

**EVALUATION OF FREE EDUCATION IMPLEMENTATION PRACTICE
IN SECONDARY SCHOOLS IN NGARA DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2020

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “**Evaluation Of Free Education Implementation Practice In Secondary Schools in Ngara district, Tanzania.**” In partial fulfilment of the requirements for award of the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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.....

Date

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DECLARATION

I, **Nsororo Daniel**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

.....

Date

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Lastly, I must say that without the grace of God I would have never accomplished this work.

DEDICATION

I dedicate this work to my lovely family particularly my dearest wife Madame Wivina, my beloved children Emma Nsororo and Egra Nsororo as well as my beloved parents Mr. & Mrs. Sevelin for their great love, responsibility and accountability for helping me in different circumstances including moral supports as well as prayers which enabled me to accomplish this level of education. I really appreciating them, God bless them all.

ABSTRACT

The study focussed on the evaluation of free education implementation practice in secondary schools in Ngara district. Four objectives guided the study: to investigate the perceptions parents have over the free education implementation practice in secondary schools in Ngara district; to investigate the challenges facing the implementation of free education in secondary schools in Ngara district; to determine the achievements that have resulted from free education implementation practice in secondary schools in Ngara district and to establish strategies that can be used to improve free education implementation practices in secondary schools in Ngara district. A mixed method design was used. Questionnaire and interviews were data collection methods. The findings showed parents who felt that FE is a blessing and a good policy because it has allowed many young learners to access school and learn relevant skills leading to self-employment, however, the parents who revealed that still parents are required to pay funds to cover extra studies at school. The study revealed that there is a problem of meals to learners and classroom congestion. Further results showed that FE has improved pass rate and enrolment. Strategies to improved FE were community to contributed food in schools, government to improve funds distribution, increase capitation, and construction of hostels, improve water, sports and laboratories. The study recommends the government should relax its guidelines to allow parents to contribute small amount of money and meal for meals at school. Congestion should be addressed by constructing more classrooms. There parents who seems to be negative on the policy, they need to be involved in this innovation of education, deploying more secondary school teachers.

Keywords: Free education, implementation practice, secondary schools, Ngara district

TABLE OF CONTENTS

CERTIFICATION	ii
DECLARATION.....	iv
ACKNOWLEDGEMENT	v
DEDICATION.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE PROBLEM	1
1.1 Introduction	1
1.2 Background of Research Problem.....	1
1.3 Statement of the Problem	5
1.4 Objectives of the Study	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Scope of the Study	8
1.8 Conceptual Framework	8
1.9 Definitions of Terms	9
1.9.1 Free Education.....	9
1.9.2 Secondary Education	10
1.9.3 Implementation.....	10
CHAPTER TWO	11
LITERATURE REVIEW.....	11

2.1	Introduction	11
2.2	Theoretical Literature Review	11
2.2.1	Theories Related to the Study	11
2.3	Financing Secondary Education in Public Sector	13
2.4	Empirical Literature Review	16
2.5	Research Gap	21
	CHAPTER THREE	22
	RESEARCH METHODOLOGY	22
3.1	Introduction	22
3.2	Research Approach	22
3.3	Research Design	22
3.4	Area of the Study	23
3.5	Targeted Population	23
3.5.1	Justification of Respondents	24
3.5.2	Sample Size	25
3.5.3	Sampling Technique	25
3.6	Data Collection Methods	26
3.6.1	Interview	27
3.6.2	Questionnaire	28
3.6.3	Focus Group Discussion	28
3.6.4	Documentary Review	29
3.7	Validity and Reliability	29
3.7.1	Validity	29
3.7.2	Reliability	30

3.8	Data Analysis and Presentation.....	30
3.8	Research Ethical Consideration	31
	CHAPTER FOUR.....	33
	DATA PRESENTATION AND ANALYSIS	33
4.1	Introduction	33
4.2	Background Information	33
4.3	Perception of Parents on the Implementation of Free Education in Selected Secondary Schools in Ngara District	34
4.4	Challenges Facing Implementation of Free Education in Ngara secondary Schools	38
4.5	The Achievements of FE Implementation Practice in Secondary Schools in Ngara	41
4.6	Strategies (ways) to Improve Free Education Improvement in Secondary Schools	43
	CHAPTER FIVE.....	45
	DISCUSSION OF FINDINGS	45
5.1	Introduction	45
5.2	Perceptions of Parents toward Free Education Implementation Practice in Selected Secondary Schools in Ngara District	45
5.3	Challenges Resulted from Free Education Implementation Practice in Secondary schools in Ngara District	47
5.3.1	Free Education Implementation Has Caused Classroom Congestion	47
5.3.2	Free Education Implementation Caused Food Insecurity to Students	48

5.4	Achievements of Free Education Implementation Practice in Ngara	
	Secondary Schools	48
5.4.1	Examination Result under Free Education	48
5.4.2	Free Education Has Improved Education Access	49
5.5	Strategies to Improve Free Education in Ngara Secondary School	50
	CHAPTER SIX	51
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	51
6.1	Introduction	51
6.2	Summary	51
6.3	Summary of Findings	51
6.4	Implication of Findings	53
6.5	Implication of System Theory to This Study	54
6.6	Conclusion	54
6.7	Recommendations	55
6.7.1	Recommendation for Further Studies	55
	REFERENCES	57
	APPENDICES	60

LIST OF TABLES

Table 3.1: Sample size of respondents	25
Table 4.1: The table showing the age of the respondents participated in the study	33
Table 4.2: Education background for the respondents	33
Table 4.3: Work experience	34
Table 4.4: Perception of parents towards free education in Ngara district	37
Table 4.5: Challenges facing schools due to FE implementation	40
Table 4.6: Achievements of FE implementation in secondary schools in Ngara District	42
Table 4.7: Ways to Improve FE implementation practice in Ngara Secondary Schools	43

LIST OF FIGURES

Figure 1.1: Conceptual framework of evaluation of free education implementation
practice in secondary school in Ngara district 9

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter focuses on the background to the problem, statement of the problem, objectives of the research and the research questions. Also, the significance, conceptual framework, definition of terms as well as scope of the study were included.

1.2 Background of Research Problem

According to Universal Declaration of Human Right of 1948 (Article 26) indicated that education is the basic right that shall be free to everyone at least at fundamental and elementary stages. Education forms the complimentary base which the country economy, social and political development is founded. UNESCO (2009) argues that the level of the country is one of the key fundamental indicators of its level of development, it has been identified that illiteracy as the factor that impose both absolute and relative burden in the economic wellbeing of the nation hence every government is trying to reduce the level of illiteracy among the people by providing education to all. To ensure that every person within the country have the equal access to education as different countries adopted EFA (Education for All) initiatives.

Education for All is a global movement led by UNESCO aiming to meet the learning needs of all children, youths and adults (UNESCO, 2000). The EFA initiatives originally goes back to the world conference of Education for All (1990) in Jomtien

Thailand where the commitment was made by countries, international agencies and civil societies organisations to achieve universal primary education (basic education) for all children by the year 2000.

