cultural values and norms, and the opportunity costs of attending school.

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LIST OF ABBRIVIATION

EFA	Education For All
GER	Gross Enrollment Ratio
MDGs	Millennium Development Goals
MoF	Ministry of Education
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
POLARG	President Office, Local Administration and Regional Government
SPSS	Statistical Package for Social Science
UN	United Nation
UNDP	United nation development program
UNESCO	United Nations Education, Science and Culture Organization
UNICEF	Untied Nation International Children's Fund
UPE	Universal Primary Education
URT	United republic of Tanzania
WB	World Bank.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In 2000 most of 191 countries of United Nation (U.N) started to adopt the Millennium Declaration GA Resolution A/54/2000, which aimed at creating a global corporative approach to meeting challenges facing future world development .The millennium meeting created a framework of goals, targets and indicators, famously known as the Millennium Development Goals (MDGs). Among of key MDG is universal education or Education for All (EFA). They affirmed their commitment to achieving Education for All (EFA) by the year 2015 and identified six key measurable education goals which aim to meet the learning needs of all children, youth and adults by 2015 (UNESCO, 2002).

The wide gap in secondary enrolment in Sub Saharan Africa and the rest of the world is raising anxiety. Many governments in the Sub Saharan Africa are considering abolishing secondary school fees in order to meet the targets of Education for All and the Millennium Development Goals (MDGs). School fee and other expenses at secondary education are the major hindrances for some children to access secondary education. Evidence indicates that secondary enrolment in SSA continues to be the lowest in the world (Ohba, 2009). Kenya was the second nation in East Africa to adopt Education for All (EFA) (UNESCO movement) by introducing free education.

Free Secondary Education policy in Kenya was introduced in 2008 with an aim of making secondary education affordable (Ministry of Education, 2007). Although the

Kenya government faces the challenges on implementing the policy since it rises the budget of Ministry of Education, but the policy was expected to provide an equal opportunity to all children regardless of their social class, gender, and ethnic background, physical and mental disability to have access to acquiring secondary education (Ngeno and Simatwa, 2015a).

In contrast to Uganda, the Government implemented Universal Primary Education (UPE) since 1997. Government provided free primary education for children in public schools. Also started to provide school instructional materials, basic physical facilities and teacher's salaries and training. This lead to increase of government budget in its implementation of (UPE) Policy 1997. According to various surveys and researches, the impact of UPE policy on primary school enrollments was mainly positive (Deininger 2003, Betegeka 2005, Nishimura et al. 2008). Thus, the success of (UPE) policy, the government introduced Free Universal Secondary Education (USE) in 2007. Uganda was the first country in sub-Saharan Africa to adopt such kind of policy.

The desire for transformation of education sector in Tanzania can be referred back as the one of the pillars for fighting independence, and indeed, perpetuated colonial rule that had existed in Tanganyika before independence in the 1960s (Ngware,Ezeh, Oketch & Mudege 2009). In 1969 all fees were excluded and a free text book policy was introduced (Coletta& Sutton, 1989).In 1970s the universal primary education program was introduced, school fees were eradicated resulting in substantial increase in student enrolment (United Republic of Tanzania, 2000a, 2000 b; Oketch& Rolleston, 2007), But in mid 1980s school fees for primary and secondary schools

was returned and number of children receiving education dropped significantly.

In 2005 the government of Tanzania had initiated the building of ward secondary school to feed the number of student from primary schools increased due to the impact of primary universal education. The trend of student's enrolment at secondary schools had been increasing gradually while they were compulsory to pay school fee and other schools expenses. In 2015, President John Pombe Magufuli come into power changes the situation of education in Tanzania. The President Pombe Magufuli announced the Government's decided to abolish school fees and additional financial requirements at secondary schools. He Said "when I say free education, I mean free" The measure was followed by the new 2014 Education and Training policy, which provides for 10 years of free and compulsory primary and lower-secondary education.

The report shows that from 1973 to 2012 the trend of student's enrolment at secondary were increasing while in recent year (2013-16) the number of student enrolment at secondary school seem to be fluctuated. The most remarkable is in 2016 after free education secular start into implementation, during the year the number of student enrolment in secondary school drops from 52 % in 2015 to 48 % in 2016 (POLARG, 2016). Although the student enrolment can be influenced by many factors. Also it is reported that poverty acts as the most hindrance factor for student enrolment since poor family fails to cover the school expenses.

According to Khamati & Nyongesa (2013), among the challenges facing free secondary education are increased enrolment high poverty levels among the parents

(limiting their ability to meet their side of obligations such as school uniform, send meals for the students while in school), Therefore the study were interested to know the relationship between free education and student enrolment at secondary school in Ubungo district.

1.2 Statement of the Problem

Report show that, there has been an increase in trend of student enrolment in secondary schools since 1973 to 2012, but in the year of 2013 to 2016 such trend of enrolment has been fluctuating for instance gross enrolment ratio (GER Form 1 to form 4) were 50.2, 51.4, 45.5, 52.0, 48.1, from 2013 to 2016 consecutively (POLARG, 2016), thus may be influenced by many factors. According to (Boyle et. al. 2002; Deininger 2003; UNICEF 2005a) the major determinants that influence student's enrollment are household income, schooling costs, presence or absence of schools, community involvement, transportation, education quality and relevance, parental education, having a learning or physical disability, cultural values and norms, and the opportunity costs of attending school.

Other reasons that parents may not send their children to school include information failures, the links between education and local job opportunities, distance to schools, and distance to labor markets (Bentaouet, *et al.* 2004; Mukudi 2004). For instance, Word Bank had reported that poverty has been leading factor for student enrolment, Such as students tend to focus on other forms of economic investments that are likely to give them and their family's immediate economic return (World Bank, 2015). For instance, in 2016, 86.1 % of students were vulnerable from family with Poor income, while 6.2% of students were head of the household; most of the

vulnerable student are in lower grade in secondary, (POLARG, 2016).

The government of Tanzania is current implementing education for all EFA, responding to UNESCO movement through taking away all cost of primary and secondary school education (free education) to remove barrier of poor to send their children at school. This may act a catalyst to increase student enrolment at secondary school, so in spite of having many factors influencing student enrolment, this study wants to find out the relationship between free education and student enrolment to the student's intake at secondary school.

1.3 Objectives of the Study

1.3.1 General Objectives of the Study

To assess the impact of free education to student enrolment at secondary school

1.3.2 Specific Objectives of the Study

- i. To find out the student enrollment trend before and after introduction of free education.
- ii. To analyses the people perception towards free education
- iii. To assess the factors influencing student enrolment.
- iv. To measure student enrolment through assessing the ratio between student and school learning facilities (instrument).

1.4 Research Questions

- i. What are the trends of the student enrolment in five years (2013-2018)?
- ii. What are the people perception towards free education?

