

**COMMUNITY UNDERSTANDING OF FEE FREE EDUCATION POLICY
AND ITS CONTRIBUTION TO THE IMPROVEMENT OF EDUCATION:
A CASE OF HANANG DISTRICT IN MANYARA REGION, TANZANIA**

WALBURGA ALOYCE TARIMO

**A DESSETATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINSTRATION, PLANNING AND POLICY STUDIES
DEPARTMENT OF POLICY, PLANNING AND ADMINISTRATION
THE OPEN UNVERSITY OF TANZANIA**

2020

CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *Community Understanding of Fee Free Education Policy and their Contribution to the Improvement of Education: A Case of Hanang District in Manyara Region, Tanzania*” in partial, fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania

.....

Prof. Elinami E. Swai

.....

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Walburga Aloyce Tarimo**, do hereby declare that, this dissertation is my own original work and that it has not been and will not be submitted to any other University for the similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation report is dedicated to my lovely father Aloyce C. Tarimo, my mother Lawrencia C. Urassa, my lovely husband PrayGod Malle and our children Esther Malle, Aminieli Malle, Julieth Malle, Samweli Malle, my young sister Aristidice Aloyce Tarimo and Deokari Mkenda whose love and trust have made me what I am today. The dissertation report also dedicated to all other educational leaders and teachers in Manyara Region and Hanang District.

ACKNOWLEDGEMENT

I first give my praise to the Almighty God for His guidance, blessings and strength throughout my study. I wish to acknowledge the invaluable guidance, professional instructions, encouragement and uncountable support from my lovely supervisor Prof. Elinami Swai, which enabled me to carry out this dissertation. She was superb and I am heartily thanking her. I also wish to thank the directors of Dodoma and Manyara region, Head of Education department and lecturers specifically in the Faculty of Education at the Open University of Tanzania. Special acknowledgement goes to my parents, husband Pray God Malle our lovely children namely Esther Malle Aminieli Malle, Julieth Malle Samweli Malle, my young brothers and sisters for their prayers and uncountable support.

My great appreciation goes to the District Secondary Education Officer, secondary education Distinct staff members, Quality educational assurance, all the head of sampled secondary schools, teachers, students in Hanang District who participated in provision of information and took part in this study without their co-operation this dissertation work could have not been possible to be completed and realized.

Finally, my gratitude goes to Mr. Peter Tsii from Katesh Secondary in Hanang District Mr. Tahhani, Petro the Ward Education Officer Jorodom in Hanang District, Mr. Mallius from Gitting Secondary School, Mr. Said Lucas Mwitwa from the Head Quarter of Hanang, Moikan Senyi Mollél and Gouston élsole of Dansdavy Media Solutions of Arusha whose co-operation and high support enabled me to undertake this study. Moreover, all colloquies, friends and supporters for their invaluable help.

ABSTRACT

This study was set to explore the community contribution to the improvement of secondary education in Hanang' district in Manyara Region. Specifically, the study explored the understanding of the community about fee free policy in secondary education; their contribution in the provision of quality secondary education; and the challenges that the schools face as they involve the local communities to support the schools in Hanang' district. Mixed research approach and descriptive design were used to get in-depth information from the teachers, students and the parents. Questionnaires and interviews were used to collect data from a total of 272 research participants who comprised of 60 teachers, 202 students, and 10 parents who were purposively and simple random sampled from Hanang district. Findings revealed that, there was varying understanding of fee free education policy among the community members in secondary schools in Hanang district. While the majority of the parents understood the policy as relieving them from contributing to their children's education, some did not believe there was something like free education as they were required to pay other contributions. The majority of the teachers understood it as the government strategy to extend education to all the children despite their social economic status. Moreover, the study found that the majority of the parents were not ready to support the schools. The major challenges that the schools face as lack of clear policy on mobilization of community to participate in the school improvement. The study recommends that government to raise community awareness of their role in supporting education. For further studies, the research recommends other investigation on how the funds allocated to improve public secondary schools are used.

Keywords: Fee free education policy, parent-school support, quality education

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Statement of the Problem	12
1.3 Objectives of the Study	13
1.3.1 General Objectives	13
1.3.2 Specific Objectives.....	13
1.4 Research Questions	14
1.5 Significance/Rationale of the Study	14
1.6 Limitation of the Study	15
1.7 Scope and Delimitation of the Study	15
1.8 Definition of Key Terms	15

CHAPTER TWO	19
LITERATURE REVIEW	19
2.1 Introduction	19
2.2 Theoretical Framework	19
2.3 Human Capital Theory in Education.....	21
2.4 Summary of the Theories	22
2.5 Empirical Literature	22
2.5.1 Understanding of Fee Free Policy	22
2.5.2 Contribution of Fee Free Policy In Improving Quality Education	25
2.5.3 Challenges to involve the Local Communities to Support Education	29
2.6 Knowledge Gap.....	32
2.7 Conceptual Framework	32
CHAPTER THREE	34
RESEARCH METHODOLOGY AND PROCEDURE	34
3.1 Introduction	34
3.2 Research Approach	34
3.3 Research Design.....	34
3.3.1 Location of the Study.....	35
3.4 Population of the Study	35
3.5 Sample and Sampling Techniques	36
3.6 Sample Size	37
3.6.1 Instrument for Data Collection	38
3.6.2 Interviews	38
3.7 Data Collection Procedures.....	38

3.7.1	Data Analysis Procedure	39
3.8	Validity and Reliability of the Research Instrument.....	40
3.8.1	Validity of Instrument	40
3.8.2	Reliability.....	41
3.9	Ethical Considerations	42
	CHAPTER FOUR.....	44
	DATA PRESENTATION, ANALYSIS AND DISCUSSION	44
4.1	Introduction	44
4.2	Demographic Data of the Study Participants	44
4.2.1	Distribution of Students’ Respondents by the Level of Education	45
4.3	Understanding of Fee Free Education.....	46
4.3.1	The Community Contribution in the Provision of Quality Secondary Education.....	50
4.4	The Challenges in Involving the Local Communities to Support Education... 52	
	CHAPTER FIVE	55
	SUMMARY OF THE STUDY, DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATION OF THE STUDY.....	55
5.1	Introduction	55
5.2	Summary	55
5.3	Discussion of the Findings	55
5.3.1	Community Understanding of Fee-Free Secondary Education	55
5.3.2	Community Contribution to Supporting the Schools.....	57
5.3.3	Challenges the Schools Face in Involving the Local Communities to Support Education	57

5.4	Conclusion and Recommendations	57
5.5	Recommendations	58
5.5.1	Recommendations for Action	59
5.5.2	Recommendation for Further Studies	59
	REFERENCES	60
	APPENDICES	64

LIST OF TABLES

Table 4.1: Gender Composition of Respondents.....	44
Table 4.2: Distribution of Students' Responses by the Level of Education	45
Table 4.3: Understanding of Fee Free Education Policy.....	46
Table 4.4: The Community Contribution to the Provision of Quality Secondary School Education	50
Table 4.5: Distribution of Respondents Facing Schools on Mobilizing the Community to Support Secondary Education.....	52

LIST OF FIGURES

Figure 2.1: Conceptual Framework 33

Figure 2.2: Hanang District and its Neighboring Villages 36

Figure 4.1: Number of Respondents by Class Level 45

LIST OF ABBREVIATIONS

BRN	Big Result Now in education.
COBE	Complemented Opportunities in Basic Education
COBET	Complemented Opportunities in Basic Education in Tanzania
ESR	Education for Self Reliance
ICS	Information and Computer Studies
INSET	In - Service Secondary Education Training
MDGS	Millennium Development Goals
PEDP	Primary Education Development Program
TCS	Teachers' Commission Services
TEPT	Tanzania Educational Training Policy
UN	United Nations
UPE	Universal Primary Education
USE	Universal Secondary Education
VETA	Vocational Educational Training Authority
WDC	Ward Development Committee

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Education is widely acknowledged as a central factor in economic, political, and social development across the world. The United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Program (UNDP) and the World Bank adopted the Millennium Declaration, which declared Education for All (EFA). EFA is regarded as a basic right, and all the nations are required to make education a priority. These international organizations have directed all participative countries to be committed to the achievement of this goal and to meet the set targets.

Tanzania has been directly involved in the follow-up of the initiative, and has made basic education a right of every Tanzanian by instituting fee free education policy. This is in line with Tanzanian Vision 2025, which underscores the importance of education as a mechanism to strengthen human and social capital for sustainable development. In line with the vision, the Constitution guarantees every child to free and compulsory basic education. This implies that citizens can hold the state accountable for ensuring that every child aged 4 to 17 years is in school and receiving quality education. This is consistent with the international education commitments and other international conventions to which Tanzania is a signatory.

For example, the African Charter on the Human and Peoples' Rights, Article 17, provides that every individual shall have a right to education; the African Charter on

the Rights and Welfare of the Child, Article 11, articulates detailed provisions on the right to free and compulsory basic education for the child and, state's obligation towards that right; while the United Nations International Convention on Social and Economic Rights, Article 13, declares the recognition of the right of all to education and the objectives thereof, The Convention on the Rights of the Child, Articles 28, 29 and 30, secure the rights of a child to free and compulsory basic education. Kenya is also a signatory to the Jomtien Protocols (1990) and the Accra Accord (2002), which established the Millennium Development Goals (MDG) and modalities for assessing progress thereof.

The growing body of literature from international, regional and national levels seems to concur that illiteracy seriously hampers both industrial and economic growth (Willis, 2009; Zahir, 2006; Oyaro, 2008; Ibrahim & Orodho, 2014). Illiteracy imposes both relative and absolute burden on the economic wellbeing of individual and of the country. According to UNESCO (2000), the realization of the importance of educational development in many of these countries has led to many of them putting a lot of investment in the provision of free secondary education.

While international agreements are to provide basic education for all, the global community has noted the large number of out of school children and adults who are unable to read and write (Samoff, 2006). This implies that in practice the priority has been to expand enrollment than to provide quality education (Makombe et al, 2010). Studies in Tanzania show that teaching in schools is poor as teachers are de-motivated and are poorly facilitated to meet the challenges they encounter in overcrowded classrooms (Komba and Nkumbi, 2008; Ngimbudzi, 2009). In the context of free

education, schools are severely lacking basic essentials needed for teaching and learning (Jidamva, 2012).

Bernard (1999) defined quality education as the demonstrated focus on the learning which strengthens the capacity of the children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills, and appropriate attitudes; and which creates for children, and helps them creating for themselves and other places of safety, security and health interactions.

Adam (1993) explained that the term efficiency, effectiveness, equity, and quality have been used as synonymously education today; adding that quality education included: the health and well-nourished learners who were ready to participate and learn supported by their families and communities; health, safe protective environment of the learner, full adequate resources and facilities; reflected content in relevant curricular and materials for the acquisition of basic school especially in the area of literacy, numeracy and skills for life and knowledge; teaching methodology or process in which the teachers use to deliver material to students namely the students' centered teaching approaches in well – managed classrooms and schools and skillful assessment to facilitate learning and reducing disparities and finally quality education may also include outcomes encompassing knowledge, skills and attitudes linked to national goals for education and positive participation in the society.

According to **Aran (2008)** quality education is explained to include learners who are health, well- nourished and safety and ready, to participate and learn, and supported in learning by their families and communities.

Beeby (1966) conceptualized quality education as having three levels which were: Classroom quality as the first level: concerned with the acquisition of measurable knowledge and learning skills as well as harder to measure behaviors and attitudes, including “habits of industries attitudes of respects for authority and love country”. The quality education as the second level must serve the economic goals of community in which learners live and the third level discussed was the quality as the judged by broader social criteria.