UNESCO has given the mandate to implement the movement and coordinate the international efforts to reach Education for All in the 56th General Assembly of United Nation annual conference when they were discussing on the implementation of Millennium Development Goals (MDGs) specially Goal number 2 of Universal Primary Education, number 3 on gender equality in education by 2015 (Njunwa,2010).

In order to bring benefit of education to every citizen in every society it calls a broad coalition of the national government and civil society to focus more on the EFA goals which are:to expand comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children; to ensure that by 2015 all children particularly girls those with difficult circumstances and those belongs ethnic minorities have access to and complete free and compulsory education, to ensure that learning needs of young people and adults are met though equitable access to appropriate learning and life skills programs, achieve 50% improvement of adults' literacy by 2015 especially for women and equitable access to basic and continuous Education for all Adults; eliminates gender disparities in primary and secondary school by 2005, alleviate gender equality by 2015 with the focus on ensuring girls' full equal access to achieve in basic education of good quality. And improve all aspects of quality of education and ensure the excellence of all so that

recognized and measurable learning outcome are achieved especially in literacy, numeracy and essential life skills (UNESCO, 2009).

According to Wedgwood (2005) affirms that the developed countries have tried much to achieve the targeted goals, underdeveloped and developing countries have failed to meet the targeted goals. Karenga (2008) and Wangari (2009) stated that in 2000 ten years later the international community met again at the World Education Forum in Dakar, Senegal (April, 2000) on the event which drew 11,100 participants; they agreed on the Dakar Framework Action which re-affirm their commitment to achieve Education for All by the year 2015.

Tanzania as one of the signatory countries which complied to implement this (EFA Goals) have tried much to provide free basic education to all children, youth and adults with the necessary skills for life. Bangoko, (1992) shows that Tanzania has focused on providing quality education as the tool for fighting poverty, ignorance and diseases. The journey to provision of free basic education can be grouped into following phases.

The first phase was between 1967-1980s, this period was characterized mainly in the Self-Reliance as it was introduced in the middle of 1960s, the more emphasis was to provide primary education by introducing UPE (Universal Primary Education) among its success achieved as the abolition of fees to all children, now parents were motivated to send their children to school as all cost were taken by the government (Wedgwood, 2005).

The second phase was between 1980s-1990. During this period there was introduction of Structural Adjustment Program (SAP), in which passed different conditionals as the result to improve economic situation of developing countries; Njunwa (2010) holds that the conditionals included reducing government expenditure, introduction of cost-sharing system, liberalization of economy and allowing free market. Due to SAP the government of Tanzania introduced cost-sharing in provision of social service included education. As a result fees was introduced now parent were supposed to pay school fees and other contributions in public school (Wedgwood, 2005).

Third phase was of 1990s to 2000s up to date. At this time the government focus more on reducing poverty to the people as a result several reforms were introduced such as poverty reduction strategy paper (PRSP), Education Sector Development Program (ESDP), Institutional Financial Reforms and the Local Government Reforms. Since 2001 Tanzania has seen an ambitious set of policy in primary education and more recently in secondary education which it have contributed to dramatically improve the state of education in term of enrolment. Following the introduction of PEDEP (2002-2006) fees and other contributions were removed in primary public schools (Mbawala, 2017) and then secondary education (SEDEP) fees and other contributions were reduced, all these were mainly done so as to improve access and quality of education.

The government of Tanzania is currently implementing Education and Training Policy (ETP) of 2014 which among other common things it has embedded to

provision of Free-fee Basic Education. Respectively also the government is implementing SEDEP which change the financing system of Basic Education, the policy directs the government to finance education through capitation grants; capitation grants contributes much to the improvement of learning and teaching environment in schools, this comes as the alternative to former financing system where the government contributed part of the running costs and the rest were contributed through fees and parents contributions.

However, in 2015 after Hon. President John Joseph Pombe Magufuli came into power with the CCM manifesto declared the abolition of fees and other forms of contribution in all primary and secondary schools within the country and it was stated in the government circulars. According to free secondary education, it is expected that the government would cover the tuition fees in schools while the parents are required to meet the remaining requirements such as lunch, transport and the boarding fees for those in boarding school this would help the children from poor families to afford and access secondary education.

Since the implementation of the Free Education Policy in Tanzania in 2015, five years, there is a need to assess the how well the policy has been fairing in meeting its purpose of increasing access in secondary education and improve the education practices.

1.3 Statement of the Problem

Tanzania in 2015 burned all secondary schools to charge fees. This directive was given by President John Joseph Pombe Magufuli, the president of the United

Republic of Tanzania. The step to burn school fees in Tanzania is a mechanism for Tanzania to respond to Education for all (EFA) which was announced in the World Education Forum in Thailand 1995. The forum postulated that education is a human right and thus all children should have access to education at no cost. In Tanzania it is five year since the implementation of free education was practiced, it has noted that parents do not pay school fees and other dues like stationary funds, sports money and food money. Instead it is the government which allocates the funds each month to school for meeting administrative costs. The policy has led to high number of enrolled students in secondary schools compared to available resources like classrooms, toilets, books and laboratories. One can question how effective learning has been taking place under this context on high confectious.

Another serious problem is that, following burn of school fees, contributions and other fees in secondary schools' learners are not given food during lunch hours this happened when schools interpreted that parents were not allowed even to make small contribution for their children to get some food in the afternoon. Here there could be misconception to the interpretation of free education practice in secondary schools. The study intends to access perception of parents towards implementation of free education in secondary schools, the challenges of schools in implementation of FE, achievement of the implementation of FE in secondary school and lastly suggest ways in which the FE implementation practice can be improved in secondary schools in Ngara district.

1.4 Objectives of the Study

The study investigates on the assessment of free education implementation practice in secondary schools; A case of Ngara district.

The study was guided by the following specific objectives:

- i) Asses the perception of parents on free education implantation practice in Ngara district
- ii) Asses the challenges of free education implementation practice in selected secondary schools in Ngara district
- iii) Asses the achievements of free education implementation practice in selected secondary schools in Ngara district
- iv) Suggest ways in which the selected secondary schools could improve free education implementation in Ngara district.

1.5 Research Questions

The following research questions guided the study:

- i) What are perceptions of parents on free education implementation practice in Ngara selected secondary schools?
- ii) What are challenges of free education implementation practice in selected secondary schools in Ngara district?
- iii) What are the achievements have been brought as a result of free education implementation practice in selected secondary schools in Ngara district?
- iv) What are the ways that can be used to improve the free education implementation practice in selected secondary schools in Ngara district?

1.6 Significance of the Study

The study on the evaluation of FE implementation practice in community secondary schools in Ngara district is expected to handle feed the school equipment after increase of enrolment. This will guide mostly to regulate funds to meet school demands. The study is expected to reveal the challenges for implementation of free education practice and then possible solution to educate them to meet the access in the context of EFA. The study is expected to reveal what achievements the policy of FE has resulted after its implementation for five years. The experience on the overall performance of policy is expected to further procedure input that will guide further improvement of policies in Education.

1.7 Scope of the Study

The study was confined to four community secondary schools, and focused on evaluation of free education implementation practice in community secondary schools in Ngara District, where by the study involved all people that are directly involved in free secondary education including district education officers, head of the schools, teachers, parents and students so as to evaluate the level of implementation practice of free in secondary schools.