- iii. What are the factors influence student enrolment?
- iv. What are the ratio between student and learning facilities (instrument)?

1.5 Significance of the Study

The purpose of the study was to find out the relationship between free education and student enrolment at secondary school, and to know how strong free education affect student enrolment at secondary school is. The finding result of this study will be useful to various stakeholder includes government, private education sector, parents and policy maker. The government will speed up the provision of enough budget and other services to secondary schools so as to encourage environment of student enrolment at secondary school, then policy maker will come up with alternative solution in solving negative factors that influence student enrolment. Also, private schools owner will benefit from finding result, since they will be required to provide services basing on the study (either free education influence much on student enrolment or not?). Also, the results will be useful to parents in the sense they will be able to learn the importance of meeting their obligations to children at school.

1.6 Study Limitations

This research survey encountered some limitation during conducting of this study; first, the sample size for study were small which allowed generalization of results to the entered schools. Second, the study consumed time to researcher because the study required the records of previous year (secondary data) which were not available on time. Third, the study was hindered by deficit budget that affect direct on sample size and in-depth analysis of various variable to get very valid report.

1.7 Research Gap

However, report shows that, there has been an increase of student enrolment in secondary schools since 1973 to 2012, but in recent years (from 2013 to 2016) the trend has been fluctuating (POLRG,2016). The fluctuation of the number of student enrollment in recently year especial during the time of free education program was interested by researcher. Where by enrollment rate were drop down, which was not expectation of various stakeholders. Therefore, the study interested find out what are the relationship between free education and student's enrolment in secondary schools at study Ubungo District.

1.8 Scope of the Study

This study focused on the assessing the impact of free education program to student enrollments at secondary school especially from 2013-2018 in Dar es Salaam. The study was taken in public schools only at Ubungo District, under sampled schools chosen by researcher. Respondents were 100 from sampled population of schools, they were including head of schools, academic teachers and students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study based on impact evaluation of free education to secondary school enrolment. The study expected to explore the following variables which are pertaining with free education. Such variables are School enrolment ratio (class, teacher and learning materials), Student enrolment trend, Enrolment diversity (gender & disability), Learning environment such as (teaching and physical facility), factor influencing student enrollment, and people's perception toward free education program.

The implementation of Free Primary Education (FPE) was associated with a large increase in enrollment in sub-Saharan Africa as result create pressure to secondary school where by number of student entry had increased, but secondary school enrollment was limited by tuition fees and other school expenses, (Lucas and Mbiti 2012; Keats 2014; Duflo *at al* 2017). The adoption of education for all in sub Saharan Africa for secondary school has been fueled by the achievement of universal primary education(UPE) whereby it create impact and increase number of student enrolment at secondary school,

However the adoption of education for all in poor countries has gone slowly with very stubborn effort to achieve. According to UNESCO (2015) reported that, in poor societies, free education will be a long-term process, requiring tenacious effort, strong and sustained political will, and perhaps brighter economic prospects. In wealthier societies, where the objective implies quite simply 'providing education for

all. Also UNESCO (2015) had identified five obstacles that delay the achievement of education for all namely; Political factors, Economic/financial factors, Lack of adequate demand for education, Weak capacity, in managerial terms, for implementing the broad concept of EFA; and Heavy inactivity within the existing education systems. (UNESCO 2015)

Education for all (primary universal education) increases the rate of student enrolment in many countries. The world has witnessed an increase enrolment in primary level of schooling, whereby according to UNESCO report 2015, the primary school had adjusted net enrolment ratios improved significant rising at 20 percentage point from 1999 to 2012 in 17 countries, 11 of which were from sub Saharan Africa. The Improvements in access to education at primary school are one of the leading successes of the EFA movement. However other author had reported that student enrolment can be influenced by many factors.

Abolition of school fees in primary schools because of the implementation of Primary Education Development Plan (PEDP) resulted in a significant increase in enrolment in primary schools. In one year, the enrolment in standard one increased from 1,139,334 in 2001 to 1,632,141 in 2002 an increase of whopping 43.3% (*Hakielimu*, 2017; URT: 2005; 13). Although the focus of fee reduction, or abolition, has always been to increase enrolment without similar attention paid to the improvement of quality. Boyle 2016 in UNICEF (2005a) report had articulated the major determinants that influencing student enrollment which are household income, schooling costs, presence or absence of schools, community involvement, transportation, education quality and relevance, parental education, having a learning

or physical disability, cultural values and norms, and the opportunity costs of attending school. This report reveal that not only free education can impact student enrolment at school but there are other factors like political, social, traditional, demographical and economic factor can influence the student enrolment at school.

Also, this can be revealed in the Tanzania government report of 2016 had shown that the student enrolment at secondary school from 2013 to 2016 had fluctuated. The most remarkable fluctuation is that which happened in 2016 where free education at secondary school had introduced because of political influence and UNESCO movement of education for all. Furthermore, (According to POLARG, 2016) reported that in the year of 2013 to 2016 the trend of secondary school enrolment has been fluctuating for instance gross enrolment ratio (GER Form 1 to form 4) were 51.4, 45.5, 52.0, and 48.1.

2.2 Definition of Key Terms

2.2.1 Free Education

Free education is multidisciplinary word which defined in different way such as, the scope of implementation, politically, economically, and in semantic way. For instance, Tanzania had defined free education basing on Political circular that is “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.” (URA, 2016). UNESCO, 1991 had defined free education through its movement of education for that means to remove all barrier limiting children to acquire education. UNESCO has articulated barriers of children to be enroll at school especially to the poor country. Among of this barrier are Political factors;

Economic/financial factors, Lack of adequate demand for education, Weak capacity, in managerial terms, for implementing the broad concept of EFA, Heavy dormancy within the existing education systems. Therefore, UNESCO means free education is attained by remove this obstacle (UNESCO, 1991)

2.3 What are the Impacts of Free Education in Secondary School?

2.3.1 Increase in Enrolment

According to (Asankha 2011), Girls from poor households are more likely to be enrolled for the public secondary schools after introducing Universal Secondary Education policy in 2007. Free education tends to remove barrier of sending student to schools to poorer and intervene gender equality in acquiring education. Indeed, one of the most visible impacts of free education was the surge in enrolment in standard one. At the pre-primary school level, the total enrolment increased from 1,069,823 in 2015 to 1,562,770 in 2016 an increase 21 of 46%. Nationally, 2016 standard one enrolment rose by 38.4 percent over the standard one enrolment in 2015. (*Hakielimu, 2017*)

2.3.2 Declining of Quality Indicator

Muindi, (2011) reported that. Many of the teachers observed in Katangi district were using types of teaching methodologies which were not suitable for the students because they were not trained. 65.5% of all the teachers in all the visited schools were untrained and most of these were teaching the senior forms. Also, academic infrastructure were not supporting the number of student which were increased due to the impact of free secondary education for instances books and toilet ratio. More than five out of ten citizens think that the quality of education in private secondary

and primary schools is good compared to two out of ten who think the same about public schools (Twaweza, 2017)

2.2.3 Equity and Equality

Poor people with limited access to pay school fee and children with disability, both have access to free education. Statistics on disability tend to be inconsistent from year to year. In 2016, 86.1 % of all vulnerable pupils are from family with Poor income. Most of the Vulnerable pupils are in lower grade in secondary (PO-LARG, 2016).