Most of the educationists experienced that the quality education to be the corner stone of development of the country also the quality education to have the condition to cultivate knowledge and civilize people for their all-round development. Moreover, it is believed that a right to education it's not the right to accesses education but also the right to receive education of quality. Those educationists demonstrated that when the quality of teachers is maintained the quality of education can be expected in the secondary school, adding that the quality teacher having indicators may reflect the quality of school. Whereas the curriculum planning, transformation of curriculum, infrastructural development, learning resource, students' participation and organizational arrangement are said to be the factors of Quality Education.

Imran (2008) explained that the quality of education is the most vital and the important tool to bring the changes in the society as a whole. CED (2009) indicated that it could be the effective way to maintain the quality education in the community schools when the management is transferred to the community. Kapri (2012) argued that regarding the quality education the service on the delivering may be the most concerned subject as his exploratory doctoral thesis indicated.

MOE (2003) showed that the quality education depends on teaching, learning skills of the teachers, students' learning capacities and their staying hour at school, adding that the quality education in school was the major strategy to give assurance to parents and that can win the heart of people. Also quality of education can be increased in the presence of institutional and human ability. Kahsay, (2012) showed that the effectiveness management could be the factors affecting academic environment which may either hinder or facilitate the quality assurance practice for the students' improvement in learning.

Tony (2007) explained that the good leadership could make school and students' differences by bringing the quality of results, therefore the school may need pro institutional and effective leadership who could provide the quality leadership with quality of staff and subordinates. UNICEF (2000) defined and discussed the new innovation ideal, and case studies whereby it had presented the quality from perspective of rights based on the approach only like learning environment, learners' development, learning content and curriculum, learning process and the outcome. Barrette *at, el;* (2006) did the research on the Implementation of Education Quality in Low Income Countries The researcher demonstrated that the approaches to educational quality reviewed covered the three main educational goals that Chatty (2002) identified which were human fulfillment, preparation for the world work, and contributing to social progress and social changes.

According to Parri (2006) quality education can be determined by its fitness for purpose, transformative and meets the required excellence but these depend very much on the resources available in schools. This means that while quality education is

measured by the extent to which customers (parents and students) are satisfied with a product of education (educated students) or service that is how the education is provided), this does not occur in a vacuum, but within a well-supported environment.

Haddad (1994) defined policy as an explicit or implicit decisions or group of decision, which may set out directives for guiding future decision or initiate, sustain, or retard actions or guide implementation of previous actions. Further the author argued that, education is the process by which an individual or person acquires knowledge and skills necessary for adopting his or her environment.

Fee Free Educational in Tanzania is found in Document Number 6 on the Free Education Provision announced by the President Magufuli (Jan. 2015). The document states that the roles of the individuals targeted in this study in the implementing the free secondary education policy are as seen below:

The head of the schools as the administrators are required to manage and ensure the funds contributed by the government during free education are used accordingly while considering the governments' procedures. They should also give the correct statically number of students and other school needs. The heads of the schools have provided guidance to the parents about their indirect cost sharing and the equipment required by their children. In this study they will contribute information on attendance of the students, enrollment of the students, parents' reaction and responsibilities on free education, they will give the explanation on the concept of free basic secondary education and the statically information on the facilities will be given by them. In the district there are 33 public secondary schools and therefore my targeted population involved 10 head of the schools.

However, the teachers oversee policies and guidelines for free basic secondary education delivery and impart knowledge to students. All in all under this study, the teachers are the central human resource in learning activities and when they are well trained they would influence learning and when motivated they play the big role to contribution of fee free Education Policy on the achievement of quality education in secondary schools in Tanzania In this case, teachers would experience information about the availability of adequate learning and teaching facilities to be used in implementing free basic secondary education in addition to challenges they meet when try to deliver quality education to the students.

They will also give their views on the modalities of private sectors use to support the provision of quality education especially during the implementation of free secondary education. All in all, the students who are the targeted group with the education providers who are the beneficiaries from disbursement of the government since the introduction of free basic secondary education policy are required to attend school throughout the course of the study.

In this study the students gave their views on the perception of free basic secondary education and how they are supported by the community on acquiring quality education on the implementation of fee free education policy and how they benefit from it. Quality Assurance of educational officials are the one who inspect the teaching of teachers and ensure the presence of various teaching documents such as scheme of work, lesson plan, teaching aids, and the teaching methodology applied by the teachers in delivering materials to students so as to provide quality education.

These facilitative teaching materials gave information on delivery of quality basic secondary education. Also the district education officer whose responsibilities is to ensure the free basic secondary education is fully operational on the ground in his respective schools in the whole district. Therefore, he/she makes sure that the education stakeholders are playing their part on the implementation of free basic secondary education policy and give the information on the academic performance of the students in district wise.

Free education has always been identified as "sponsored education". In modern history, it is a common practice to find rich people in the community sponsoring education for young people. In many countries like Tanzania, free education is typically funded through taxes or charitable organizations rather than tuition from the parents. The concept of free education emanates from Article 13 of International Covenant on Economic, Social and Cultural Rights, where education is identified as a right and free at primary level to allow individuals to progress to secondary and higher levels of education.

However, in some countries in the world, free education is extended to university level. For example, The Scandinavian countries, such as Norway, Denmark and Sweden, many universities provide free education, and students pay small fee in a particular semester. In case of Denmark, education is universal and free whereas the government provides a monthly stipend to students who attend the higher education. Also Free education is provided in other countries such as; Brazil, Czech Republic, Greece, Turkey where the country like Argentina provide free education at all levels, including colleges and universities for its all citizens.

In many countries, most prestigious universities are called governmental universities and they offer free education for students who pass a very competitive entrance exam with high scores. Other countries offer free education to its citizens while charging fee to students of other countries. Some countries such as USA offer free education to both, its citizens and those of other countries provided that they served the country for as many years as they studied for their degrees.

Other modalities of free education are in a form of scholarships and grants from the government or other institutions to cover all or most of students' expenses. Philanthropies, NGOs, IGOs and the governments are examples of providers of grants and scholarships to the students. These scholarships may be provided in terms of humanitarian, charitable or religious motivations.

In Tanzania, free education started soon after the independence when the Government passed an education Act of 1962 to regulate the provision of education. This act encouraged the private agencies to participate in provision of education and training so as to establish and manage schools and other educational institutions at all levels. It also introduced cost sharing at all levels and training except primary schools. Private sector was also encouraged to train teachers. In most cases, free education in Tanzania has been offered to achieve equity with respect to gender and disability.

According to Mwansa*et.al*, (2014) the introduction of free education in Tanzania was welcomed by the poorest families, which could not afford to take their children to school. The removal of school fee has improved equitable accesses to education especially for poor children, orphans, rural residents, children with disabilities and

other disadvantaged groups. Fee abolition has helped students who have dropped out their studies to return to school and continue with their classes.

However, experience shows that the provision of free education in Tanzania has faced many challenges. Such challenges include inadequate funding donated to schools especially to those schools, which accommodate few students. The government provides funds according to the number of the student enrolled in that particular school (The President Magufuli (Jan.2015) The Fee Free Educational Document; Number 06 On free Education Provision. This inadequate funding hinders the schools from accomplishing different activities effectively (The allocation of free education disbursement sheet).

Failure to maintain the enrolment rate due to overflowing of new comers at community schools led to the shortage of classrooms, chairs, and tables hence lowering the quality of education. The growth of the numbers of new students against the small number of teachers present at the public schools has accelerated more challenges in achieving quality education.

The challenges facing schools in implementing free education policy is not only the Tanzanian phenomenon but also an international phenomenon since other countries also face the same challenges. Countries such as Malawi, Kenya, Cameroon, Zambia and Cambodia which have practiced free basic education have faced a combination of problems including the increasing of enrolment, inadequate funding, lack of lesson preparation, shortage of teachers, and the like.

In Malawi for example, Kattan (2016) reports a very high students' teacher ratio, which was about one hundred students to one teacher. (100:01). He also observed overcrowding of students in the classrooms due to insufficient classrooms, lack of libraries, laboratories, inadequate and late of government funds or grants, lack of text books, decline of teacher - student contact hour, students' high dropout and year repetition rate continued.

In Zambia, the same trend is reported by the World Bank (2004 b) where disparities in provision of education was observed more along gender, especially in the rural areas. Also because of high degree of poverty experienced in rural areas than in urban areas, many governments in poor countries like Tanzania provide professional development to few teachers, especially those with identified fields such as science, technology and mathematics. Other teachers from the fields such as History, Geography and other social sciences are left to fend for themselves in packed classrooms (World Bank; 2004 b).

Furthermore, some scholars have observed that, the term 'Free education' is not quite free in the real sense. In Uganda for example, the World Bank (2001b) noted that, despite the official government policy of free education, parents are responsible for paying costs for learning material, meals, and clothing, transportation, and assistance and the school construction. Likewise, in Zambia, parents are involved in expenses related to education even after the formal abolition of school fees due to inadequate funding from the government (Mwansaet.al, 2004).

The same has been observed in Tanzania. The free education is surrounded by high indirect costs, which is an obstacle to schooling to some students from poor families

(UNESCO 2005). Therefore, in a similar manner, the same challenges are observed today in Hanang district where this study is conducted. Regardless of the government's efforts to promote free basic education in secondary schools, still, there are many challenges which are unstoppable such as; high enrollment rate of students in the public secondary schools, shortage of science teachers, shortage of infrastructure, lack of awareness on the guidelines on how the other stakeholders such as parents, community contributes on the implementation of the policy. Therefore, this study assessed the community perception on the contribution of fee free Education Policy on the achievement of quality education in secondary schools in Hanang district.

As a result, Community support of education entails a contribution of other sectors apart from the government. These may include NGOs, IGOs, CBOs, individuals, religious institutions and the like. According to Nafula, Onsomu, Manda & Kimalu (2007) private support to education can take different modalities including a shift in ownership, management and control of education from the government to other institutions.

1.2 Statement of the Problem

Despite the government's efforts to promote free basic education in primary and secondary schools with a view of promoting the opportunities for education to all, quality has been challenged. As reported by Muhindi (2012). It is taken for granted that when students get to the classrooms, the teachers will just teach them and the quality of education will occur automatically. While the Human Right Watch (2017) argued that fee free education ensures access to all regardless of gender and social

economic status, but how to ensure quality education for all has escaped the attention of policy makers and educational planners. Thus, very little is known about the community understanding of fee free education policy and how their understanding or miss-understanding contribute to their participation in ensuring that schools provide quality education in secondary schools in Tanzania.

Further, the literature is silent on different measures that the schools take to minimize the challenges that they face in mobilizing the community to offset the gap that has been created by fee free education policy. Although the literature suggests the modalities (Nafula, Onsomu, Manda & Kimalu 2007), such efforts go along with the skills that are needed to mobilize the community to support the policy. At least three major aspects need to be addressed: The community understanding of the fee free policy; the community contribution in the provision of quality secondary education; and the challenges that the schools face as they involve the local communities to support the fee free education policy.

1.3 Objectives of the Study

1.3.1 General Objectives

The main objective of this study was to examine the community understanding and contribution to the improvement of education in free fee Education policy in Hanang District

1.3.2 Specific Objectives

The objectives of this study were as follows:

- (i) To explore the understanding of the teachers, students and the parents of fee free policy in secondary education in Hanang district.

- (ii) To examine the community contribution in the provision of quality secondary education in Hanang' district
- (iii) To assess the challenges that the schools face as they involve the local communities to support the government in providing quality education in fee free education policy in Hanang' district.

1.4 Research Questions

The study had the following questions to be addressed:

- (i) What is the understanding of teachers, students and the parents about fee free policy in secondary education in Hanang district?
- (ii) In what ways does the community contribute to the provision of quality secondary education in Hanang district?
- (iii) What are the challenges that the schools face as they involve the local communities to support the government in providing quality secondary education in fee free policy in Hanang district?

1.5 Significance/Rationale of the Study

The findings of this study provide a greater understanding of the contribution of fee free education and the role of school management and the community in supporting the government initiatives towards quality education for all.