1.8 Conceptual Framework

Context: Free education policy, no fee, no sport money, no contribution, no food money is expected to improve school access in Tanzania secondary schools. Because the parents will have fewer burdens to shoulder the education costs as the result the student's enrolment will improve. In order to realise the process of improved education access there in need to

study the perceptions of the parents and other stakeholders, challenges, achievements and suggest the strategies to attain the free education policy in secondary schools.

Outputs: The whole process of the study is expected to be realised by improved access, improved education practices, improve human resources, attain education for All.

This is the way the nation wants to go to attain the education for ALL.

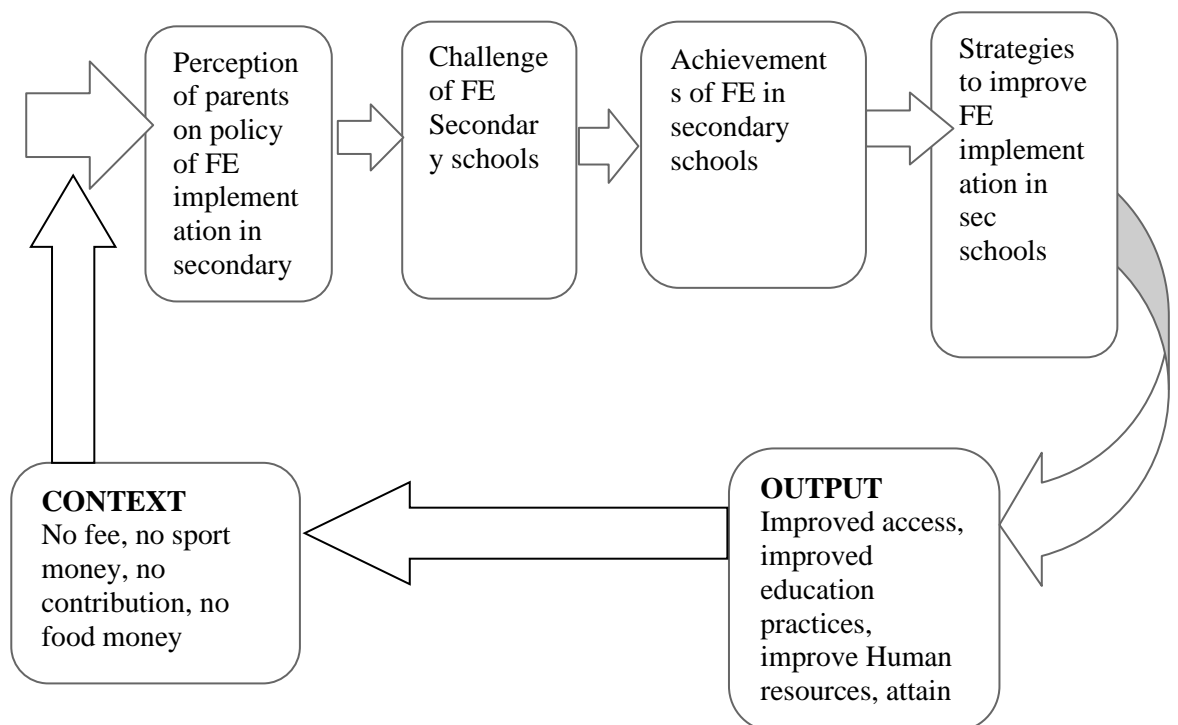


Figure 1.1: Conceptual framework of evaluation of free education implementation practice in secondary school in Ngara district

Source: Literature review 2020

1.9 Definitions of Terms

1.9.1 Free Education

Free education (FE) is associated with way the student study without paying school fee and other dues. Other dues are like sports money, funds to school meals and none paying of stationery funds. It is a move where the government shoulders most

significant costs in schooling process such as tuition fees, administrative funds and staff responsibility allowance for each month.

1.9.2 Secondary Education

Education which covers four years, where those pupils who completed standard seven of primary schools are expected to complete it within 4 years of schooling.

1.9.3 Implementation

Implementation means the process where school administration starts to follow administrative guides such as not sending children back to their home due to failure to meet any contribution. The implementation includes receiving funds and uses it to improve school such as rehabilitation funds, construction of new classrooms and heads of schools allowances.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two presents the literature review. It presents the theory used in the study, it presents the status of financing education in secondary schools, and further the review presents the imperial review and finally establishes a gap to be addressed.

2.2 Theoretical Literature Review

2.2.1 Theories Related to the Study

The theoretical underpinnings of this study, is based on one theory namely the System Theory. The system theory was developed by biologist Ludwig Von Bertalanffy. Little John (1983), defines a system as a set of objects or entities that interrelate with one another to form a whole. System theory is basically concerned with problems of relationships, of structures, and of interdependence, rather than with the constant attributes of object. The system theory views an organization, for example a school, as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. This theory is based on the view that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002).

The system theory maintains that, an organization (school) does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger

system such as the society or the economic system to which it belongs. The system approach is concerned with both interpersonal and group behavioural aspects leading to a system of cooperation (Koontz, 2001). Plomp and Pelgrum (1993) noted that an educational system is complex comprising of sub-systems at different levels; these are macro (national level), meso (school) and micro (classroom and the students) levels. At each of these levels, educational decisions are influenced by different actors, for example, at the school level the school committee/board, the heads of schools, teachers, and parents make certain decisions and give opinions on the management of the school.

The system theory emphasizes unity and integrity of the organization and focuses on the interaction between its component parts and the interactions with the environment. It suggests that, schools for example must be studied as a whole taking into consideration the interrelationships among its parts and its relationship, with the external environment. Schools are open systems; hence they respond to the external influences as they attempt to achieve its objectives. The implementation of the free primary education is an example of a change from the outer environment.

The system theory has had a significant effect on management science and understanding organizations such as school. A system is a collection of part unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. Systems share feedback among each of these three aspects of the system such as input, process and output. Following this view, free educational

implantation should consider the necessary stakeholders including, teachers, parents and the pupils lest it will prove failure.

2.3 Financing Secondary Education in Public Sector

Financing of education has been challenging to Tanzania and developing countries at large. Education finance refers to the governmental and organizational process by which revenues are generated (through taxation, fees and philanthropy) distributed and expended for the operational and capital support of formal schooling (James and Patrick, 2017). A good education financing system in public sector generates an adequate level of funding while in turn it promotes and equity aimed at optimizing the distribution of education quality and benefit among the members of the society (Kamau, 2015). For economic, social and political development in the country financing in education is inevitable, investing in education foster economic growth which enhance productivity that contributes human capital development which in turn reduces social inequality among the people within the society.

It is noted that the adequate level of resources that a country should devote to education the central level of resources invests helps determine the quantity and quality of education received by its children (Savendra, 2002) as to secondary level (Basic compulsory level) shall be part and sometime wholly financed by the state (World Bank,2005). Parents are now required by the law to ensure that children attend to school.