2.3 Theoretical Literature Review

Determinant of demand theories on student enrolment in relation to free education. **Theory of demand** is a theory relating to the relationship between consumer demand for goods and services and their prices. Demand theory forms the basis for the demand curve, which relates consumer desire to the amount of goods available. The demand for a good or service depends on two factors: (1) its utility to satisfy want or need, and (2) the consumer's ability to pay for the good or service. On this study the research was interested to analyses the theory of demand basing on consumer's ability to pay for the services especially to the public goods and services. Free education falls under categories of public good.

A pure public good is conventionally defined as a good which has two Characteristics: (a) the marginal cost of an additional person consuming it is Zero; (b) the cost of excluding an individual from its benefits is infinite (prohibitive). So free education is a public good where by all cost of schooling are cut down which

allow people to send their children to school irrespectively of their income ability to pay the schooling cost. Thus, free education will have an influence on student enrolment at secondary school, (Investopedia, 1962).

Notable. The theory of demand on free education states that. “If other factor remains constant the free education has an impact on increasing student enrolment at secondary school”. However, the theory of demand basing on consumer ability to pay for a services or goods is criticized on the notion that, Consumers buy of a good or service due to other factors than price. Some people tend to send their children basing on the quality of education provided. (Adopted to Clackson, 1962). The Figure below illustrates the relationship between price/ school fee and student enrolment for secondary school. The demand curve as an if-then relationship. It implies: If the price were 4 (school fee), then 20 students will be enrolled at school and if the price were Zero/ free education, then 60 students will be enrolled at school.

A change in the market price leads to a movement along the demand curve. Notice that the demand curve is downward sloping, implying that more of the good or service would be purchased if the price were lower (and less if the price were higher). Thus, for example, a reduction in school fees would lead to an increase in the quantity of school places demanded by families. In this case (that is, a change in market price) the demand curve itself will not move. (Smith n.d)

2.4 Conceptual Framework

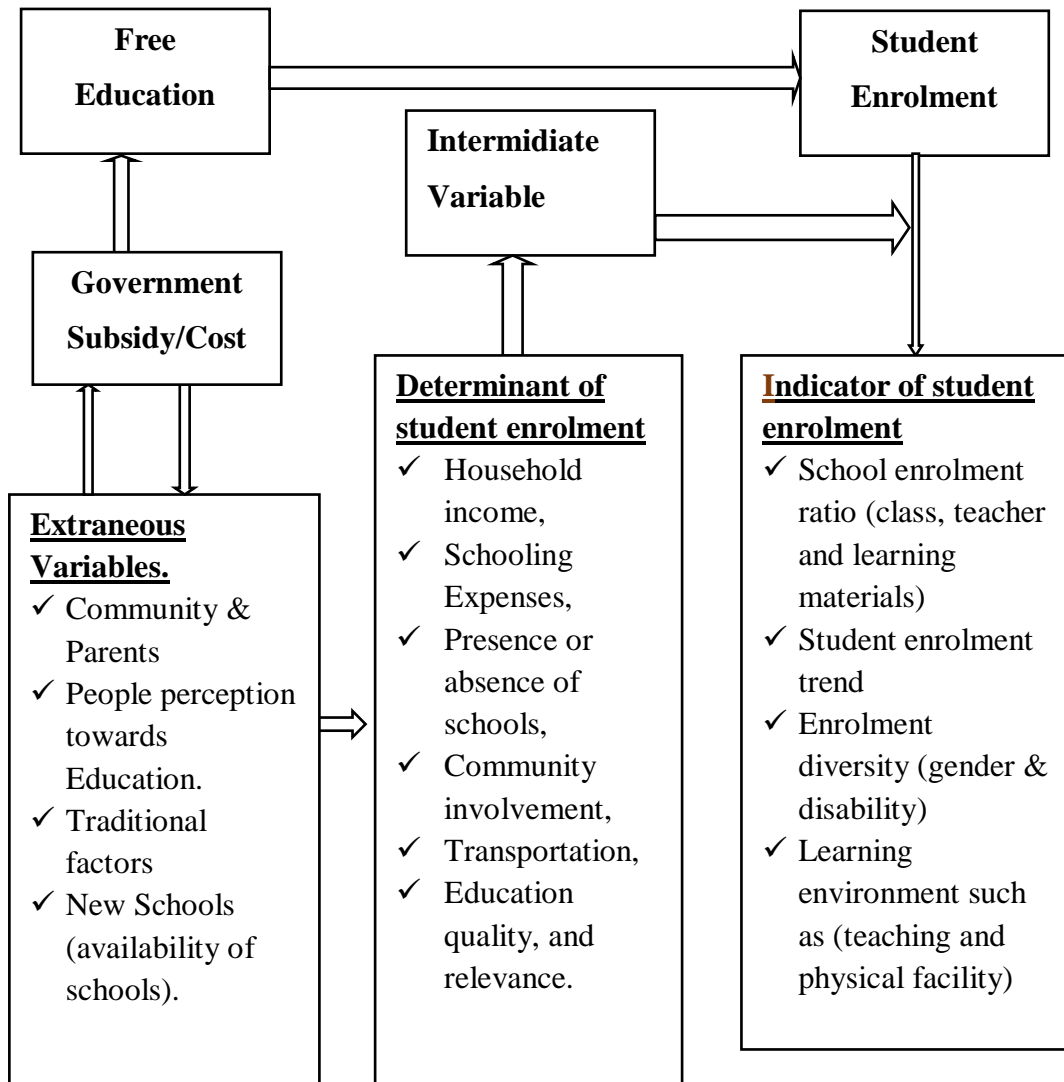


Figure 2.1: Framework showing Impact of Free Education on the Student Enrolment of Secondary School

Source: Researcher, 2018

Figure 2. 1: Framework showing Impact of Free Education on the Student Enrolment of Secondary School; Case Study Ubungu. The Framework of this study summarized in the figure 2.1