The study also is useful to policy makers to improve school quality for equity purposes. In a similar way, the findings of the study would as well be used as reference by other researchers in conducting research of the similar issues.

1.6 Limitation of the Study

The major limitation of this study is a failure to explore in depth the economic condition of the parents and the school impediments in the mobilization of parents to support the schools. This would take more time and resources that were not available to me. However, I acknowledge the complexity of quality education as it occurs within a complex situation including social, economic, political and cultural contexts. These contexts that were not addressed in this study. The researcher recognizes these limitations and that further investigation is needed to enhance our understanding of the role that the school management and the community must play in supporting the government initiatives to ensure quality education for all through fee free education policy.

1.7 Scope and Delimitation of the Study

The study focused on the contribution of free fee Education in improving the quality of education in Hanang District, particularly the three divisions namely Katesh, Balandalalu and Endassak. Therefore, this study is only confined to the secondary schools located to the mentioned three divisions out of five, which make the entire population of the whole district. The study used merely questionnaire and interview to collect data.

1.8 Definition of Key Terms

In this chapter the following key word had been used with the following meaning:

Education: Is the process of transferring or imparting knowledge, skills, values, beliefs and habits from the experienced person to non-experienced person.

Educational policy: are the principals that guide or govern the implementation of the education goals or the operation of the education system.

Free basic secondary education: means those parents or guardians exempted from paying of the school fee or some other cost contributions provided before such as examination fee, meals and books to their students at secondary school.

Taylor B., Tanzania affairs defined Free Basic Education as the provision of basic education without any payment of fee and other contribution except in direct cost involves the parents and guardians such as school uniforms, learning materials, food for day scholars. Also UNESCO refers free basic education as education that is funded by the government through its revenue collection.

Free fee basic educational policy for secondary education: Is the policy standing for the free provision of secondary education that is; students don't pay any fee and other contributions paid before by the parents or guardians.

Quality education: Is the education providing all capabilities acquired by the learner to enable him or her become economically productive after his or her studies.

Private sector support: Are independent sectors needs support to students on the provision or acquisition of quality secondary education services.

Public, Private partnership: Contract made between government and private sectors which provide specified services, facilities and operating infrastructures of a defined quantity and quality at the agreed price in a specified period.

Education for Self Reliance: Delivering of knowledge about "self-reliance" based on the skills which will enable the learner to deal with the productive activities.

Education for Self Reliance policy: Means that the country development should depend on the natural resources.

PEDP (Primary Educational Development Program), is the project dealing with the education development in primary school.

Sustainable Development: economic development conducted without depletion of natural resources or is an approach to developing or growing by using resources in a way that allows for them to renew or continue existing for others.

This chapter provided an overview or background of the study under which the foundation for understanding of the problem under investigation is presented. Furthermore, the statement of problem has been discussed under this chapter whereby the problem is clearly spelt out and what is to be investigated has been stated in very specific terms. Not only that, but also within this chapter the general objective been spelt out what the study sets out to do. Also there the specific objectives and research questions are shown.

The research questions that guide this study are: What are the learners' perceptions regarding free secondary education? What are the qualities of secondary education in free educational policy? And what are the modalities that schools use to engage the community to support secondary education? Also, the significance or rationale of the study, limitations and the scope and the delimitation of the study specifically in Hanang' district, operationalization of the key word and the summary are included in this chapter; chapter 2 presents the theoretical framework, human capital theory in education, empirical findings or studies the research knowledge gap lastly the conceptual frame work to guide the research derived while chapter 3 is confined to the research design, locale of the study, target population, sampling procedure, research instruments, data collection procedure and data analysis for the research and chapter 4

would deal with or focus on data presentation, analysis and the discussion of findings and chapter 5 would give the summery of the study implication of the findings, conclusion, and recommendation for the effects of free basic secondary education policy on the provision of quality secondary education: a case study of private sector support.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter Presents the literature related to this study. The first part presents the theoretical literature that is framed within two theories: public, private partnership (PPP) and human capital. The second part presents a critical review of empirical literature that revolves around the three objectives developed in chapter 1.

2.2 Theoretical Framework

This study was framed within two theories: Public private partnership theory as developed by Rice and Bam (2014), and Human Capital theory as developed by Adam Smith (Smith, 1776/1937). The theory of Public Private Partnership (PPP) originated from the United Kingdom with the development of mines in an arrangement known as the Public Initiatives (PI) between the government and a merchant bank several centuries ago (Abubaka & Lawal, 2015). The PPPs theory was developed by Rice and Bam (2014) who looked at the school organization as an open system, which cannot survive independent of its environment (p.64).

According to Rice and Bam, schools cannot survive without support from private sectors. The concept of PPP represents the form of co-operation between the public authority and the private sector and between non-government organization, business people, associations or companies respectively". Moreover, PPPS has been can be found in many sectors including in religious, social and political systems.

MattiSiemiatycki (2015) argued that PPPs represent an important form of multi-level governance involving complex relationships between different government sectors, departments, and various private sector or non-government sectors/ organizations that serve as co-partners in advising, constructing, contracting, operating or benefiting from education sector. Proponents of PPPs use several arguments that are pro-private provision of education.

These proponents focus on the benefits accrued from the combination of efforts between the private sector and the government in financing education. They highlight the following key arguments to promote the concept of public private partnership: firstly, that private organizations offer a potential flexibility, in that private sector is in a better position when it comes to customize services to the needs of their clients.

In education, UNESCO (2007) considers public private partnerships as an opportunity to improve education system in terms of increasing funding possibilities to allow the government to offer a better education system. The idea is that, the governments are too far removed from the field and thus, has less capacity in the recruitment and management of teachers compared to the private sector. Another argument in favour of public-private partnership is that private partners may be more accountable to the school as face a direct consequence of the financial transactions involved (Day Ashley *et al.*, 2014) and this benefit may be conferred on certain types of schemes such as voucher, where parents are the direct recipients of the financial benefit and can therefore hold schools accountable. Therefore, one can conclude by saying that public private partnership is the collaboration between public bodies, such as local authorities

or central government, and private companies. It is argued that public private partnership is the best way to secure the improvements in public services like schools.

2.3 Human Capital Theory in Education

The 18th-century economist Adam Smith introduced the notion of humans as capital in his classic *Wealth of Nations* (Smith, 1776/1937). Others, such as Alfred Marshall (1890/1930) and Irvin Fisher (1906), kept the idea alive (Walsh, 1935) the term human capital refers to knowledge, attitudes, and skills that are developed and valued primarily for their economically productive potential. It “refers to the productive capacities of human beings as income-producing agents in an economy” (Hornbeck & Salamon, 1991, p. 3) and to “the present value of past investments in the skills of people” (Blaug, 1970, p. 19). Human capital formation is the name given to the process by which such capital is deliberately developed, and the expenditure (in time, money, etc.) is called human capital investment (Becker, 1962, p. 9) Gillie (2015) argued that the theory of human capital explores the rising and the limitation of human capital within the education field. Human Capital Theory has recently become one of the most powerful under pinning of education policy discourse worldwide.

The author adds that in the promotion of education as an” investment “which returns in due course or training to an individual in terms of payment and to the state in terms of employment and economic growth. Human capital theory provides a captivating model for neoliberal governance of the state education. He went on saying that the human capital was formed in 1960s whereby it had been developed into one of the most powerful theories in modern economics.

The growing concept of knowledge, economy has also afforded human capital theory a further degree of importance because of the strong connection between training and its contribution to economic growth. This is because economic activities are considered to be of more quality when pursued by those with knowledge and skills, rather than those using trials and physical strength alone. Such notions have made education to accrue more capital in economic development than non-education.

2.4 Summary of the Theories

While Human capital theory is used as a framework to raise knowledge and skill to individual student to raise their capacity to contribute to the economy, public private partnership is used as a framework to facilitate the raising of human capital in schools. Public private partnership is used to support the provision of quality education by ensuring that education facilities such as learning and teaching materials, services, and training are available. Therefore, the two theories, PPP and human capital will frame this study as a view through which we can understand the real situation in schools in implementing free basic education policy, and the way forward in getting the support from private sector to achieve quality education to all.

2.5 Empirical Literature

2.5.1 Understanding of Fee Free Policy

Few scholars have researched on how people understand free education. Several reasons can be attributed to the scarcity of literature on this issue. One is the differences of opinion among the scholars regarding free education and second may be attributed to the way the notion of 'free' is understood and thus, no reason to study something that is commonly known.

Among the few scholars is Kattan (2006) who has dwelled on this topic in his research on the government's practices in implementation of free basic education policy. Kattan used surveying tool to collect information from government officials and teachers to determine the categories of free education. In his findings he was able to distinguish different fee categories such as tuition, textbooks other charges, compulsory uniforms, community contributions and other school based fees such as examination fee and games fee. Kattan suggested that the government needs to educate the community on their participation in the implementation of free basic education.

Etholm (2009) did the research on the impacts of the effects of removing of the primary school fee in Babati in Tanzania. He focused on the policy goal stated that by 2015 that children everywhere, boys and girls alike would complete the full course of primary schooling. Etholm found that the removing of the primary school fees opened the opportunities for many families to send their children to school. He also found that while there was rapid increase of students' enrolment there were shortage teachers and classrooms. Etholm suggested that when the government implements free education, it should ensure the availability of teachers and classrooms to cater for the large number of students and ensure quality education.

Likewise, Muhind (2011) conducted the research on the impact of free secondary education on quality of Secondary Education in Katagi District, Kenya. He interviewed 1440 students, 240 teachers and 12 headmasters from public secondary schools on what were their perceptions of the impacts of free Secondary Education inequality of secondary education. Like Etholm (2009), Muhind found that there was

an increase of enrolment of the students but there were shortages of textbooks leading to several students being crowded around one textbook as they struggled to do an assignment. The findings also showed that some of the schools had inadequate infrastructures including classrooms, toilets, and water boreholes. Further, the teaching methodology was not suitable to deliver knowledge to students as the result of unmanageable large number of the students enrolled in schools.

Muhind suggested that the construction of more schools should be supported by the community at large by providing land and labor to reduce the effects of high enrolment rate existing in fee free secondary schools in Katagi division. Also he suggested enough teachers' employment by the government so as to cater for the rising number of secondary schools in the District. He went on suggesting that the reviewing of existing curriculum should be done in order to cater for all the needs of the secondary schools students so as to adequately and favorably serve them by introducing subjects such as Life Skills The last suggestion was: money allocation for free secondary education to be increased by the government to cater for high costs of living in secondary schools.

Mkoga (2013) did the research on The Impact of Public Private Partnership (PPPS) on Quality Education in Bagamoyo District in Tanzania. The findings showed that, most of the schools did not have adequate physical facilities like class rooms, assembly holes, toilets, or adequate stores for teaching equipment, water supply, facilities for disabled and sport facilities. Furthermore, the findings established poor involvement of parents or guardians in school activities and decision making, a condition that prevented the implementation of quality secondary education.

Mkoga suggested that school managers should improve their management services and operational services through career development programs in order to increase efficiency. Further, Mkoga suggested that government should remain active in directing projects and the programs in educational planning rather than handing over to the partners. Also he cautioned that the observation and the controlling of those private partners should be done frequently.

Adan (2015) *et al*.; conducted the research on constraints of implementation of free secondary education in Mandera West Sub-Country, Mandera Country in Kenya. He used survey instrument to collect data from the members in conducting the study. The findings established that free basic secondary education experienced the great number of problems some related to financial problems and management of the schools.

5.5.2 Contribution of Fee Free Policy In Improving Quality Education

The Government Circular No. 3 directs the parents incur the following: health expenses for their children, fare to school and return, school meals, uniforms and other learning resources. In this Circular, when one calculates the costs that the parents have to incur for their children to access education in fee free education policy, it amounts to ten times to that incurred by the government as capitation grant of Tzs 6000/= per child annually.