Historically financing in education particularly secondary education started far back during 19th century when most of industrialized states started expanding secondary

Education by making public expenditure on education as the direct share from the Gross Domestic Product (GDP) of the national income.

Max Roser and Oritiz (2018) adds that financing education in public sector is mainly through public funding so as to improve the access to education becomes basic education (primary and secondary) is now days perceived not only as a right but also as a duty, government are typically expected to ensure access to education

UNESCO (2005) tells that from the recent cross-country data world is expanding government funding for education following the implementation of the millennium Development goals (MDGs) where all participating countries committed themselves to the achievement of this goal and meeting set targets.

Education funding comes from many different sources the total level of funding a country dedicates to education is the result of the total level of funding provided by each one of these sources the main education sources of education finance are:

Public Finance: This refers to the total of resources allocated and spent in education by various levels of governments (central) regional and local as well as by public educational institutions. The government should spend at least of 6% of the GDP and/ or 20% of the national budget on Education.

Private source of Finance: This represents a significant share of resources and even a large portion of the total expenditures. Private sources include in general, mostly

household, civil society organization and the private sectors. However, the households pay for the overwhelmingly largest share of the total private financing as they do so by incurring both direct and indirect costs.

International sources: International sources of finance, including loans, foreign assistance in developing or low-income countries Tanzania included the following common methods area used to finance education in the Public sectors.

Central and local government that provides support to secondary schools by building classrooms developing curriculum, toilets, providing learning and teaching materials generally it supports education at every aspect. Moreover, families (households) contributions are in form of fees together with the community involvement. Some countries tax relief in some firms providing education are exempted from paying taxes that the government pay its subsidies. However Foreign assistance from the international organization such as UNESCO, UNICEF, USAID, UN among others give funds to the government in providing secondary education.

Generally, education is recognized as the society foundations which promote the growth of economic, where it facilitates the necessary process in the acquisition of the basic skills, knowledge and values hence raises national productivity.

The various benefit of investing largely in education it calls that government should take a full responsibilities for educating people although providing and financing education (FSE) is huge and complex hence many developing countries (Tanzania

included) experience inability to cope with the high demand for providing education .Therefore in financing secondary educations in Public sector calls the partnership between the government and non-government organization (PPPs) Public-Private Partnership in education (Komba and Yohana, 2013) .

2.4 Empirical Literature Review

Mohammedi et al (2015) this study sought to find out the constraints of implementing free secondary education (FSE) in secondary schools in Mandera West Sub-County, Mandera County, Kenya. The study is based on the theory of constraints as the researcher examines the factors constraining the achievement of FSE objectives. The study used the survey design. The main research instrument was the questionnaire. The validity and reliability of the questionnaire were determined before being used for data collection. The main findings of the study were that the management capacity of the principals, time of funds disbursement to schools and parental support affect the implementation of FSE. In addition, while members of Board of Management had a positive influence, the socioeconomic variables impacted negatively on the implementation process. It was concluded the FPE policy was not fully realizing its noble objectives of facilitating access to, and quality education. It was recommended that the Government of Kenya through the Ministry of education should increase the capitation and expedite the process of cash disbursement to the schools. In addition, the principals should not only be subjected to compulsory training in resource management but also the Directorate of Quality Assurance and Standards should increase the frequency of school supervision.

Yusuph (2019) this study intends to analyze the impact of the implementation of the Free Education Policy on Secondary Education in Tanzania. The study collected secondary data from ministries and other government institutions. Data were statistically analyzed and presented. Four assumptions related to enrollment rate, number of teachers, students pass rates and dropout rates guided data collection, presentation, and discussion. The findings demonstrate that the government decision to implement free secondary education policy on secondary education is the wisest one. However, since its inception in 2015, the Free Education Policy in many areas has found to have a slight impact on secondary education in Tanzania. The study, however, informs the government to put more efforts to effectively implement the promises of the policy without compromising the quality of education.

Ndunguru (2018) this study provides the profile on financing of the free education and its effects on the development of teaching and learning in primary schools in Masasi district. The study aimed at examining the effectiveness of financing free education alongside stakeholders' perceptions on free education policy. The study specifically focused at examining the trend and effectiveness in financing free primary education, assessing the perceptions of teacher and parents on free education policy, and assessing the effects of free education on teaching and learning development in primary schools. The study employed a mixed research design which is dominated by qualitative aspects; Masasi district was used as a case. 86 participants were involved in a sample set, whereby simple random and purposive sampling techniques were employed in selecting them. Methods which were used to collect data included interview, questionnaire, observation and documentary analysis.

Acquired data were analysed in accordance with their nature whereby qualitative data were analysed using content analysis method. On the other hand, quantitative data were analysed using SPSS as well as Microsoft Excel. The study found that the government has been providing capitation funds regularly to all public primary schools. The financing seemed not effective because the amount provided does not match with what was exactly needed in schools with regard to the number of pupils as far as the regulations are concerned. The findings show that despite the fact that parents were told not to pay school fees and other contribution, the implementation of the policy still involves payments of some voluntary contributions which to some extent are they must be paid contributions. With this, the free education implemented under the Education and Training Policy of 2014 is not free as it is being announced. Findings also revealed that free education had both positive and negative effects. On positive effects, it allows many children to access education regardless sex or their physical functionality. On the other hand, it is undeniable that there are some negative effects such as unequal ratios of teacher-pupil, Pupil-book, classroom-pupil, as well as lavatory-pupil.

Godida (2019) this study investigated the management capacity of heads of public secondary schools in the implementation of Free Secondary Education (FSE) policy in Singida municipality. The study was descriptive research survey which employed both qualitative and quantitative research designs. Questionnaires and interviews were used to collect data from 200 teachers, 10 school heads and 5 municipal secondary education officers. The findings indicated that heads of public secondary schools in Singida municipality possessed managerial skills to run their schools

effectively despite of being faced by several challenges, like inadequate funds to cater for some of the school needs, misconception by parents that FSE policy catered for all the fees and rapid increase of student enrolment. The findings further revealed that school heads use informal and formal coping strategies like community participation and informal peer coaching to manage the challenges of FSE.

Kindyamtima (2017) the general objective of this study was to examine the challenges facing school's management in the implementation of free education reform: A case of Dodoma region. The main objective was to determine the perceptions of heads of schools and teachers on a free education reform in secondary schools, identifying the challenges facing heads of schools in managing public secondary schools and identifying the strategies used by the heads of schools in subsidizing grants given by the government in managing the schools. The study adopted mixed research approach which employed descriptive survey design so as to accomplish the objective of the study. 80 respondents selected from among the secondary school teachers of Dodoma municipal and Kondoa District. Through semi structured interview and questionnaire the data were collected from this group. Quantitative analysis was done by the help of SPSS, while the qualitative analysis was done using content analysis and presented through description and explanation. The findings of the study reveal that, free educational reform has a positive phenomenon and supported by the majority as it increased the number of students. Lack of true information to the parents on what free education is abrupt implementation to education stakeholders such as heads of schools and teachers, deterioration of working spirit for teachers, economic hardship in schools which led

to scarcity of physical facilities and the insufficiency of human resources especially non-teaching staff. The study recommends; free educational reform to materialize there should be amicable cooperation among different stakeholders, cooperation between teachers, students and parents. The government should be an overseer in the harmonious cooperation and provide sufficiency funds in schools.