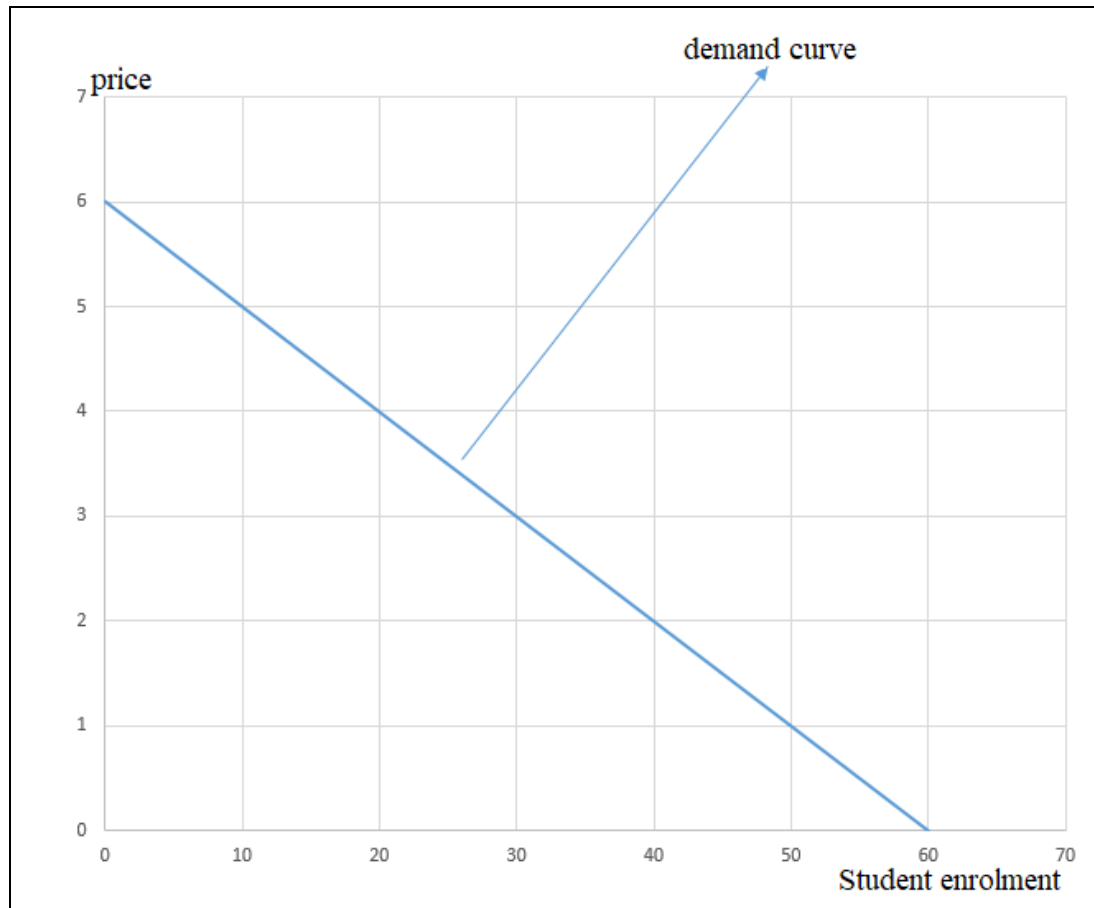


Figure 2.2: Relationship between free Education and Student Enrollment

Source: Researcher, 2018

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study area, research design, sampling techniques and sample size, data collection tools, and data analysis techniques and pilot questionnaire employed by the researcher.

3.2 Description of the Study Area

The research was conducted at Ubungo district in Dar es Salaam region. Ubungo is in the western part of the province and is well known throughout much of Dar es Salaam as one of the central hubs of transportation because of its massive local bus terminal which is located opposite the University of Dar es Salaam. The estimate terrain elevation above sea level is 72 meters. It lies between Latitude: $-6^{\circ}45'0''$ Longitude: $39^{\circ}10'0.02''$. Ubungo is district that sprit from Kinondoni district, according to 2012 population and housing census Kinondoni district were most populated area in Dar es Salaam region with 1,775,049 people. The main economic activity of Ubungo district is trade. Ubungo district consist 28 public school, but to this study only 6 schools were used to represent others, including Manzese, urafiki, Saranga, Mugabe, Kinzudi and Goba .Due to limit of time, cost and data access it was impracticable to survey the entire population. Few data make easier organization, cost-effective, saves time and leads to accuracy. (Sunder et al.2003.).

3.3 Research Design

A research design is the arrangement of conditions for the collection and analysis of

data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). The study applied the cross-sectional research design. Cross sectional research. design allows to collect data only once per point. The reasons for choosing this research design include the vastness of the researched area with large number of schools and respondent to be interviewed, also the limited resource both time and financial resource for data collection.

3.4 Sample and Sampling Techniques

The study adopted simple random sampling and convenience (haphazard or accidental) sampling techniques to obtain the samples. Chary (2008) provided that a thesis of masters student should range between 100-350 respondents .This study obtained sample of 100 respondents as recommended by Chary ,where by the sample size of 6 secondary schools was selected to represent the secondary school at Ubungo district. The categories of sample school selected were as follow. Each school were represented by two teachers, one was head master and other academic teacher and then each school adopted about 15-20 student to be interviewed. The chosen sampling was crucial because these are the main stakeholder to implement or to be affected by the free education

3.5 Methods of Data Collection and Tools

The study involved the collection of both qualitative and quantitative data using structured questionnaire. Questionnaire is a carefully designed instrument (written, typed or printed) for collecting data from respondents of the research questions (Ogula, 1998).Therefore questionnaire used here were both open ended and closed ended questionnaire to obtain the data from the respondents. The closed and open-

ended questionnaires helped to elicit and obtain views of respondents pertaining the impact of free education to secondary school enrolment. Data was collected from both primary and secondary sources;

3.5.1 Primary Data

Kothari (2004) Primary data are those data which are collected afresh and for the first time. In this study, data was collected directly from the respondents (teachers, students and parents) by using several research data collection tools like interview questionnaire written in both English and Kiswahili language.

3.5.2 Secondary Data

Secondary data on other hand are those data which have already been collected by someone else and which have already been passed through the statistical process. Kothari (2004). Secondary data were collected from the reserved or stored literatures like books, annual report, journals, articles and magazine both published and unpublished whether in libraries or from the internet. Also, other data was obtained from the school enrolment book to get information on trend of student enrolment in five years. The survey used letter for survey permission in Ubungo District from Open University of Tanzania. The permission letter was sent to Education Officer of Ubungo District who allows visiting and collecting data from secondary schools which are sampled in the study.

3.5.3 Confidentiality of Data Collection

The success of this study depended on the willingness and cooperation of the respondent, this in turn depended in large part on whether the respondent believe that the information provided will be kept confidential. Respondent was ensured that data or information collected will be kept very privacy and will not be discussed by

anyone outside and IDs will be used instead of names to preserve their identity.

3.5.4 Data Validity and Reliability

The validity of data, ensure the researcher on measuring the right things while data reliability ensures the consistent of measurement by the research instruments used in terms of its stability and the aspects of error. (C.R.kothari, 2004).In this research the data validity was tested by using theory of demand to carter whether the data collected have a relation in line of testing theory. While data reliability was tested through test-retest method where the responded answer was rechecked back to the respondent to provide the same answer. But also, to ensure the reliability though out the process of research the survey used clear and understandable questions with well administered by researcher.