A study by Kattan (2016) shows that the indirect charges for the parent's totals 13,000 compared to 6,000 paid by the government per year. Kattan recommended that the government and the parents need to contribute more to ensure the provision of quality

education in schools. He further recommended to the government to address the inhabitation of the community from contributing to schools.

A study by Daven (2018) explored the contribution of parents to support the implementation of fee free primary education in Babati. In his study, Daven explored the community contributions and the challenges they face towards their contribution. He found that poor parents could not afford the costs of uniform and other learning related materials.

A study by HakiElimu (2017) in many regions of Mainland Tanzania explored stakeholder's views on their contribution towards education to facilitate the implementation of fee free education policy. The data was collected from teachers and heads of schools, who were interviewed on the same. It was reported that before requesting the support from the community preparation were needed before the implementation of the policy to avoid the challenges of community support especially the activities such as school buildings activities that require physical labor.

Etholm (2009) did the research on the impacts of Millennium Development Goals of Education On The Primary Education In Babati in Tanzania. He focused on the goal stated that by 2015 that children everywhere, boys and girls alike would complete the full course of primary schooling. Etholm found that the removing of the primary school fee in primary schools opened the opportunities for many families to send their children to school. He also found that while there was rapid increase of students' enrolment there was shortage teachers and classrooms. Etholm suggested that when the government implements fee free education, it should ensure the availability of

teachers and classrooms to cater for the large number of students and ensure quality education. Etholm however, did not care to examine ways the community contribute to the provision of quality education. Thus, this study goes beyond Etholms and examine ways that the community supports the government in the provision of quality education in Hanang' district.

Muhind (2011) conducted the research on the impact of free secondary education on quality of Secondary Education in Katagi District, Kenya. He interviewed 1440 students, 240 teachers and 12 headmasters from public secondary schools on what were their perceptions of the impacts of free Secondary Education inequality of secondary education. Muhind found that there was an increase of enrolment of the students but there were shortages of textbooks leading to several students being crowned around one textbook as they struggled to do an assignment.

The findings also showed that some of the schools had inadequate infrastructures including classrooms, toilets, and water boreholes. Further, the teaching methodology was not suitable to deliver knowledge to students as the result of unmanageable large number of the students enrolled in schools. Although Muhind's study is important in understanding the situation in schools, he did not try to examine how the community participated in ensuring the success of free education. This study aims to also examine ways the community support the provision of quality education.

Mkoga.'s (2013) research on The Impact of Public Private Partnership (PPPS) on Quality Education in Bagamoyo District in Tanzania showed that most of the schools did not have adequate physical facilities like class rooms, assembly holes, toilets, and

enough stores for teaching equipment, water supply, facilities for disabled and sport facilities. Furthermore, the findings established the poor involvement of parents or guardian in school activity; decision making prevented the implementation of quality secondary education. Mkoga suggested that the government should set the salaries and allowances for teachers to motivate, attract and improve working environment, build library equipped with enough learning material as well as building laboratories with enough chemicals in order to increase quality education for the children that to large extent from poor families. Adding that the Government to remain active in directing projects and programs in education planning rather than handing – over to the partners also the government should establish the national policy frame work that will drive PPPS in the public services delivery through PPPS.

Adan (2015) et al; conducted the research on constraints of implementation of free secondary education in Mandera West Sub-Country, Mandera Country in Kenya. He used survey instrument to collect data from the members in conducting the study. The findings established that free basic secondary education experienced the great number of problems some related to financial problems and management of the schools.

Amran. R. *et al*, (2008) conducted the research on The Perception of Services Quality in higher Education: Perception of Iranian Students in Malaysian Universities. The researcher demonstrated that the most of the post graduate students from Iran in five top ranked Malaysian universities have negative perceptions of educational services quality in their universities, as their expectations were not met in the performance of educational services and the students were dissatisfied with the educational services quality in all five aforementioned service quality factors.

The researcher recommended that the difference between consumers' expectations about performance of general class of services' providers and their assessments of the actual performance of the specific provider within that class will drive the perception of the service quality. Adding that Malaysians students have also the negative perceptions of the quality as well as express dissatisfaction with the service rendered in the university.

Pellegedera, *et al*, (2007) conducted a study on the "Impact of Universal Secondary Education Policy on the Secondary School enrollment in Uganda" using house hold panel data set. They found that the students' enrollment in public secondary schools especially the girls implying that girls benefited more from this USE policy. The researchers suggested that the Government should seek to improve the quality of teaching, the teachers should be given more training without forgetting the school heads in order to instill in them confidence in the implementation of USE policy.

2.5.3 Challenges to involve the Local Communities to Support Education

In the literature there are many challenges reported that schools face as they involve the community to support schools. In Zimbabwe, Godfrey, (2016) investigated the challenges that school face in mobilizing the community to support schools and the effects on the provision of quality of education. Godfrey employed a qualitative paradigm to collect the data from community members and education officials regarding the community participation in supporting education. Godfrey found that the main challenges affecting community participation were low social economic status, community negative attitude towards schools, and school-community relations.

Godfrey further found that lack of community participation in supporting the school led to lack of school feed, provision of narrow curriculum, lack of motivation among the teachers, high rate of students drop out and teacher absenteeism and ineffective school management and administration. Godfrey recommended a device of effective strategies to raise community social economic standard through increasing availability of food. He further recommended to the government to institute community-school orientation for effective communication school processes and activities. While Godfrey's study is insightful, especially on the methodologies, the context was not in fee free policy and thus, the community dynamics and perception of their role in supporting the schools were different. This study is centered in the community involvement in a fee free education policy.

His study on community participation in education: challenges and prospects in Nigeria, Abbas (2017) considered communities as strategic towards the provision of quality education. He used content analysis to discuss how communities can be involved in supporting the school and the challenges that are involved. Abbas found that partnership between the school and the community was lacking and recommended that it should be built and nurtured to provide initiative, and responsibility and prevent communication breakdown for the sake of the students.

Patrinos *et.al*, (2009) did a literature research on the modalities that the communities get involved in education in many countries. In Kenya, the findings showed that communities were delivering education to low income families; others provided teachers' training, management, curriculum, design, manage and operate public

schools. In other countries, Patrinos *et al* found that communities provided education to specific group of students by means of subsidy, contract or voucher in existing schools or fund the students' accommodation. Furthermore, Patrinos *et al.*, found communities in other countries were in a form of financial institutions. In the Netherlands for example, the Bank of Netherland Partnership program (BNPP) provides financial technical support to the expansion of the private schooling for the poor and fund school facilities, new educational technologies and parental participation.

Patrinos *et al* suggested that where appropriate communities can increase and improve quality in education by providing students choices of the schools and by putting competition pressures on schools; They also suggested that the specialized group of authorities should be established to manage community programs and the flow of funds from Government to private schools and enforce qualifying criteria and regulations. Such literature paints the community participation in education as a smooth endeavor with no challenges.

Likewise, Balolaet.al (2017) examined the modalities of PPPS in education sector in Nigeria. They found several modalities including provision of quality assurance to ensure uniformity of policies and curriculum implementation. Other modality included provision of the infrastructures such as lecture halls, library and administrative buildings as well as textbooks, laboratory apparatus, classrooms, and the learning and the teaching facilities such as visual audio materials used to facilitate learning. Other modalities that Balolaet.al found were provision of human resources to join hands

with hands with the lecturers in tertiary institutions; provision of training including scholarships. Another modality was to organize workshops, conference and seminars to teachers and school management.

The researchers recommended that the list and contact address of both national and international donor agencies as well as the suitable means of communication should be supplied to schools to enable them to have a competitive advantage, but did not try to assess the challenges involved.

2.6 Knowledge Gap

Although many studies have been done on the conceptions of fee free education and on the conception, the contribution and modalities, the literature is silent on the community's understanding perceptions on fee free secondary education. Furthermore, the literature on fee free education is silent on how quality of education in fee free education policy looks like. This study aims to fill this gap in the literature.

2.7 Conceptual Framework

The conceptual framework for this study is consisted of three sets of variables namely; independent, dependent and intervening variables. Variable refers to anything that has the quantity or quality that varies or change in value also variable can be defined as any characteristic, number, or quality that can be measured or counted depends on the other factor are measured Devin (2003). The variables that the researcher was interested in were such as academic performance, school Infrastructures development, enrolment rate. Whereas the independent. The following figure shows the variables used in this study.

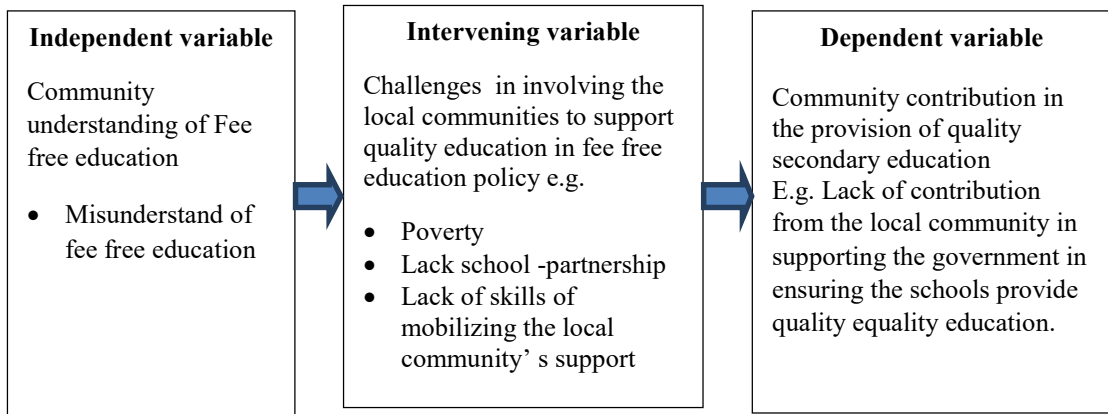


Figure 2.1: Conceptual Framework

According to this conceptual framework, community understanding of fee free education policy is an independent variable that influences the community participation in the supporting fee free education policy in secondary schools in Tanzania. It is assumed that, when the community has a clear understanding of the policy, it becomes easy for them to contribute to its success. However, without proper modality for mobilization, their contribution is may be minimal or non-existence, thus, the schools need to minimize the challenges in mobilizing the community to support quality education in fee free education policy using appropriate models.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

3.1 Introduction

This chapter discusses the design, locate, target population, sampling procedure, research instruction and data collection procedure and data analysis of the research.

3.2 Research Approach

The study employed mixed method approach where both qualitative and quantitative research approaches were used. This is a systematic integration of quantitative and qualitative data in order to have a more complete utilization of data (Creswell and Plano Clark, 2011). The evaluation of community contribution to quality education fee free education policy provides an ideal opportunity for mixed methods approach to contribute to understand the best approach to mobilize the community to contribute to education. Mixed method approach has been used because the researcher had both qualitative and quantitative data to be analyzed.

3.3 Research Design

The study adopted an exploration approach using description research design to investigate The Community Understanding of Fee Free Education Policy and Its Contribution to the Improvement of Education in Hanang District. A survey is an attempt to collect data from members of population in order to determine the current status of the population in respect to one or more variables. Borg (1998) stated that survey collects data about variables or subjects as they are found in a social system or society; the researcher can observe inspect the variables or actions as they are or as

they happen. Descriptive survey was therefore an appropriate design for this study that it enabled the researcher to obtain information that describes the current situation in Community Understanding of Fee Free Education and Its Contribution to the Improvement of Education in Hanang District by asking respondents questions.

3.3.1 Location of the Study

The study was conducted in Hanang District in Manyara region. Hanang' is one of the seven districts that make Manyara region. Other districts are Babati rural and urban, Kiteto, Simanjiro, Mbulu urban and rural district. Hanang district consists of five divisions including Katesh, Simbay, Endasak, Bassotu and Balangdalalu. Hanang district was chosen to be the area of study due the following reason: Economically the community keeps animals and cultivates perennial or seasonal crops, the activities that a lot of parents earn a lot of money, but are refuse to support education of their children especially in the current free education policy. Two divisions were chosen in this study and stakeholders such as students, teachers, district secondary educational officers, and quality assurance of education were selected to provide the necessary information.