Mbawala (2017) the study investigated the effectiveness of fee free basic education provision in Tanzania Ruangwa District, Lindi region in Tanzania. The study was guided by four objectives including: Assess the stakeholder's conception of fee free basic education, assess stakeholder's implementation of fee free basic education in schools, investigate the challenges facing stakeholders in the implementation of fee free basic education in schools and find out ways to improve the future of fee free basic education provision in Ruangwa District schools. A sample of 130 participants was involved in the study. Three data collection methods included; questionnaires, semi-structured interviews and documentary reviews. Data analysis employed NVIVO 10 for qualitative data and Statistical Packages for Social Science (SPSS) version 20 for some quantitative data. Analysed data were presented in different formats such as graphs, quotes and tables. Findings revealed that 80% of teachers were aware of the innovation. Results indicated that stakeholders were involved in the implementation of FFE in many ways including educating parents, pupils, and community concerning the innovation, encouraging parents to send their children to school, and making sure that fee is not paid in schools, improving academic performance of pupils. The study revealed changes due to the implementation of FFE in Ruangwa. For example, it noted an increase in pupils' enrolment, attendance in

schools, demands of capitation grants in schools, supply of teaching materials than before, school services and buildings, opportunities for parents and guardian to engage in social and economic activities. The study recommends that it is rarely impossible for the new project to flourish without challenges, thus the observed challenges should be taken as catalysts for all stakeholders in the implementation of fee free basic education in Ruangwa District and beyond.

2.5 Research Gap

Various researches concentrated in different parts of the country provided the information about the status of implementing of free secondary education in the question of factors, challenges and ways improving since its inception in 2015. Few existing studies focused on investigating the achievement of provision of free secondary education towards developing community secondary, Primary Education as well. Also investigating on quality access on equity and student performance but there is no research have been done in Ngara District concerning to free secondary education provision and implementation. Therefore, on that argument this research is aiming at evaluation of free education implementation practice in selected secondary schools in Ngara district to fill the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology used in the study. It presents the research approach, research design, study area, population, sample and sampling methods. The chapter further presents the data collection methods, the data analysis and ethics to be used in the study.

3.2 Research Approach

This study adopted a mixed methods approach, which is a procedure for collecting, analysing and reporting of the data, mixing both quantitative and qualitative data at some stages of the research process within a single study (Creswell, 2002). The qualitative and quantitative methods were used interchangeably, thus both numerical and text data, collected concurrently, can help to bring a deeper understanding of the research problem (Tashakkori and Teddlie 2009).

3.3 Research Design

Research design is the plan or procedures for research that span the decision from wide assumptions to exhaustive methods of data collection and analysis (Creswell, 2009). Kothari (2004) defines research design within which the research is conducted it contains the blueprint for the collection, measurement and analysis of data. The research design adopted for the study is Mixed Method Design (MM). Creswell et al (2011) defines mixed method design as the method that focuses on collecting and analysing and mixing both quantitative and qualitative data in a single study or series

of studies. Tashakkori (1998) holds that this design allows the data to be mixed during analysis stages and facilitates the comparison, interrelation and further analysis of the two data sets.

However, the researcher chose the mixed method design because initial results needed to be further explained, one data resource may not be enough a second method is needed to enhance primary method also this method have the power to provide a stronger inferences in a study as it uses to transform one data type into another this is by qualifying quantitative results or quantifying quantitative results hence it provide a better understanding of the research problem than if one design could be used to inform the study.

3.4 Area of the Study

The area of the study was Ngara district. The district is based in Kagera region and borders close to the country of Rwanda and Burundi. The area focal point for the study as the current researcher works at one of the secondary schools based in Ngara district, Gray (2009) holds that rapport is very import factor for the researcher when want to initiate the data collection. The relationship that the current researcher has developed with the parents, heads of schools in Ngara District and staff were potential in accessing data for the study. Hence the choice of the area was done with purpose.

3.5 Targeted Population

According to Tuckman (2007) Referred the term population as the group set out to study. Omari (2011) adds that population is the totality of any group of unity which

have one or more characteristics in common to that area of interest and the researcher Kombo and Tromps (2006), population is the group of individuals, objects or item from which samples were taken for measurement. In this study target population consist of parents, heads of schools, district education officers, teachers and students.

3.5.1 Justification of Respondents

3.5.1.1 Students

Students are the key point in the sense that they are beneficiary of the free education implementation. They are the one who feel easy one their parents are freed not to contribute money in form of contributions and other dues like sport money, food money and stationery funds. They were in a position to spell out their experience of free education and the studying process including enjoying free services thus not troubled to be taken back home as a result of failure to pay school fees and other charges.

3.5.1.2 Parents

These are included in the study because they have experience to tell what do they experience following the Government declared that they will not pay school fees for their children attending school. They have experience to inform the study is it real free education in Tanzania?

3.5.1.3 District Education Officers, Headmasters/Mistress, Teachers

These fall in the group of school administrators that implement the free education practices in secondary schools. They were able to inform the study how the implementation was progressing.

3.5.2 Sample Size

Kothari (2006) defines a sample as the collection of some parts of population on the basis of which judgement is made. Ndunguru (2007) adds that sample is the part of whole population which is drawn to show the rest in a like. The information from the sample is used to represent the population.

Table 3.1: Sample size of respondents

S/N	Category of respondents	Number of respondents			
		F	M	T	Percent
1	District educational officers	1	0	1	1.25
2	Parents	25	25	50	62.5
3	School Heads	2	2	4	5
4	Secondary School teachers	5	10	15	18.7
5	Secondary School students	5	5	10	12.5
	TOTAL	38	42	80	100

3.5.3 Sampling Technique

Sampling refers to the process by which the researcher selects the number of individuals for the study in such a way that the individual represents the large group from which they were selected. Kombo and Tromp (2006) hold that sampling technique is the procedure used to select people, place or things to study in the target area. As the study used Mixed Method Research Design (MM), the research will use both probability sampling specifically simple random sampling and Purposive sampling.

3.5.3.1 Probability Sampling

Probability sampling technique is the type of sampling in which every individual has an equal chance of being selected or included in the sample. Shaughnessy *at al*

(2000) suggested that probability sampling is the most and best appropriate than the non-probability sampling in which it ensures that select samples represent the entire population. However specifically this research used simple random sampling. Kothari (2004) defines simple random as the method in which an element in the population have the equal chances of being selected in the representative sample of the population. Simple random is used if the sample obtained obeys the criteria of randomness. For the purpose of this study simple random sampling was used to select 4 secondary schools, 15 secondary school teaches and 10 secondary school students.

3.5.3.2 Purposive Sampling

Nduguru (2007) defines purposive sampling is the method in which element are selected deliberately basing on specific qualities they possess. Cresswell (2009) holds that purposive is a technique for selection element of sample to be studied in which researcher selects element purposefully because they possess useful information for the study. Shaugnesy *et al* (2000) adds that in purposive sampling members are commonly the one who have an expert or experience related to the purpose of the study. In this study the technique was used to get samples of Head masters/mistress and Education Officers and parents however gender was considered. Therefore, the study will use two types of sapling in a single study.