3.6 Data Analysis

The collected data was interpreted and coded into quantitative data to apply the statistical methods for data analysis (SPSS) in data analysis. Then data was summarized and categorized for easy presentation and interpretation purposely to establish the similarities and differences of responses. The analysis of data was conducted by using Statistical Package for Social Science (SPSS) where the descriptive and inferential statistics such as frequencies and percentage was adopted for analyses of the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on data presentation, analysis and discussion of the findings. The data was gathered through interview questionnaires completed by the sampled secondary school in Ubungo district. The data obtained from respondent had been analyzed to get relevant information to the main objectives of the study. The qualitative and quantitative analysis techniques have been employed so as increase the validity and reality of the survey. Qualitative techniques were applied which made the research findings to be reliable in making the conclusion of the study, this also ensured that the findings presented contributed towards achieving the main objective of the study which are, to assess the impact of introducing free education on student enrolment in Tanzania a case study at Ubungo district.

The data was then analyzed using the SPSS20 software. This tool was very suitable for this kind of study since it is used for social science research, data was presented in form of tables charts and graphs. This study was guided by three specific objectives. The first objective is to assess the trend of the student enrolment from 2014 to 2018. To assess the factors that are influencing student enrolment, to measure student enrolment through assessing the ratio between student and school learning facilities (instrument) and people's perception on student enrollment.

4.2 Finding of the Study

4.2.3 Demographic Data of Study Participants

This section presents the discussion of data on socio-economic characteristics of the respondents. The examined socio-economic characteristics included, Occupation,

names of school and sex, of the respondents as shown in Table 4.1

4.2.3.1 Occupation of Respondent

There were 6 head teacher, 12 teachers and 82 students who participated in study.

The table (4.1) present the occupation of respondent participated

4.2.3.2 Sex

Sex is an important variable in development activities, this is because through sex is easy to determine the work force and main participant in development issues. The study conducted shows that male interviewed were 47% and female were 53%, The sampling techniques of having fewer male included in the research was not done purposively since the research was not based on either sex, and therefore either of the sex could provide accurate information. But also, this implies that female were involved at large in this study to remove the bias of ignoring women views and their contribution in education matters.

4.2.3.3 Names of Schools

In the finding it has been observed that six (6) secondary school sampled to represent the whole secondary school located at Ubungo district. The schools sampled comprised kinzudi 20%, Goba 20%) Manzese 20%, Urafiki 14%, Mugabe 12% and Saranga 14%. The number of schools sampled and its representatives were driven note purposively since the study generalize that either schools involved in this survey could provide the accurate and the same result. Table 4.1; social economic characteristics information.

Table 4.2: Social Economic Characteristics Information

	Frequency	Percent%
Occupation		
Teacher.	12	12

Student	82	82
Head teacher	6	6
Sex of respondent		
Male	47	47
Female	53	53
Name of school		
Kinzudi	20	20
Goba	20	20
Urafiki	14	14
Saranga	14	14
Manzese	20	20
Mugabe	12	12

Source: Research, 2018

4.3 Student Enrolment before and after Free Education Program

The headmaster was asked to provide information on student enrollment in five years that's before and after the introduction of free education 2015. The following are the data from sampled school (Mugabe Manzese and Kinzudi). In Mugabe secondary schools finding show that, from 2013 to 2017 there were gradual increase of student enrollment as follow 213,320,344, 441. And in 2018 the three were decrease in increasing rate of enrollment as student enrolment were 375 students from 441 students that enrolled in 2017. In Manzese secondary school the finding shows that, from 2013 to 2017 there were an increase of student enrollment as follows, 320,320,343,600. And in 2018 there were decrease in increasing rate of enrollment as student enrollment were 453 from 600 students enrolled in 2017.

Table 4.3: To show the Number of Student Enrollment before and after Free Education in Three Secondary Schools

Mugabe

Year	Boys	Girls	Total
2014	109	104	213
2015	160	160	320
2016	197	197	344
2017	218	223	441
2018	201	174	375
Manzese			
2014	160	160	320
2015	160	160	320
2016	174	174	348
2017	300	300	600
2018	228	225	453
Kinzudi secondary school			
2014	76	77	153
2015	74	75	149
2016	69	70	139
2017	71	72	143
2018	55	56	111

Source: Researcher, 2018

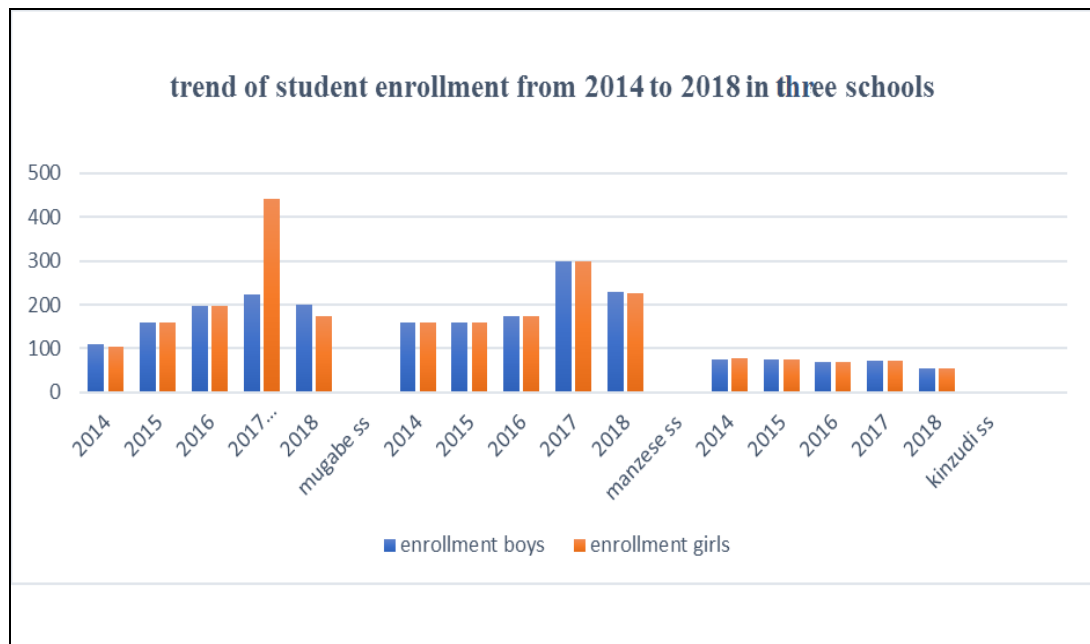


Figure 2.1: Trend of Student Enrollment in Three Schools from 2013 to 2018

Source: Researcher, 2018

From the table above shows there were the difference in student enrollment at Kinzudi secondary school compared to Mugabe and Manzese secondary school. The

findings show there was high student enrolment before introducing free education. Enrollment from 2014 to 2018 was as follow 153,149 139,143,111. The findings show that free education influence the increase of student enrollment as revealed in Manzese and Mugabe secondary school, although in recently year the number of student enrollment tend to decrease in increasing rate. In some schools like Urafiki and Kinzudi secondary schools the findings show there were very minor contribution of free education on student enrollment.