3.4 Population of the Study

The targeted population in this study included 3 secondary education officers, 7 District chief quality assurance officers of education, 33head of the schools, teachers 300, students 2800 (F. III, F. IV, F. V & F. VI) all were selected from the public secondary schools in Hanang'. This make the total population of 3,143 respondents. The reason is that, the researcher believed, they had useful information about the specific study.

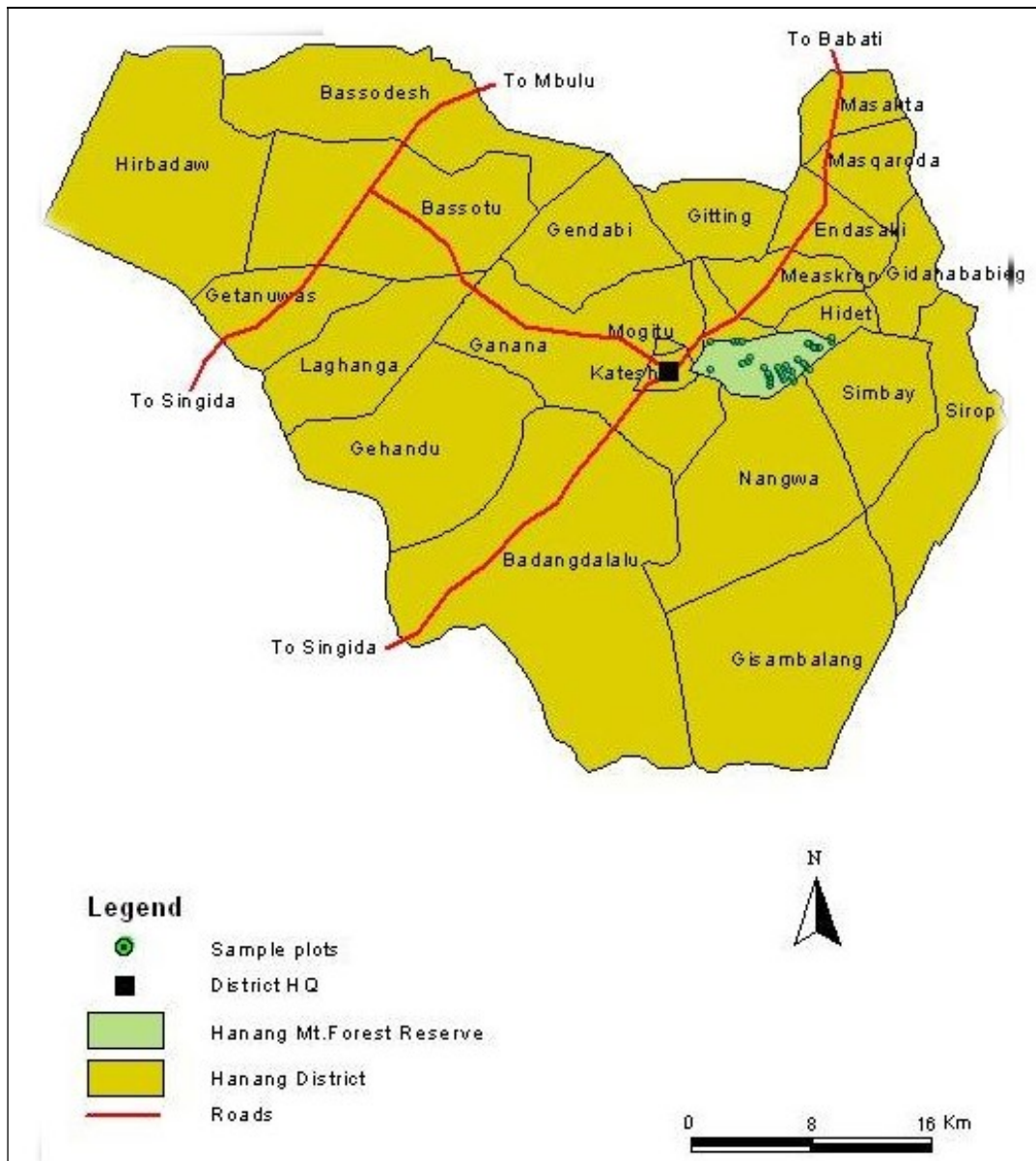


Figure 2.2: Hanang District and its Neighboring Villages

Source: Google Images, 2019

3.5 Sample and Sampling Techniques

In this study stratified random sampling technique used to select the study respondents like students from different schools, and purposive sampling technique had been also used to select eight top schools and eight low school performing school in Hanang before and after the implementation of free basic education policy. Purposive

sampling technique was also used to select education officers and the headmasters in Hanang district because they were the one who supervise and have correct information on the implementation of the government policies in education within the district.

The researcher used random sampling techniques to select the study's respondents of one from each division which made the total of 274 sample size of the respondents; that was done after the initial stratified sampling of three divisions; the simple lottery was used to identify the respondents. The researcher used the sample size of 274 respondents from the targeted population of 3,143 respondents.

3.6 Sample Size

The sample size for this study included 274 participants 1 education officers, 1 District chief quality assurance officer and the 10 headmasters, 60 teachers and 202 students in Hanang' district. The study based on mixed method approach where the small number of representative samples was selected in order to represent the targeted population of the study.

The correspondents' number was satisfactory due Orodho (2010) who stated that, in a descriptive survey at least twenty percent of population might have been required for consideration of the study where the minimum acceptable sample for a survey was between 10% and 20% for small population for about 5000 persons. Also according to Morse (1994), approximately 30 -50 participants could provide generalized information to represent the targeted population of the study. Therefore, by using the ideas of the above scholars the above number of respondents as shown in the table

above had been used in this study. Orodho (2003) stated that number of people selected in the population should have Characteristics that are found in the entire population.

3.6.1 Instrument for Data Collection

Open ended and close ended *questionnaires* were used to solicit information for this study. Questionnaire was considered to be the best tools reaching as many respondents as possible in the very short time available. All the three groups of the respondents, the teachers, students and the parents were subjected to questionnaire.

3.6.2 Interviews

Interview schedule with open-ended questions was also used to collect data from all the respondents. This instrument was considered as more appropriate to explore the views, experiences and beliefs about fee free education policy. The interview collected highly personalized data, and it provided the opportunity for probing to get underlying meanings on the subject matter. Interview was also very useful to triangulate information collected from the questionnaire and to get information from those who could not otherwise respond to the questionnaire and return them on time (Gray, 2004).

3.7 Data Collection Procedures

The researcher got the permit letter from the Open university of Tanzania which allowed the researcher to conduct research after being allowed by the District secondary education officer (DSEO) who later permitted the researcher to visit the targeted schools and introduced herself to the head of the Schools while explaining the

purpose of her visitation .The researcher made the appointment with the head of the schools who allowed the researcher to select the teachers and students to participate in the study. The second visitation was done by the researcher with the aim of administering the prepared questionnaires interviews and takes the information or responses provided by the respondents. While administering the exercise of collecting data, the researcher ensured the respondents with security and secrecy on the information provided. The process of administering questionnaires took five days then the data were collected for analysis.

3.7.1 Data Analysis Procedure

According to Kerlinger (1973) data analysis is defined as the categorization, ordering, manipulation and summing of data to get answers to research questions. Gay (1992) argued that frequencies and percentages are used because they easily communicate the findings to majority of readers. Percentage would also be used to compare the subgroups that differed in proportion and size. Kothari (1990) stated coding as the process of assigning numeral or other symbols to answers; so that responses can be put in to limited number of categories or classes. Onyango (2001) observes that SPSS is known for its ability to process large amount and gives the wide spectrum of statistical procedures purposefully designed for social studies.

Data were analyzed both quantitatively and qualitative. Quantitate data from closed – ended questionnaire were analyzed descriptively by means of frequency and percentages with the help of scientific package for social science (SPSS) version 20. Qualitative from interview were analyzed by means of thematic or content analysis.

Kothari (1990) defined classification as the process of arranging data in groups or classes. The classified data was subjected to editing where by Orodho (2004) explained the meaning of editing as the procedure that improves the quality for coding.

The data collected should be appropriately coded, where by Kothari (1990) defined coding as the process of assigning numeral or other symbol to answers so that the responses can be put into number of categories or classes and after coding the data was tabulated for analysis and Kothari (1990) shows the meaning of tabulation as the process of summarizing data and displaying the same in compact form for future analysis. However, Kothari (2004) stated that analysis of data in general ways involves a number of closed related operations, which are performed with the purpose of summarizing the collected data and organizing these in such a manner that, they answer the research questions.

3.8 Validity and Reliability of the Research Instrument

3.8.1 Validity of Instrument

Orodha (2005) stated that validity refers to extent to which an instrument measures what it was supposed to measure. The instruments were evaluated for content validity as the extent to which the questionnaires or test content is representative of the domain of content. The questionnaires contents were examined by the expert and the supervisor and evaluated the clarity of items. Therefore, this ensured that the using of appropriate vocabulary, sentence structure and questions were suitable for sampled respondents. The researcher established validity on the instrument by finding the

expert judgment from the supervisor. This was done by discussing, making relevant suggestions, which were taken and used to assist to develop and revise the research instrument.

Ghuri and Gronhaug (2005) pre-testing will be made in terms of language clear and test the accuracy and sustainability of the instrument where as Tyra (2017) stated that validity of the research instrument, refers to how well a test measures what is supposed to measure also it is the extent to which an instrument used in the studies measure what it is supposed to measure and performs as it is designed to perform and the test will be valid if it tests what its supposed to. The items in the instrument are formulated by considering the set of objectives to ensure that they contained all the informations that will answer the research questions. The consultation had been done with the supervisor and other experts from secondary school education , for their opinion on the instruments.

3.8.2 Reliability

Mugenda (2003) defined reliability as the measures of the degree to which the research instrument yield consisted results or data after repeated trials also reliability refers to whether or not you get the same answers by using an instrument to measure something more than once or is the degree to which the research method produces the same results. Stephano (2017) not only that but also it means that repeatability of findings if the study were to be done for the second time would it yield the same results. It may also be defined as the way of assessing the quality of the measurement procedure used to collect data in a dissertation so as the results from the study to be

valid. The supervisor and experts were used to assess the reliability of the research instruments if they can obtain the similar results. Items in the instruments which were found to be inconsistent were adjusted accordingly.

Reliability of the instrument was done by piloting and creating the friendly environment with the environment. Therefore, it has been proved beyond the reasonable doubt that the data collected from secondary sources and in the field are relevant, and that it has assured the reliability and the validity of the study.

3.9 Ethical Considerations

This is the most important part of this study to be considered to avoid the failure of this study. Bryman and Bell (2007) stated that the principles related to ethical consideration in the study such as; Participants might not be subjected to harm in any ways whatsoever. In this study, the researcher observed that, the researcher obtained the permit from OGT administration then to the regional Administration secondary of Manyara up to school level, the researcher explained the purpose of the study to participants and ensured them of confidentiality and anonymity or secrecy then she asked them their consent or agreement to participate and also their freedom to withdraw from the study, exaggeration on the aims and objectives of the study had been avoided, affiliations in any forms, sources of funding as well as any conflict were completely executed. Also, interests had been declared, misleading information as well as presentation of primary findings in a biased way were as well avoided in this study. The communications in this study had been done in honest and transparent manner, where the protection of privacy of the participants was ensured, full consent

was obtained from the participants prior to study. In order to address the above ethical consideration aspects of the study in effective manner the discussion was done on the following points: Voluntary participation of the respondents is important to be allowed because they had rights to withdraw from the study if they wish to do so. Furthermore, respondents would participate on the basis of informed consent, the provision of sufficient information and assurance about taking parts to allow individuals to understand the implications of participations. Also, the researcher considered the use of simple and an appropriate language in formulating the questionnaires and interview.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected through questionnaires and interviews. The data were analyzed to provide information that is arranged according to the specific objectives of the study. The first section presents the demographic data, which is followed by the research findings.