3.6 Data Collection Methods

In this study different data collection instrument was used. This means that it involved both Primary and Secondary data collection so as to get information from

respondent and other sources. Primary data collection methods include; Interviews and Questionnaires while the secondary data collection included; books journals and internet, however the use of observation method was used so as to prove the validity of what to be reported.

3.6.1 Interview

According to Stacke (2010) interview is the form of conversation with the purpose tailored to the achievement of the objective of research. According to Kombo and Tromp (2006) holds that interview is the interaction, face to face and the exchange of information that may one to interaction or group interaction.

However, Kothari (2004) accepts that, interview is a method of data collection which involves presentation of oral-verbal stimulus and reply in term of oral verbal responses through personal interview and telephone interviews. Both structured and semi structured questions will be used so as to find out what is in the people's mind on how they feel about purpose of the study. The method is very advantages as it provides a room to the interviewer to give more clarification which seems to be more not clear and at the same time the researcher may ask a respondent to expand on answers that are particular important (Ndunguru, 2007).

Generally, interview is the best approach since it provides room for the conversation and result is in a high response, although its disadvantages is researcher based and time consuming. Also, this method may sometimes produce different responses. The factors of forgetting and feeling shy may limit the response to come from the interviewees, (Patton, 2009).

3.6.2 Questionnaire

Questionnaire is the research instrument in which consisting a series of question from the respondent; White (2002) defined questionnaire as the method of data collection which comprises of the series of questions each one providing a number of alternative answers from which the respondent can choose. Kothari (2004) accepts that questionnaire method is an economical method on the ground that they can supply a considerable amount of data at a relatively low cost in terms of materials, money and time.

In this study the Questionnaire involved both closed ended questions and open-ended questions so as to get the qualitative information that would relevant to the study. Moreover, questionnaire is very important as it assures secrecy.

3.6.3 Focus Group Discussion

This is among of the research instrument which focuses more in collecting data which are very relevant to the selected topic. According to the Cohen L and Morrison K, (2000) define focus group discussion as the group of individual selected and assembled by the researcher to discuss and comment on from personal the topic that is the subject of the research.

Basically, this method involves identification of a group of people normally not more than eight where the questions are passed to them and answers are collected through discussion (Kombo and Tromp, 2006). It is considered a useful method for collecting information through organised discussion in which the respondents from

the same background and experiences discuss specific topic constructed by the researcher.

This method allows the respondents to agree or disagree with each other, in which it helps to get different range of opinion and ideas as the participants varies in term of belief, experience and practice. This method stimulates and promotes interaction among the participants on the phenomena where as in turn they cannot express it when they use different method of data collection individually.

3.6.4 Documentary Review

Documentary review refers to analysing and delving of the relevant information from primary and secondary sources. The study reviewed secondary source on challenges on the implementation of fee-free secondary education (Denscombe, 1998). Different written sources like (documents), books, reports, newspapers, journal Articles, Pamphlets, Published and unpublished thesis, dissertation retrieved from the internet sources where be consulted.

3.7 Validity and Reliability

3.7.1 Validity

Validity of research refers the way the tool measures what is supposed to measure. The current study used several ways to attain validity. The tool, questionnaire and interviews were piloted to the respondents to see their correctness and thoroughness. After piloting indeed there were no major change s of content of questions. This pilot assured the researcher that all respondents would have clear understanding on the

issue of free education in secondary schools in Ngara district. The study validity was also attained by submitting the questionnaire and interviews to the supervisor. The supervisor checked if the asked questions were in line with the research objectives.

3.7.2 Reliability

The reliability of the research is the way the research result are consistency over time. It the level the audience can rely on the developed research results (Gray, 2009). The current researcher attained reliability by triangulation. The first triangulation was associated with methods. The current study used both interviews and questionnaire and focused group discussion. Such triangulation made and increased the breath and thickness of the response than if the study could have banked on a single method. Another triangulation was sample. The study used multiple sample such as parents, students and teachers. This made the researcher to get varied responses on the same issue about free education. This increased the correctness of the results than the result that could have been developed from a single method only.

3.8 Data Analysis and Presentation

Data analysis refers to the examining what has been collected and making deductions and inferences from it (Kombo and Trompe, 2006). In this study both qualitative and quantitative data analysis technique was used. After all data collected the researcher conducted data cleaning which involved identification of incomplete or inaccurate responses which corrected in order to improve the quality of responses. The qualitative information was analysed through content analysis particularly from focus

group discussion. In other side the quantitative data was analysed with the help of computer software that is the Statistical Package for Social Science (SPSS) in a way that frequencies and percentage were commonly used. After the summarization the results will be presented in tables for ease interpretation and discussion.

3.8 Research Ethical Consideration

Webster Dictionary (1968) Assert that to be ethical is to conform, to accepted professional practices. In any research study, human being is the centre whom we can conduct investigation, therefore, it is a must obligation and responsibility to ensure that the researcher protect and recognize the right of the participants (humans).

Research Ethical consideration will be a great important that it adhere to the knowledge and truth so as to avoid errors for the researcher, adhering to the ethical guideline enable the participants to make ethical judgement and decisions that can comply with principles of research.

Ethical principles in the conducting of research include confidentiality and respect for a person (participants), justice, informed consent, and the privacy. Additionally, the study observed voluntary participation, harmlessness, and sense of anonymity (Bhattacharjee, 2000). Firstly, before going to the field for the data collection, the researcher obtained research clearance letter from the Open University of Tanzania and directly submit it to the District authority. Thereafter the researcher provided with permission letter by District Executive Director (DED) to collect data from

schools, due to that the researcher made appointment to meet all the respondents of the study.

Secondly, as the study involved different research instrument for data collection such as interview, questionnaire and focus group discussion the researcher developed report (relationship) with the respondents by how long the interview then explained to them the great reason for the interview. The names of the research respondents and names of the school used. Not be exposed, instead codes were used and the feedback sessions were organised so as to be familiar with the research results.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The following chapter presents data; it starts with the background information, and then followed by the data presented from the interview and then questionnaire. The data are presented using the objectives of the study.

4.2 Background Information

Table 4.1: The table showing the age of the respondents participated in the study

Sn	Age interval	frequencies	percentage
1	15 - 25	20	25
2	25 - 40	50	65.5
3	41 - 60	10	12.5
4	60 +	0	0
5	Total	80	100

The age of the respondents seems to skew toward the young age of 25 to 40 with 65.5 percent. This may speak that the respondents who were involved in the study were energetic being aware of the current issues such as that of the free education policies implementation, so their inclusion was rational and was expected to inform the study accordingly.

Table 4.2: Education background for the respondents

Sn	Education Qualification	Frequency	Percentage
1	Primary Education	25	31.25
2	Diploma Secondary Education	40	50
3	Degree in education	10	12.5
4	Others	5	6.25
	Total	80	100

The majority of the respondents' education level was of significance above (Diploma Secondary Education), to produce reasons and experiences about the education policies including the free education policy implemented in Tanzania since 2015. These were 62.2 percent, so their understanding was expected to inform the study accordingly.