4.4 Validation of the Law of Demand from the Finding Research Result

Free education falls under categories of public good. A pure public good is conventionally defined as a good which has two Characteristics: (a) the marginal cost of an additional person consuming it is Zero; (b) the cost of excluding an individual from its benefits is infinite (prohibitive). So free education is a public good where by all cost of schooling are cut down which allow people to send their children to school irrespectively of their income ability to pay the schooling cost. (Investopedia; Clackson 1962). *Notable.*

“The theory of demand on free education states that. “If other factor remains constant the free education has an impact on increasing student enrolment at secondary school”.

From the finding reveal that free education allow all people to access education irrespectively to their ability to access education. This leads to the increases of number of student enrollment in the secondary schools after the introduction of free education program in 2016. For instance, in Mugabe secondary school the statistics of student enrollment for five years (2014-2018) were 213,320,344, 441 and 375. The number of student is likely to increase yearly, and in 2017 they it rich to the pick

(441), however 2018 the number of student enrolment drop this is because the marginal cost of an additional person consuming it is Zero. Thus, the number of student is declining because those children who were hindered by the fee education is now at school. So Other factors may play to the increases and decreases of student enrollment at secondary school.

4.5 Factors influence Student Enrollment

Table 4.4: Factor influencing Student Enrolment in Secondary School

Factors	Frequency	Percent %
Free education	51	51.0
Environmental factors	4	4.0
Transport	2	2.0
School performance	4	4.0
Learning environment/resources	5	5.0
Pressure from society	2	2.0
Poverty	16	16.0
People awareness on school matters	16	16.0
Total	100	100%

Source: Researcher, 2018

From the result above, respondent had provided their views on the factor that influence student enrollment at secondary. About 51% of the respondent agreed that free education is the major factor influence student enrollment at school other factor lie poverty, people awareness on school matters is also argued strongly as influencer. Other responses like pressure from society, school performance and transport are minor influence factor of student enrollment accordingly to the study but in some areas thus could be the major factor for student enrollment.

4.5.1 Free Education

The finding result show that free education is the major factor which encourage

parents to send their children to school. In Tanzania majority of society are economic poorly they depend on agriculture which are seasonal and sometime agriculture product does not respond well, thus lead to decrease of the number of student enrolled in secondary education. The research found that about 51 % of respondent argue that remove of school expenses eliminate their major obstacles of sending children to school as it was before the free education program.

4.5.2 Poverty

About 16% percentage of the findings show that poverty factor is another obstacle plays tremendous part for student enrolment in secondary school. Society with low income fails to meet school's expenses like student uniforms, school fees and other contribution needed. Thus, school fee was denied poorer to acquire education, and the income well of families had the opportunity to send their children to school that read to the inequality of acquiring education between poor and rich.

4.5.3 People Awareness of School Matters

The finding shows that about 16% of respondent argue that people awareness on school matters is another concern that encourages parents to send their children at school. Now days society are more elite on education matters. Also, different stakeholders and government of Tanzania had put its laws and policy of children right to get education into forces. Thus, provide huge room of people awareness on education matters hence increase student enrollment at secondary school.

4.5.4 School Environment Factors

This including learning environment and location of the school. The finding had shown that about 8% of responses argue that this factor influences student enrolment at secondary school. For instance, school areas where there are large population,

good surrounding environment and good transport network encourage more people to send their children to get education. Also, in school where there are good schooling facilities like library, laboratory, availability of teachers, enough toilet and classes tend to have good enrollment record of student at secondary school. For instance, Mugabe and Manzese secondary school have good learning environment and their enrollment rate is very high compare to other school.

4.6 Perception of People on Free Education in Relation to School Enrollment

Table 5.4: Perception of People on Free Education impact to Student Enrolment

Response	Frequency	Percent%
Yes	96	96.0
No	4	4.0
Total	100	100.0

Source: Researcher, 2018.

Respondent had asked various questions concerning free education in relation to student enrolment. The finding result was as follow. The research objective was to know the people awareness on free education and how it affects student enrollment. From the finding result show that 96% of responses argue that free education has tremendous impact on student enrollment. They said free education provide equal opportunity for gender, race, poor and incapacitates to have right for access education. So free education provides right to all to learn. Only 4% of the response denies that free education has impact on student enrollment.

4.7 The Quality Education provided before and after Free Education

The study has surveyed the learning facilities of school sampled include the toilet, classes ratio and number of teachers, head teacher were asked to provide the ratio of this facilities. The main intention of this were to measure or compare the ratio or

quality of education provided before and after introducing free education. From the study it shows that the ratio between the required and available learning facilities are almost the same when we compare between the period before and after introducing the free education. According to UNESCO, 2004 the ratio of students to teacher is 58:27 and WHO provided the guidelines of school toilet ratio are 1:25 girls and 1; 30 boys.

4.7.1 School Teachers Ratio

Table 4.6: Ratio of Teachers in Mugabe Secondary School

Year	Form 1		Form 2		Form 3		Form 4		Total
	R	A	R	A	R	A	R	A	Deficit
2014	11	9	11	8	11	9	11	10	44-36=8
2015	11	10	11	10	11	10	11	11	44-41=3
2016	11	10	11	11	11	9	11	10	44-40=4
2017	15	10	15	11	11	11	11	10	52-42=10
2018	11	10	11	9	11	10	11	11	44-40=4

Source: Field Survey, 2018

For instance, in Mugabe secondary school the ratio between teacher available and that required from 2014 to 2015 were 36:44 (8) and 41:44, (4) respectively. Where in 2014 there were deficit of 8 teachers and in 2015 there were deficit of 4 teachers. Then the ratio between available and that required from 2016 to 20118 were 40:44 (4), 42:52(10) and 40:44(4). Data revealed that there was no improvement of teacher's availability in relation to the increases number of student enrolled in the specific years. For instance, in 2017 they were deficit of about 10 teachers since the number of student enrolled were very high.

4.7.2 Schools Toilet Ratio

From the data depicted from sampled schools revealed that there was no tendency of

adding toilets in school basing on requirement. Schools tend to have the same toilet holes for more than five years irrespectively of the increase number of student. For instance, in Mugabe secondary school from 2014 to 2018 there were deficit of about four (4) toilet holes where by available toilet were 20 and required were 24. Kinzudi secondary school has deficit of about 10 toilet holes where by available toilet were 14 and required toilet were 24. The free education had the impact on student enrolment that's leads to the shortage of toilet in schools, that means free education had negative impact to quality education as learning facilities such as toilet, teachers and class remaining the same while student enrollment is high due to introduction of free education.