4.2 Demographic Data of the Study Participants

There were 20 teachers, 100 students, and 20 parents who participated in the study illustrated on table number 4.1 by gender wise.

Table 4.1 Gender Composition of Respondents: It was important to identify the gender composition of respondents and the results are provided in Figure 4.1.

Table 4.1: Gender Composition of Respondents

Sex	Students		Teachers		Parents	
	F	%	F	%	F	%
Female	62	62	12	60	6	30
Male	48	48	8	40	14	70
Total	100	100	20	100	20	100

Source: Field Data, 2019

The Table 4.1 indicates that except for the group of parents, females. This was expected since the field of education is dominated by the females.

4.2.1 Distribution of Students' Respondents by the Level of Education

Students as another group of respondents were in different levels as shown in the Figure 4.1. The distribution of the students' respondents' level of education is clearly indicated by the Figure 4.1.

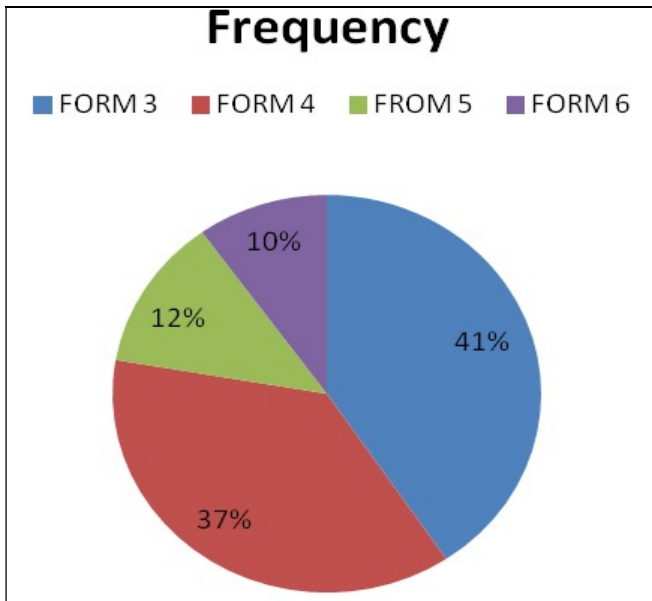


Figure 4.1: Number of Respondents by Class Level

Source: Field data, 2019

Figure 4.1 indicated that 41% of the students are form three, 37% are form four, 12% are form five and 10% are form six. The results showed that, most of the respondents from students were form three.

Table 4.2: Distribution of Students' Responses by the Level of Education

Level of education	Frequency	Percent
FORM 3	42	42
FORM 4	23	23
FROM 5	25	25
FORM 6	10	10
Total	100	100.0

Source: Field data, 2019

From the Table 4.2 the result show that, form three were 40.6%, form four were 37.1%, form five were 12.4% and form six were 9.9%. The results indicated that, the high percentage of respondents were form three.

4.3 Understanding of Fee Free Education

The first objective was to explore the community understanding of fee free secondary education. The assumption way is that, when people have a clear understanding of a practice, it becomes easier to support it. Likewise, the community understanding of the goal of fee free education policy, it becomes easier for them to participate in ensuring that this goal is achieved. Questionnaire and interview schedules were used to solicit this information. Two questions were used to get the information. These were: what is your understanding of fee free education; and what are other concepts of fee free educations can you think of?

Table 4.3: Understanding of Fee Free Education Policy

Meaning of Fee free education	N	%	Interpretation
Free as no any expenses required from a parent	105	75	Parents should not think about financing education for their children as the government is fully responsible for the education of children
Free as only in tuition, other expenses like uniforms and food to be granted by the parents	28	20	Government e supports part of the school fees, while parents need to manage other expenses should be footed by the parents
There is no free education	7	5	Education is always costly

Source: Field data, 2019

As Table 4.3 shows the majority (75%) had an understanding that fee free education policy means that the parents should no longer finance education for their children. Their understanding was that the government is fully responsible for the education of children. Few, only (20%) understood the policy as a government partial support of the school fees and the parents have a need to manage other expenses should be footed by the parents meaning; and very few (5%) thought that free education is only an illusion.

The data from the interview confirm the varied understanding. The question was: *Can you explain to me, what you understand by fee free education?* The following were the responses:

Teacher 1: Free education is the one, which is provided freely with no any expenses like school fee and other contribution such as examination fee. I can say this is a break through (Mkombozi) to many parents who could not afford school expenses for their children.

Teacher 2: For me, I understand fee free education to mean not paying school fee that for my children. The government announced that it will educate all the children for free, and the parents are not expected to think about contributing anything before the children complete form four.

Teacher 3: People believed that in fee free education policy, everything is free, including meals, clothes, learning materials and bus fare; therefore, there is no any kind of contribution required from the community.

The above conception suggests that, the majority of the parents understood free education as everything is free to their children including those indirect costs payment such as food, uniform, exercise books and direct cost like fee compensation.

However, there were few teachers who believed there is no free education. This group of respondents believed that even if the policy proclaims free education, it comes with a cost. Some believed that, when the parents or community are not directly involved in the education, there will be no education happening. Their views were captured as follows:

Teacher 4: I think there is nothing like free education. If it is free, there are things that the parents are incurring, without their knowledge. Even when the policy proclaims free education, every child goes to school, whether there are enough teachers, classrooms, books, desks or not. In such a situation, there is no education happening in the classroom.

Teacher 5: I say there is no free education. Look, since the provision of free education, we see too much crowded classrooms, chaos in the classrooms and in schools. Children no longer have latrines, desks to sit on and the like. What kind of education is this?

The element of 'free' in this statement can be understood from the inability of the government to provide quality education, where both the teachers and the students are uncomfortable due to overcrowded classrooms. Thus, 'free' means there is no education. From the parents, there were seen mixed feelings, positive and negative.

There are those who believe that free education reduces the burden from the poor families who were able to enroll their children to school. There were those who believed free education as detrimental to quality education. The schools are unable to cater for all the children in terms of infrastructure and poor environment of teaching and learning.

From the above data, it can be said that there were mixed feelings and conceptions of free education. There are those who believed that the government was doing a good job to extend education to the poor and the marginalized groups, but there were those who considered free education as a distracter of quality education where necessary and essential resources for teaching and learning become scarce due to overcrowded classrooms, and thus, in fee free context, no education was going on. This is in agreement with Muhindi (2011) whose study was on the “ Impact of Free Secondary Education on Quality of Secondary a case study of Katagi in Kenya who demonstrated that there were the increase of students’ enrollment, the shortage of text books, inadequate infrastructures in some of the public secondary schools adding that the teaching methodology applied was not suitable to deliver knowledge to students as the results they were unmanageable large number of students enrolled in schools.

Also Etholm (2009) who did the research on the “ The Impacts of the Effects of Removal of the Primary School Fee in Babati in Tanzania supported the above when the researcher found that the removing of the fee opened the opportunities for many families to send their children to school; there to be the rapid increase of students’ enrollment, shortage of teachers and classroom Adam (2015) et; al who investigated the Constraints of Implementation of Free Secondary Education in Mandera West

Sub-Country is in Disagreement when the researcher discussed that Free Basic secondary Education experienced the great number of problems some related to financial problem and management of the schools.

4.3.1 The Community Contribution in the Provision of Quality Secondary Education

The second objective was to examine the community's contribution in the provision of quality secondary education in Hanang' district. Questionnaires were used to solicit information from the parents and students and the interview sessions were scheduled to collect data from the teachers.

The main question was:

In what ways does the community participate in contributing to the provision of quality education in secondary schools?

The data from the questionnaire were as follows:

Table 4.4: The Community Contribution to the Provision of Quality Secondary School Education

Ways of Contributions	Students		Parents	
	Agree	Disagree	Agree	Disagree
Fundraising	16.8%	83.2%	12%	88%
Volunteers/physical labor	20.3%	79.7%	23%	67%
Guest speakers	25.6%	64.4%	14%	86%
Sponsorship/tuition, school activities	47.0%	53.0%	45%	65%

Source: Field data, 2019

From the data, the overall, it looks like the community contribution towards the improvement of schools is low. While fundraising was marked the lowest by the students (16%), guest speaker was marked the lowest (13.3%) by the parents. These data indicate that that the overall contribution of the community to the schools is very low.

The interviews with the teachers, which were asked to explain ways the community support schools to ensure quality education is provided and attained by the students within the fee free education policy, some of the answers were as follows:

Teacher 1: Oh, nowadays it is too hard to convince the parents to contribute anything. The school management is fearful to request anything from the community to avoid going against the policy. So there is no any support from the community apart from the small amount of money known as capitation grants for running the school.

Teacher 2: What I see is inadequate contribution from the parents, community and private sectors to the implementation of free basic secondary education. The government pays the fee compensation, examination fee and teaching and learning material such as science books, laboratory equipment, employing teachers especially science teachers, providing food for boarding schools and supporting of the construction of infrastructures.

Teacher 3: In actual sense, there is not much contribution from the community after fee free education policy despite the fact that disbarment provided

by the government is not enough and it does not meet all the school requirements such as motivation to students and teachers.

These data suggest that community contribution to education in fee free education in Hanang' is minimal to non-existence. These findings are in line with that of Kattan (2016) who showed that the indirect charges from the parent's totals 13,000 compared to 6,000 and thus, they could not contribute more. Likewise, the findings are in line with those of Daven (2018) and HakiElimu (2017) who found that poor parents could not afford the costs of uniform and other learning related materials.

4.4 The Challenges in Involving the Local Communities to Support Education

The third objective was to...assess the *challenges that the schools face as they mobilize the community to support secondary education in Hanang' district*. Questionnaire and interview were used to solicit information. Parents and students were subjected to questionnaire and the interview sessions were scheduled to collect data from the teachers. The main question was: *What are the main challenges that the schools face as they mobilize the community to support secondary education in Hanang' district?* The data from the questionnaire were as follows:

Table 4.5: Distribution of Respondents Facing Schools on Mobilizing the Community to Support Secondary Education

Challenges Items	Students		Parents	
	Agree	Disagree	Agree	Disagree
Poverty	86.8%	13.2%	79.3%	20.7%
Negative attitude towards schools	67.3%	32.7%	47.3%	52.7%
Bad school-community relationship	68.6%	31.4%	66.3%	33.7%
Lack of school-community partnership it	93.0%	7.0%	96.3%	3.7%

Source: Field data, 2019

From the data, the overall, there were a lot of challenges facing the schools as they coordinate the community to support education in Hanang' district. From the data, lack of school-community partnership was ranked the highest by both the students (93.0%) and the parents (96.3%). Parents poverty was ranked the second by both the groups, (86.8%) by the students and (79.3%) by the parents.

These data indicate that the major challenges that the schools face to make the community support education were lack of school-community partnership, poverty and lack of skills of mobilizing the local community to contribute to quality education in secondary schools.

The interviews with the teachers, which were asked to explain the major challenges the schools encounter in mobilizing the community to support it, some of the answers were as follows:

Teacher 1: I think many parents do not understand the importance of education to their children. I would not say they cannot support, because a lot of them have properties such as cattle and goats and these could be sold to support the school.

Teacher 2: I believe poverty has a lot to do with the lack of community support to school. Many parents can hardly buy school uniforms to their children.

Teacher 3: In actual sense, there is not much contribution from the community after fee free education policy despite the fact that disbarment provided by the government is not enough and it does not meet all the school requirements such as motivation to students and teachers.