Table 4.3: Work experience

SN	Year of working	Frequencies	Percentage
1	5 - 10	10	27
2	10 - 15	20	54
3	15 - 20	5	13
4	20 +	2	5
	Total	37	100

The free education policy was initiated and started to be implemented in Tanzania since 2015. This is to say all of the respondents have some experience as they have experiences in their work of more than ten years. This was a possible position for the current researcher to capitalize on the experience these employees have gained in their teaching that includes the implementation of the free education policy in secondary schools.

4.3 Perception of Parents on the Implementation of Free Education in Selected Secondary Schools in Ngara District

The interview held in Ngara between the current researcher and the parent / one of the parents showed that parents have positive attitude towards the free Education in Secondary Schools in Ngara. The parents confessed the following about his perception toward FE implementation.

“We have seen the introduction of Free Education allowing many children to be in school, for those without economic ability to pay for tuition fees, this is a good thing to us parents as it lessens the burden to pay fee and we can use those money to do another developmental activity in the community”.

“Watoto wanaozurula ovyo bila kazi hawapotena watoto wana kwenda shule na kupata ujuzi”

Another parent in focused group discussion revealed that the free education has helped them to send their children to school without much trouble. The parent was quoted saying:

*“Hata wazazi wasio na kahela tumeweza kupeleka watoto wetu Shule, tunabaki na matumizi madogo madogo tu ya unifomu, viatu na chakula nyumbani.
Wasiojiweza wanaingia shule bila shida Serikali ya Magufuli imetusaidia karo”.*

A teacher who teaches in one of the Secondary Schools in Ngara explained the following related to his perception about free education implementation.

“Parents have good perception about Free Education, they have responded by sending their children to school in number. This is because they see the programme has helped them to lessen the financial burden. They much appreciate the decision of the president Magufuli for this policy. They said further now days enrolment is high in school than when the policy was not practised in Secondary Schools”.

An administrator, who is experienced in administering school, had the following opinion about FE implementation in Secondary Schools in Ngara.

“The policy is really good; it has increased enrolment in schools. However, the parents have received it to be good and everything is to be paid by the government. This is real a trouble because the government cannot carry all responsibility, like food, stationery and uniform. Some perception on free education has resulted reluctant of parents to contribute towards school development activity like food and construction”

The teacher in one of the secondary schools in Ngara revealed the following about the parents' perception on the free education implementation in Ngara District. The teacher said:

“The FE has been well received because the parents are sending their children to schools, without being troubled by contributions. The Government is paying for contribution earlier paid by parents. These were tuition fee, security, sports money and other money contribution. Anything related to cost being administrative cost, funds for physical resources are being covered by the Government so parents see this coming of this policy being a relieve to them and a blessing”.

A parent in Ngara District had the following opinion about free education implementation:

“The free education practice is not real free education, parents require to pay for food, for extra tuition at school, the parents pay uniform money and buy exercise books; we see the government not being realistic on the real concept of free education”

Other parents had this to say about parents' perception on free education.

“This is not free education, because parents are incurring costs in uniform, they cause confusion in our community”.

Other parents during focused group discussion said:

“Parents are paying contribution of food text/exercise school bags and sport. This is not free education; contributions are still on the rise. We better declare that we go back to old system”.

Students during focus group discussion had the following to opinions on the free education implementation in schools in Ngara.

“The policy has been useful for parents; parents have sent their children to school and children have enjoyed their right of education”.

When students were asked about parents' perception about free education implementation, they responded as follows: -

“Parents used funds to send these children to school, pay fee, buy bags, buy text books and other costs but with introduction of free education parents meet small cost of uniform and buy text books only, this had revived the right of children to attend school without fail”.

Table 4.4: Perception of parents towards free education in Ngara district

No	Statement on: Perception of Parents on FE	SA	A	UD	D	SD
1	FE has lessened burden to pay school fees for our children	32(53.3%)	24(40%)		4(6.6%)	
2	Free Education has increased enrolment in Ngara secondary schools	28(46.6%)	32(53.3%)			
3	Free education has reduced drop out		24(40%)		16(26.6%)	20(33.3%)
4	Free education has improved school infrastructure		2(3.3%)	6(10%)	22(36.6%)	30(50%)
5	Free education has improved pass rate in secondary schools	18(30%)	32(53.3%)		6(10%)	4(6.6%)
6	Free education has improved facilities – laboratory	14(23.3%)	38(63.3%)	4(6.6%)	4(6.6%)	
7	Free education has improved security of learners (food)			6(10%)	24(40%)	30(50%)

Source: Field data 2020

Key SA: Strong Agree, A - Agree, UD - Undecided, D- Disagree, SD- Strong Disagree.

The table 4.4 shows that most of the respondents were accepting FE to be useful in increasing education access to the children in Ngara district. This was supported by items under this table. For example 93.3% of the respondents agreed that free

education lessen burden of payment to parents; 100% of the respondents agreed that FE has increased enrolment in Ngara secondary schools; 83.3% of the respondents agreed that the FE has improved pass rate and lastly 86.6% of the respondents agreed that FE has improved facilities in school (laboratory). The questionnaire however showed that the respondents disagreed on 3 items on free education to bring good learning atmosphere in school. The item disagreed to be good in schools were drop out, infrastructure and food to students.

4.4 Challenges Facing Implementation of Free Education in Ngara secondary Schools

Interviews held between the current researcher and the interviewee showed that despite some good aspects brought about by the free education in secondary schools in Ngara, the policy has created problem of classroom congestion. The head mistress at one of the secondary schools revealed the following during interviews.

*“The policy of free education is really good but immediately after implementation, parents sent their children to schools. The classrooms are now **congested** so classes are imangeable. This scenario has forced the schools to adapt double shifts. By double shift means the school hours are cut to accommodate two shifts. This causes failure of syllabus coverage”.*

A parent during interview said the following related to challenges of Free Education implementation in selected secondary schools in Ngara.

"The policy of Free Education has resulted to classroom congestion; classes are now accommodating more than one hundred students. The teacher fails to manage these classes, even understanding is also a problem due to classroom congestion".

Parents during interview revealed the following challenge related to the implementation of free education policy in Ngara Secondary Schools. The parents articulated that:

"Since free education was introduced, parents have become reluctant to contribute any contribution and even buy necessary requirement for their kids like books, exercise books and schools' uniforms. This is because the parents perceived everything would be covered which is not true. The true situation is that the parents have their role to play."

Another respondent during focused group discussion said that:

*"The policy on free education does not accommodate meal for learners in schools, learners came to school since morning to late evening (5.00pm) without **pollidge or meals**, our children cannot follow well studies under this situation"*.

The teacher during interview stated that:

*"The introduction of free education policy in school has resulted to congested classroom; classrooms are accommodating more than 60 students in schools. This has resulted increase of students and has resulted to disturbance in teacher student ratio. Moreover, overclouded schools have created tension over small resources of toilet, a school of 700 students has only two **toilets**. This is unhygienic practice and can lead to outbreak of diseases"*.