Table 4.7: Ratio of Teachers in Mugabe Secondary School

Year	Form 1		Form 2			Form 3		Form 4	
	R	A	R	A		R	A	R	A
2014	6	5	6	5		6	5	6	5
2015	6	5	6	5		6	5	6	5
2016	6	5	6	5		6	5	6	5
2017	6	5	6	5		6	5	6	5
2018	6	5	6	5		6	5	6	5

Source: Field Survey, 2018

4.6.3 Class Ratio

The research found that schools had shortage of classes while number of student is high. Since free education had increase the student enrollment at schools while the number of classes remain the same. From the finding reveal that in Manzese secondary school had deficit of about 19 classes where by the school require 39 classes while only 20 classes were available. Thus, had lead school to have student shifting program where by some classes come to learn in the morning while other in evening. This had increases load to teachers as they need to have double lessons per

day. Student increases under free education program had caused shortage of classes in schools since the government does not increase learning facilities parallel to the increase of student enrollment hence quality of education under free education program seem to be low.

4.8 Challenges faces Secondary School under Introduction of Free Education

As depicted from the table below, indicated that there are many challenges which is caused by introducing free education at secondary school.

Table 4.8: Challenges facing Schools under the Free Education Program

Challenges	Frequency	Percent
Lack of teaching and learning materials	50	50
Poor learning environmental	5	5
Minimum budget	3	3
Lack of cooperation between parents and teachers	9	9
Increase loads to teachers	4	4
Lack of science subject teachers	23	23
Large number of student enrolment	1	1
Poor performance	5	5
Total	100	100

Source: Field Survey, 2018

4.8.1 Lacks Teaching and Learning Materials

In-sufficient fund is linked with deterioration in education quality. Free education in Tanzania had expanding the access to education to all without providing the necessary fund and support to improve teaching and learning materials. From the data, about 50% percentage of respondent argue that there is no enough teaching and learning material. Student articulate that they used to take one book for a class which reveal there is shortage of books. So, the government do not provide sufficient fund to maintain the quality education where by all facilities needed should be available

on time.

4.8.2 Lacks Science Subject Teachers

The finding result reveal that most of secondary school lacks science subject teachers which in turn leads to poor performance in science subject. Student and teachers had articulated this problem prevailing more after the introduction of free education. It was reported that in kinzudi secondary school in 2017 to 2018 there is only one mathematics subject teacher to whole school. From the finding result it reveal that about 23% percentage of respond argue that free education leads to lacks science subject teacher sat secondary school.

4.8.2 Lack of Cooperation between Parents and Teachers

From the data show that 9% percentage of respondent reveal that parents doesn't show their cooperation with teachers in school matters. Almost all teachers interviewed articulate this to be main challenges under implementation of free education program. It is reported that parent have misunderstand on free education, they know that everything is being provided by government. This include school fee, uniform, exercise book, pen, bag and everything that were parent used to contribute at the first. Thus, lead to parent don't even contribute anything to schools especial to cooperate with teachers on what challenges faces their children at school and then to solve it.

The lack cooperation of parents with teachers had lead increase load to teachers where by many duties that were being done by parent, are then taken by teachers. It is reported that 31% percentage of the respondent strongly agree that free education had increases load to teachers. For instance, if student does not attend to school

(dodge), have poor performance, and improper behavior parents do not report or have cooperation with teachers as they used to do before introduction of free education program. The chart below reveals this

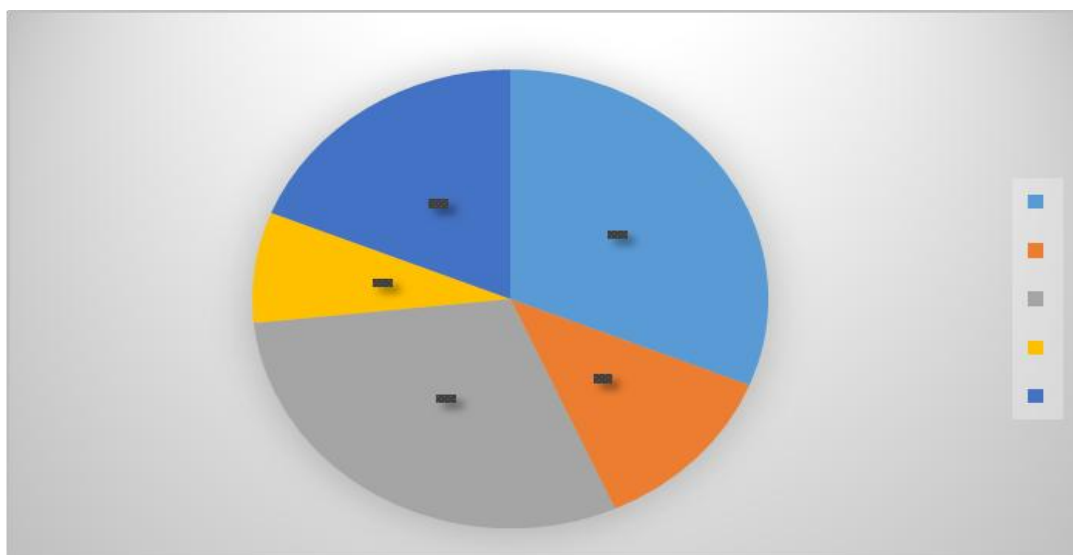


Figure 1.1: Pie Chart to show how Free Education increases Load to Teachers
Source: Field Survey, 2018

4.8.3 Poor learning Environment

It was reportedly that many schools had lack of classes, library and poor outside and private learning environment where by student tend to be congested in classes which lead to poor provision of education and lacks areas for private study, hence leads to poor performance of student. Also, schools are located into the rapid population areas where other economic activities is going on, also thus disturb learning process at school. About 5 % of respondent had reveal that poor learning environment had been caused by the introduction of free education at secondary school which increases student enrollment.

4.8.4 Minimum Budget and Large Number of Student Enrolment

This is another challenge that happened after the introduction of free education at

secondary school. Head teacher had reported that, government provide insufficient fund that do not meet the school required budget. For instance, teachers claim to have remedial classes program after schooling hour or weekend to cement and keep busy student, where by parents were required to provide something to teachers. But after free education introduction those after school hour trading is prohibited since government prohibit to correct anything from parents. Again, free education leads to rapid increase of student registered at school hence causes the shortage of classes which actual does not support the number of student available.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study, implication of the findings, conclusion, recommendation for the policy and practices and recommendation for the further study.

5.2 Summary of the Study

The main purpose of this study was to access the impact of introduction of free education to student enrollment at secondary school in Ubungo district.