These data suggest that there were many challenges facing the community, impeding them from contributing to education. These challenges include lack of community-school partnership and poverty on the part of the parents. The same were in line with that of Godfrey, (2016) in Zimbabwe who found that the main challenges affecting community participation were low social economic status, community negative attitude towards schools, and school-community relations. Likewise, a study by Abbas (2017) in Nigeria found that partnership between the school and the community was lacking leading to lack of community support of school activities.

In conclusion, this chapter presents the findings on community understanding of fee free policy in secondary education in Hanang' district; the community contribution in the provision of quality secondary education in Hanang' district; and the challenges that the schools face as they involve the local communities to support the government in providing quality education in fee free education policy in Hanang' district. The main findings were that there were mixed understanding of the concept of fee free education.

There were those who believed that the government was doing a good job to extend education to the poor and the marginalized groups, but there were those who considered free education as a distracter of quality education where necessary and essential resources for teaching and learning become scarce due to overcrowded classrooms, and thus, in fee free context, no education was going on. This contradiction led to the community minimal community contribution to education in Hanang' District. Moreover, the study found that the major challenges include lack of community-school partnership and poverty on the part of the parents.

CHAPTER FIVE
SUMMARY OF THE STUDY, DISCUSSION OF THE FINDINGS,
CONCLUSION AND RECOMMENDATION OF THE STUDY

5.1 Introduction

Chapter five provides the summary of the study, implication of the findings, conclusion and recommendations for further studies.

5.2 Summary

The purpose of the study was to explore the community understanding and their participation in the contribution to quality education in free education policy. Chapter one discusses the background of the study, while chapter 2 is confined into related literature, Chapter three presents the research methodology and chapter 4 presents the findings of this study according to the three research objectives developed in chapter 1, which were to: explore the community understanding of free secondary education; their contribution to supporting the schools and the challenges towards their participation in school activities.

5.3 Discussion of the Findings

5.3.1 Community Understanding of Fee-Free Secondary Education

The study established there were mix understandings of the concept of fee free education. There were those who believed that the government was doing a good job to extend education to the poor and the marginalized groups. In this group, the people believed that fee free education allowed all the children regardless of their social economic status and location have a chance to access education to allow them to

contribute to the social economic development of their community and society. This understanding relies more on human capital theory that was developed by Adam Smith (1776/1937), who explained that the development of knowledge, attitudes, and skills are important in creating wealth. Accordingly, the notion that the more education the more wealth is very much embedded in the fee free education policy, which is used as a mechanism to ensure all the children in Tanzania access education.

As Tanzania aspires to become industrial society, the concepts of “knowledge”, “economy” have come to hold a high degree of importance because of the strong connection between education and its contribution to socio-economic growth. This is because those participating in the industrial economy are considered to be of more value when they possess knowledge and skills, rather than those without, and relying on trials and physical strength alone. Such notion has prompted the government to provide education to the majority of the citizens and the strategy is to remove school fees so every school age Tanzanian child can access basic education.

However, there were those who considered free education as a distracter in the provision of quality education. This group of community members relied more on Public private partnership (PPP) theory as developed by Rice and Bam (2014). Accordingly, Public Private Partnership considers schools as an open system, which cannot survive independent of its environment, in that, schools cannot survive without support from community surrounding them including the private sectors. In the provision of quality education, the PPP notion, a co-operation between the school and the private sector is a must. The idea is that; the government alone cannot run a school without the support from the private sector. In the data the community members

pointed to lack of essential resources for teaching and learning and the overcrowded classrooms as the root cause of fee free education where the government alone has failed to cater for all the needs in the schools.

5.3.2 Community Contribution to Supporting the Schools

The study established that the community contribution to school activities was minimal. Although a high number of the respondents agreed that the community supported schools through sponsoring their children in terms for school uniform, transport and other small needs, there was literally no community participation in activities such as fundraising, volunteering or guest-speaking. This suggests that schools were not active in engaging the community in those activities, possibly because of fear that they would go against the government's decision or lack of skill on how to approach the community to support the school.

5.3.3 Challenges the Schools Face in Involving the Local Communities to Support Education

This study found that the major challenge that the school faced as they try to involve the community to support education was poverty. The Majority of parents were too poor to support the education of their children. However, more than money, to include moral support such as participating in school games, volunteering their physical labor and time to support school events and the like.

5.4 Conclusion and Recommendations

If the goals of education are to contribute to economic, political, and social development across the world and the government cannot be the sole provider of this

education, community participation in supporting education is a must. Based on human capital and public private partnership theories, schools a great potential to involve community members to support education. For all its educational value, community engagement in supporting schools in Tanzania remains on the margin. Consequently, schools are lacking necessary resources to provide quality education to the students, as a result of which most students complete education with no expected knowledge and skills to participate in the envisaged industrial economy.

Given the current situation of secondary schools in Hanang', there is a need to transform school-community relationship. School management and teachers need to become more active in engaging the community in school activities. To that end, we need to understand how community understands fee free education policy. When we come to know more about community understanding of fee free education, we will be in a better position to efficiently and effectively coordinate them to support the school. The present study attempted to address this need by exploring the community understanding of fee free education policy in Hanang'. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

5.5 Recommendations

In view of the various perception of the learners on the fee free basic secondary education, the quality of education in free secondary education, and the modalities which the head of schools engage the private sectors in participating in supporting secondary education in sampled secondary schools that emerged in this study the researcher made the following recommendations:

5.5.1 Recommendations for Action

To educate the community about fee free education policy and their role in supporting schools. Head of school should have to take initiatives to engage the community to support education. This include having events such as fund raising, participating in students' activities such as games, classroom instructions like guest speakers and family gatherings in school.

5.5.2 Recommendation for Further Studies

The study recommends the following areas to be investigated:

- (i) Investigating on how the allocated funds by the government to improve the public secondary schools are used.
- (ii) Examining on how infrastructure can lower students' performance in public secondary school,

REFERENCES

- Adam, D. (1993). *Defining Educational Quality, Improving, Education Quality, Project, Publication #1: Biennial Report*, Arlington, VA; Institute for International Research. Retrieved on 11th July 2019 from: <https://files.eric.ed.gov/fulltext/ED558410.pdf>.
- Barrette, A. (2006). *The Implementation of Education Quality in Low Income Countries*. Retrieved on 11th July 2019: from www.edqual.org.
- Beeby, C. E. (1966). *The Quality of Education in Developing Countries*. Cambridge MA: Harvard University Press
- Bernard, A. (1996). *The Child –Friend School: A Summery, Paper Write for UNICEF* New York. USA
- Brayan, A. (2007). Integrating Quantitative and Qualitative Research; *Journal of Mixed Methods Research* Vol. 1 pp 8-22
- Brayman, A., & Emma, B. (2011). *Business Research Methods*. New York: Oxford University Press
- Chitty, C. (2002). *Understanding Schools and Schools*. London: Rutledge Flamer.
- Cohen, L. (2000). *Research Methods in Education 5th Edition*, New York: Rutledge Age Flamer.
- Creswell, J. W., & Plano C. V. L. (2011). *Designing and conducting mixed methods research. 2nd ed.* Thousand Oaks, CA: Sage Publications Inc.
- Daven, J. (2018). *Free Primary Education in Tanzania. A case study of costs and accessibility of primary education in Babati Town*. Bachelor’s Thesis. Sodertorns Hogskola University College. Stockholm, Sweden.

- Devin, K. (2003). *Research Variables, Dependent, Independent, Control, Extraneous and Moderator*. London: Moskalenko and Heine.
- Gray, D. E. (2004). *Doing Research in the Real World*. London: SAGE Publications.
- Gay, L. (1992). *Educational Research Competencies for analysis and Application*, London: SAGE Publications.
- Gronhaug, B. (2005). Validity and Reliability of the Research Instrument. *Journal of Academic Research in Management Vol 5. No 3* pp 28-36.
- HakiElimu, (2017). The Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania: A quantative study. Retrieved on January, 2017 from: Website: www.hakielimu.org.
- Imran R, (2008). Palmprint recognition using local and global features. 2017 from: from: www.unicef.org/education/files/QualityEducation.PDF
- Kattan, R.B. (2016). *Implementation of Free Basic Education Policy*: Washington, D.C: World Bank.
- Kerlinger, F. N. (1973). *Foundation of Behavioral research 3rd Edition*. New York: World Bank.
- Komba, W., & Nkumbi, E. (2008). Teacher professional Development in Tanzania; Perceptions and Practices. *American Journal of Educational Research 2(12)*, 8-12.
- Kothari, C. R. (1990) *Research Methodology and Techniques*. Prakashan: New Age International (P) Ltd.
- Kothari C. R. (1990). *Research Methodology Method and Techniques –Second Edition*. New Delhi: New Age International (P) Ltd.

- Khasay, M. N. (2012). Quality and Quality Assurance in Ethiopian Higher Education: Critical Issues and Practical Implications. *Journal of Education Policy Studies* 2012. 319P.
- Mhaiki, P. J. (1977). Permanent Delegate of U.S.A to UNESCO Former Director of the Institute of Adult Education, Ministry of Education, conference held in Dar es Salaam, Tanzania
- Morse J. M. (1994). *Designing Funded Qualitative Research*. London: Sage Publications Ltd.
- Mugenda, A. G. (2003). *Research Methods, Quantitative and Qualitative Approaches Revised Edition*. Nairobi: African Centre for Technology Studies.
- Nafula, N. Onsomu, E. Manda, D., & Kimalu, P. (2007). Private Sector Investment in Primary and Secondary Education in Kenya: Issues, Challenges and Recommendations in Kippra Discussion Paper No 76, Nairobi, Kenya.
- Orodho, A. J. (2003) *Essential of Education and social science research Methods*. Nairobi: Mazola Publishers.
- Orodho, A. (2014). Effective are Strategies being Employed by School Managers in Secondary Schools in Embu North District, Embu County, Kenya; School Management and Students' Academic Performance; *International Journal of Humanities and Social Science Vol. 4, No. 9*, 11-23.
- Srivastava, U. (2012). Government of India, Ministry of Personnel Public Grievances and Pension Department of Personnel and Training. Retrieved on 20th May 2019 from: <https://dopt.gov.in/>
- Tayler, B. (2014). Tanzanian Affairs is an influential news and current affairs magazine. First cases of Covid-19 in Tanzania

- Taylor, C. (2003) A Polemic on Defects Liability in Public Private Partnership (PPP)
Journal of Engineering Science and Technology Special Issue on Issc '2016, pp
212 - 220
- URT, (1996). The national Science and technology for Tanzania; Retrieved on
18/05/2017 from: [w.w.w.tzonline.org//](http://www.tzonline.org/) and <https://books.g>

APPENDICES

Appendix 1: Questionnaires for Supervisors’ & Head of Schools

Kindly respond honestly to questions listed below. Any information, which you provide, will be treated with utmost confidence and won’t be used for any other purpose than which pertains to this research. You don’t need to write your name.

SECTION “A” General Information

Please provide the information about you and your school (Tick appropriately (v))

a) What is your sex?

Male [] Female []

b) Type of School

Community based [] Private [] Government []

Perceptions of free secondary education

c) What is your understanding of free education?

.....
.....
.....
.....
.....
.....
.....
.....

d) What are other concepts of free education that people hold?

.....
.....
.....
.....
.....

1. Quality of education in free secondary education
2. What is free in secondary schools in Tanzania? Please say 'agree' or 'disagree'.

Agree=1, Disagree = 2 (now put 1 or 2 against appropriate items below)

- (i) Exercise Books.....
- (ii) Reading Books.....
- (iii) Uniforms.....
- (iv) Tuition.....
- (v) Food.....
- (vi) Examination fee.....
- (vii) Security guard fee.....
- (viii) Bus Fare.....

3. In secondary schools there are adequate, please say 'YES' or 'NO'.

- (i) Classroom space.....
- (ii) Toilet facilities
- (iii) Adequate clean water.....
- (iv) Adequate laboratory space.....
- (v) Adequate teaching staff
- (vi) Adequate staffroom space

(vii) Enough desks and chairs

(viii) Teaching and learning resources

Modalities of private sector in supporting secondary education

4. In secondary schools in Tanzania, where does the funding come from? (Put a tick on each appropriate sources of fund below)

(i) The government []

(ii) Parents []

(iii) NGOs []

(iv) International Organizations []

(v) Business people []

(vi) Politicians []

5. Please explain your answer on where funding for secondary schools come from.

.....
.....
.....

6 In your views, how do you think community can participate in supporting secondary education?

.....
.....
.....
.....

Appendix 2: Questionnaires for Teachers

Kindly respond honestly to questions listed below. Any information which you provide will be treated with utmost confidence and won't be used for any other purpose than which pertains to this research. You don't need to write your name.

SECTION "C" General Information

Please provide the information about you and your school (Tick appropriate (v))

a) What is your sex?

Male [] Female []

b) Type of School

Community based [] Private [] government []

c) What is your managerial position in this school? (Put a tick on appropriate items below)

Deputy Head of school [] academic [] discipline [] class teacher [] other; specify

Perceptions of free secondary education

d)What is your understanding of free education?

.....
.....
.....
.....

e) What are other concepts of free education that people hold?

.....

.....

.....

.....

.....

2. Quality of education in free secondary education

3. What is free in secondary schools in Tanzania? Please say 'agree' or 'disagree'.

Agree=1, Disagree = 2 (now put 1 or 2 against appropriate items below)

- (i) Exercise Books.....
- (ii) Reading Books.....
- (iii) Uniforms.....
- (iv) Tuition.....
- (v) Food.....
- (vi) Examination fee.....
- (vii) Security guard fee.....
- (viii) Bus Fare.....

4 In secondary schools there are adequate, Please say 'YES' or 'NO'.

- (i) Classroom space.....
- (ii) Toilet facilities
- (iii) Adequate clean water.....

- (iv) Adequate laboratory space.....
- (v) Adequate teaching staff
- (vi) Adequate staffroom space
- (vii) Enough desks and chairs
- (viii) Teaching and learning resources

Modalities of private sector in supporting secondary education

5 In secondary schools in Tanzania, where does the funding come from? (Put a tick on each appropriate sources of fund below)

- (i) The government []
- (ii) Parents []
- (iii) NGOs []
- (iv) International Organizations []
- (v) Business people []
- (vi) Politicians []

6 Please explain your answer on where funding for secondary schools come from.

.....
.....
.....

7 In your views, how do you think community can participate in supporting secondary education?

.....
.....

Appendix 3: Questionnaires for Students

Kindly respond honestly to questions listed below. Any information which you provide will be treated with utmost confidence and won't be used for any other purpose than which pertains to this research. You don't need to write your name.

SECTION "B" General Information

Please provide the information about you and your school (Tick appropriate (v))

a) What is your sex?

Male []

Female []

Class /Form 1[] 2 [] 3 [] 4 [] 5 [] 6 []

Type of school

Community based [] Private [] Government []

Perceptions of free secondary education

b) What is your understanding of free education?

.....
.....
.....
.....

c) What are other concepts of free education that people

hold?.....
.....
.....
.....

3. Quality of education in free secondary education

3.1 What is free in secondary schools in Tanzania? Please say 'agree' or 'disagree'.

Agree=1, Disagree = 2 (now put 1 or 2 against appropriate items below)

- (i) Exercise Books.....
- (ii) Reading Books.....
- (iii) Uniforms.....
- (iv) Tuition.....
- (v) Food.....
- (vi) Examination fee.....
- (vii) Security guard fee.....
- (viii) Bus Fare.....

4. In secondary schools there are adequate, please say 'YES' or 'NO'.

- (i) Classroom space.....
- (ii) Toilet facilities
- (iii) Adequate clean water.....
- (iv) Adequate laboratory space.....
- (v) Adequate teaching staff
- (vi) Adequate staffroom space
- (vii) Enough desks and chairs
- (viii) Teaching and learning resources

Modalities of private sector in supporting secondary education

5. In secondary schools in Tanzania, where does the funding come from? (Put a tick on each appropriate sources of fund below)

- (i) The government []
- (ii) Parents []
- (iii) NGOs []
- (iv) International Organizations []
- (v) Business people []
- (vi) Politicians []

6. Please explain your answer on where funding for secondary schools come from.

.....

.....

.....

.....

.....

7. In your views, how do you think community can participate in supporting secondary education?

.....

.....

Appendix 4: The Study's Time Frame

This study was conducted within six months from the beginning to the completion of the whole study. The description and justification of the time for completing the research was from preparation of research proposal and submission to the supervisor for approval and cross-checking, Pre-study or pilot study and data collection from the proposed area, data analysis and report writing and presentation and submission of research/dissertation.

Table Represent Timeframe for the Research Study

Time	Events and Descriptions
October, 2018 – December, 2018	Preparation of research, proposal and submission to the supervisor for approval and cross- checking.
January, 2019 – February, 2019	Corrections of the comments from the supervisors.
February, 2019 – March, 2019	Collection of data from proposed study area.
March, 2019	Data analysis and report writing.
April, 2019	Presentation and submission of Research /Dissertation
October, 2019	Corrections from the supervisor.
October, 2019	Submission to the external
February, 2020	Resubmission to the external after attending the external examiner's observations.

Source: Researcher, 2019

Appendix 5: Budget and Timeframe

Items	Description	Amount
Transport	Katesh to Basotu Basotu to Katesh Katesh to Endasaki Endasaki to Katesh	Tshs. 200,000
Accommodation	Guest House	Tshs 250,000
Meals	Breakfast Lunch Dinner	Tshs 500,000
Stationeries	Typing Printing Binding	Tshs, 700,000
Communications	Mobile phoneexpenses, internet etc.	Tshs, 150,000
Total Amount		Tshs1,800,000/=

Represents the Budget (Costs) for the Research Study

Source: *Researcher, 2019*

Appendix 6: Interviews guiding questions

1. What are the modalities of the private sectors in supporting secondary education in Tanzania?
2. How the is government is supporting free basic education in Tanzania?
3. How do you think the community is participating in supporting secondary education to free basic education policy in Tanzania?
4. Does private sectors involve in implementation of free basic education policy in Tanzania?
5. Do you think education stakeholders perceive free basic education policy positively or negatively? Elaborate your option.
6. How do you think about sufficiency of education facilities in schools, apart from the introduction of free basic education policy in 2015 in Tanzania?

Appendix 7: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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



P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania,
<http://www.out.ac.tz>

19/1/2019

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you TARIMO WALBURGA A., **REG. NO.** HD/ E/659 .11 who is a Masters student at the Open University of Tanzania. By this letter, Tarimo has been granted clearance to conduct research in the country. The title of his research is "**Effects of Free Basic Education Policy on the Provision of Quality Secondary Education: A Case of Study of Private Sector Support in Hanang District, Manyara, Tanzania**". The research will be conducted in Manyara. The period which this permission has been granted is from **21/01/ 2019 to 20/03/2019**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA HANANG

SIMU NA : 0272530022
2530046
FAX NO: 0272530022/46



Idara ya Elimu Sekondari (W)
S.L.P. 27,
KATESH/HANANG
MANYARA.

Barua pepe: ded@hanangdc.go.tz
Tovuti: www.hanangdc.go.tz

Kumb. No. HANDC/ED/E.2/VOLL.VII/28

8/03/2019

WAKUU WA SHULE
KATESH, DANIEL NOUD, ENDASAK, HANANG, MEASKRON, NANGWA NA
BALANGDALALU, MASAKTA, MASQARODA, DUMBETA SEC
KATESH/HANANG

YAH: KUFANYA UTAFITI



Husika na mada tajwa hapo juu.

Ofisi ya Mkurugenzi Mtendaji imepokea barua ya mwalimu **WALBURGA A. TARIMO** Afisa Elimu Taaluma Wilaya Hanang' ambaye ni Mwanachuo wa Chuo Kikuu Huria Cha Tanzania.
Ofisi inamwelekeza kwako ili kufanya utafiti huo.

Aidha Mpatie ushirikiano ili kufanikisha utafiti wake.

Nakutakia kazi njema

ELIZABETH J. LUSSINGU
AFISA ELIMU SEKONDARI WILAYA
HANANG
AFISA ELIMU
WILAYA YA HANANG

MKUU WA SHULE
DANIEL NOUD SHULE YA SEKONDARI
KATESH - HANANG
MKUU WA SHULE
SHULE YA SEKONDARI MASQARODA
H/M Masqaroda S.S.
Kaluma Dumbeta S.S.



M/M Endasak
FOR THE HEADMISTRESS
ENDASAK SECONDARY SCHOOL
YUDA A. FISSOU
THE HEADMASTER
BALANGDALALU SEC. SCHOOL
P.O. Box 57
KATESH - HANANG

H/M Hanang
MKUU WA SHULE
SHULE YA SEKONDARI HANANG MASAKTA
S.L.P. 218, KATESH
HEADMASTER
SECONDARY SCHOOL

H/M Dumbeta Sec
9/3/2019
THE HEAD MISTRESS
DUMBETA SECONDARY SCHOOL
KATESH HANANG

Imepitishwa
MALONGO C.E.
M tafiti alifika shuleni
Rapa tarehe 11/2/2019 alipewa
ushirikiano na alifanikisha kama
yaka ya utafiti
10/03/2019.

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA HANANG

WALBURGA A. TARIMO
S.L.P.27,
KATESH – HANANG'

3/3/2019

MKURUGENZI MTENDAJI WILAYA
S.L.P.2
KATESH – HANANG'

K: K
AFISA ELIMU WILAYA
S.L.P.27
KATESH – HANANG'

Imepitishwa
WALBURGA A. TARIMO
09/03/2019
AFISA ELIMU
WILAYA YA HANANG(S)

YAH: OMBI LA KUFANYA UTAFITI

Husika na mada tajwa hapo juu,

Mimi Mwalimu Walburga A. Tarimo Afisa Elimu Taaluma Idara ya Elimu Sekondari ninayesoma Chuo Kikuu Huria cha Tanzania, ninaomba kufanya Utafiti kwa Shule zifuatazo:-

1. Balangdalalu	6. Nangwa High
2. katesh	7. Masqaroda
3. Daniel Noud	8. Masakta
4. Dumbeta	9. Endasak
5. Hanang'	10. Measkron

Natanguliza shukrani

W. Tarimo
WALBURGA A. TARIMO
MWANACHUO
CHUO KIUU HURIA CHA TANZANIA

Thesis

INBOX | NOW VIEWING: NEW PAPERS ▾

PAGE: PREV ◀ 31 32 33 34 35 36 37

Submit File Online Grading Report | Edit assignment settings | Email non-submitters

<input type="checkbox"/>	AUTHOR	TITLE	SIMILARITY	GRADE	RESPONSE	FILE	PAPER ID	DATE
<input type="checkbox"/>	Leslie Mbena	ANALYSIS OF THE STRATEGIES USED IN ENDN...	28%		*		1148417488	01-Jul-2019
<input type="checkbox"/>	Epheta George Msiga	EFFECTS OF POSITIVE PARENTING PRACTICES ...	30%		*		1150729866	10-Jul-2019
<input type="checkbox"/>	Grace Kinyunyu	TEACHING COMPETENCE-BASED CURRICULUM IN ...	28%		*		1158276809	07-Aug-2019
<input type="checkbox"/>	Protais Niyonshima	*DETERMINANTS OF CHOICE AND SUCCESS OF F...	29%		*		1158772968	08-Aug-2019
<input type="checkbox"/>	Tarmo Waburga	RESEARCH TITLE: FEE FREE SECONDARY EDUCA...	30%		*		1158774012	08-Aug-2019
<input type="checkbox"/>	Luswaga Seleman	ASSESSING SOCIO-CULTURAL AND SCHOOL FACT...	28%		*		1158774912	09-Aug-2019