The study sought to meet the following research objective

- i. To find out the student enrollment trend before and after introduction of free education.
- ii. To analyse the people perception towards free education
- iii. To assess the factors that are influencing student enrolment.
- iv. To measure student enrolment through assessing the ratio between student and school learning facilities (instrument).

This study established a gradual increment of the student enrollment of secondary schools in Ubungo district. The finding statistics indicated that free education has direct impact on student enrollment if another factor remaining constant. Thus, the finding shows there were increasing in decreasing rate of student enrolment in recently year. The finding result showed that people are acknowledge the introduction of free education that's increases the student enrollment, about 96% percentage of respondent argue that free education has removed the bias of children

to enroll at school irrespectively of their economic status, gender, race, and disorders. Thus, people indicated that through free education every child have right to education which led to increase of student enrollment at secondary school.

From the finding. The survey reveals that, there are deficiency of learning facilities at secondary school. It was reported, irrespectively of increment of student enrollment at secondary school still government provide deficit budget which do not allow to cover the needed learning facilities such as toilets, library, laboratory, books, enough teachers, chalks and classes. For instance, in Manzese secondary school there is deficit of 19 class which led to have shift of the students in classes. In other hand the shortage of learning facilities is cause by increase of student enrollment because of free education. Again, the study discovered that there are many challenges under the free education program. Respondent had articulated that free education lead to lack of teaching and learning materials, poor learning environment, deficit budget, lacks cooperation between parents and teachers, lacks science subject teachers and poor performance. This has been initiated by increase of student enrollment at secondary school.

Finale the survey had discovered that. Not only free education has impact on increase of student enrollment but also there are other factors which catalyst the increase of student enrollment at secondary school, this are household income, schooling costs, presence or absence of schools, people awareness on school matter, transportation, education quality and relevance, parental education, having a learning or physical disability, cultural values and norms, and the opportunity costs of

attending school, environmental factors. But the study had reveal that free education is the mostly influence factor of student enrollment at ubungo district.

5.3 Implication of Findings

The findings indicate a rise in number of student's enrollment every year from 2014 to 2017, while in 2018 the number of student enrollment has dropdown which is caused by fact that, the number of children which are required to enroll at schools in a certain year depend to the availability of children of required age in society at the specific year and the number of pass pupils in standard seven. Also, the finding indicates that, in some school like kinzudi secondary school the number of student were not increasing irrespective of introduction of free education due to the factor that, there were few pupils who pass standard seven in the specific year at that geographic areas.

5.4 Conclusion

I can conclude that, free education program in Tanzania remove obstacles to children especial poor access to education. Basing on finding, if all factor remaining constant free education influence a lot to an increase of student enrollment as it provides right to all irrespective of economic status, race, disorder and gender. In spite of the effort done by government under free education program but, government of Tanzania should make sure that provides sufficient budget to run free education, provides learning facilities, provides incentives and morale to teachers and educate parents on importance of being involved and cooperate with teachers under free education program.

5.5 Recommendation

Basing on the finding of the study and the objective of this study, the researcher makes the following recommendation to the Tanzanian government on implementation of free education program.

- i. Government should make sure provide enough budgets on time. According to the findings, head teacher had reported that there is problem of budget deficit which lead to shortage of learning materials in secondary school.
- ii. Government should provide to secondary school enough learning facilities such as books, enough teachers especially science subject teachers, toilets, increase classes. Thus, will lead to the quality provision of education, increase academic performance and create a room of large number of student learn comfortable.
- iii. Society should be educated on the importance of sending their children to school and reputation of showing cooperation with teachers. Parent have greater roles to make sure children get education, again according to the finding show a that parent do no cooperate with teachers since they have low understanding on free education that's everything they leave to government. So, government should educate them on the importance of being involved and cooperate with teachers under free education program.
- iv. Government should invite and educate various stakeholders to participate on implementing free education program. Since many challenges encountered cannot be solved by government only

5.5.1 Recommendation for the Further Researcher

The study should be done to get the best way of expanding current schooling to accommodate the high number of student at secondary school. Since the study encompasses a set of variables that were very diverse, it was very impossible to asses all variable in depth. So I suggest the same study should be done on national level bases to determine on what extend free education had an impact on free education and quality education, to determine people's perception on free education and challenges under free education program so as to come up with wide recommendation basing on a national level.

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APPENDIX

Questionnaire form

A Questionnaire for Research On:

IMPACT ASSESSMENT OF FREE EDUCATION TO STUDENT ENROLMENT
AT SECONDARY SCHOOL IN UBUNGO DISTRICT

By, TRUST, F TWEVE

Appendix 1: Questionnaire for Individual Survey

Headmaster/Head mistress/academic teacher of the school

Kindly you're requested to complete this questionnaire indicating your honest response by giving information in the space provided.

SECTION 1: Demographic and Socio-Economic Characteristics

1. Sex

a) Male

b) Female

2. Occupation of respondent

a). Teacher b) Student c) Parents d) Other

3. Name of the school-----

SECTION 2: Teacher perception on free education

1. Do you think free education have impact on student enrolment? 1= Yes ()
2=No ()

2. On the following statements, I am going to ask you about your perception towards free education at your school.

You are required to Strongly Agree (**SA**), Agree (**A**), Undecided (**UD**), and Disagree (**DA**) or

Strongly Disagree (**SD**) for each of these statements.

Tick correct answer (V)

	Statements	SA	A	N	D	SD
i.	Free education control student enrolment	1	2	3	4	5
ii.	Free education helps to provide equality and equity education for all.	1	2	3	4	5
iii.	Free education leads to quality education and student performance	1	2	3	4	5
iv.	Free education helps to reduce street children in street	1	2	3	4	5
v.	Free education leads to rise of good relationship between teachers, students and parents	1	2	3	4	5
vi.	Free education increases load to teachers	1	2	3	4	5
vii.	Free education increases load to parents.	1	2	3	4	5
viii.	Free education encourage student to learn comfortable.	1	2	3	4	5
ix.	Free education is better than fee education	1	2	3	4	5

SECTION 3:

Student enrolment trend and School enrolment ratio (class, teacher and learning materials)

A: Student enrolment trend.

1. What is the trend of student enrollment in five years since 2014 to 2018 in your school?

Year	Boys	Girls	Total
2014			
2015			
2016			
2017			
2018			

2. How many students are disable in your school. -----

Form I-----

Form II-----

Form III-----

Form IV-----

SECTION D

1. .What are the factors influencing student’s enrollments in your school?

Please Mention 3.

- a)
- b)
- c)

2. What are challenges, do your school face under the free education program? Please Mention

- a.
- b.
- c.

3. Suggest the possible solution to negative impact of free education in Tanzania.

- a.
- b.
- c.

THANKS FOR YOUR TIME AND COMMITMENT