A parent during focus group discussion reflected the following in relation to the challenges facing implementation of free education in secondary school, the parent said:

"The Free Education resulted to the challenge of administration in schools. The funds sent by the government in schools are not enough. This caused the school heads to opt for small contributions from parents like stationary. The policy indeed has caused confusion between the schools heads and parents because parents refuse to do things even that were expected to do such as buying school uniforms and buying other children needs, only based on the statement of free education in schools".

Table 4.5: Challenges facing schools due to FE implementation

No.	Statement on Challenges of free Education implementation	SA	A	UD	D	SD
1	Free Education has increased student's enrolment books are not enough	42(70%)	10(16.6%)	8(13.3%)		
2	Free Education has caused stress on Laboratory facilities	20(33.3%)	18(30%)	4(6.6%)	4(6.6%)	14(23.3%)
3	Free Education has resulted to learners not taking food during lunch hours	18(30%)	28(46.6%)		4(6.6%)	8(13.3%)
4	Free Education has caused discipline problem- due to many students enrolled.	18(30%)	16(26.6%)	6(10%)	2(3.3%)	18(30%)
5	Free Education implementation has caused stress on Teachers teaching load	36(60%)	24(40%)			
6	Free Education implementation has resulted to congestion in the classroom.	50(83.3%)	10(16.6%)			
7	Free Education implantation has resulted to shortage of toilets	50(83.3%)	10(16.6%)			
8	Free Education has resulted to shortage of desks and chairs	26(43.3%)	34(56.6%)			

Source: Field data 2020

Questionnaire in Table 4.5 indicates several challenges that have faced schools as a result or since Free education Implementation, some statements opined indicate this for example:86.6% are the respondents agreed that FE implementation has caused shortages of books in schools; 63.3% of the respondents agreed that free education implementation has caused stress on the laboratory facilities; free education implementation has led to stoppage of meals to students, the respondents agreed that free education has caused discipline problem in schools. 100% of the respondents agreed that FE has created stress on the teachers teaching Good. Lastly 100% agreed that, free education has caused congestion. 100% of the respondents agreed that free education implementation has created challenge of toilets. Lastly, the 100% of the respondents agreed that, free education has caused shortage of desks in secondary schools in Ngara district.

4.5 The Achievements of FE Implementation Practice in Secondary Schools in Ngara

The interviews held between the current research and the interviewee (headmistress) showed that the Free Education implementation brought about achievement in Secondary School system interview said that:

“The Free Education implementation has resulted to improvement in Examination results at all levels. This is because the school is now having funds to purchase most needed school requirement for improving teaching and learning. The school receives capitation each month we buy chalks, we purchase laboratory equipment, we buy laboratory chemicals. So, all these have improved teaching and learning environment whichh improve academics”.

A parent revealed the following related to achievement of Free Education Implementation secondary schools he narrated:

The Free Education has resulted both advantages to the community and to the government. To community, parents are no longer paying for fee, the money meant to pay fee, the money are used by parents for developmental activities. To the government, the free education resulted to improved human resources. As those who are educated gain skills for employment and self-employment.

The teacher during interview explained that, the free education has resulted improvement of transitional rate, pass rate for students joining form one and those joining form five has improved. So, the free education has done improvement in delivery of education.

The interviews have revealed that the examination result has improved: earlier; students were being chassed by the school teachers to look for fee. Look, for

example form four results of 2019 were very good compared to the previous examination results. Students are settled in classes. Parents are not taken to VEO and WEO for not contributing required money. All costs are covered by the government. The interview has revealed free education implementation has improved much on the education system, we have noted large number of students accessing schools and number of people knowing how to read and write.

Table 4.6: Achievements of FE implementation in secondary schools in Ngara District

SN	Statement on: Achievement of FE implementation in secondary schools in Ngara	SA	A	UD	D	SD
1	Free Education Implementation has improved students enrollment	36(60%)	24(40%)			
2	Drop out has been decreased due to FE Implementation	10(16.6%)	26(43.3%)	8(13%)	14(23.3%)	2(3.3%)
3	Availability of school buildings have been improved due to FE	2(3.33%)	4(6.6%)	4(6.6%)	26(43.3%)	24(40%)
4	Pass rate has been improved due to FE implementation in secondary schools in Ngara	14(23.3%)	40(66.6%)	2(3.3%)		4(6.6)
5	Supply of Books have been improved due to availability of funds under FE implementation	4(6.6%)	36(%)	6(10%)	14(23.3%)	
6	Disturbance of sending children back to their homes for fees has been stopped due to FE implementation	60(100%)				
7	Sports funds are paid by government under FE		16(26.6%)	24(40%)	4(6.6%)	16(26.6%)
8	Stationery funds are paid by government under FE	6(10%)	14(23.3%)	28(46.6%)	10(16.6%)	2(3.3%)

Source: Field data 2020

The table 4.6 showed that the free education implementation practice in Ngara district has resulted to the following achievements responses of the opinion of respondents. 100% of the respondents agreed that the free education implementation has resulted to the achievements improving enrolment in schools; 59.9% of the respondents agreed that the free education has resulted to the decline in students

drop out; 89.6% of the respondents agreed that pass rate in Ngara secondary schools has improved; under the free education schools have stopped chassing students back home to collect fees (100%); however respondents disagreed that funds is paid by governments for stationary, sport and infrastructure.

4.6 Strategies (ways) to Improve Free Education Improvement in Secondary Schools

The interview and focus group discussion all brought about experiences of respondents on the ways/strategies to improve FE in schools: improve number of teachers in school; improve infrastructure; improve classroom construction, sport development and improve supply of books.

Table 4.7: Ways to Improve FE implementation practice in Ngara Secondary Schools

SN	Statement on: Ways to improve FE implementation in Ngara Secondary Schools	SA	A	UD	D	SD
1	FE implementation should allow some contributions like food to improve its implementation	32(53.3%)	28(46.6%)			
2.	NGO (Non-Government) church , contribute to funding Education	30(50%)	24(40%)	6(10%)		
3	Community contributes materials to improve the construction of classrooms	32(53.3%)	24(40%)		4(6.6%)	
4	Community allowed to contribute money on voluntary basis to improve school facilities	36(60%)	22(36.6)			2(3.3%)
5	Government to improve timely supply of funds to schools	20(33.3%)	36(60%)	4(6.6%)		
6	Government to increase the amount of funds sent to schools each month	20(33.3%)	32(53.3%)	8(13.3%)		

Source: Field data 2020

Table 4.7 showed opinion of the respondents who suggested the strategies to improve the free education implementation in Ngara secondary schools. These were as follows: (100%) of the respondents agreed that some contributions of food from community should be allowed to improve the policy. 90% of the respondents agreed that governments should allow non-government (church) contribution of funds to improve the finances in schools. Other strategies agreed were increased amount (86.6%); improve supply of funds to school (93.3%) and allow voluntary money construction to improve schools facilities (96.6%).

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The following chapter presents discussion of findings, it presents discussion based on the data presented in chapter four and that were collected from interviews and questionnaire. The presentation was guided by research objectives, which are perception parents have over free education implementation practice, the challenges faced free education implementation in Ngara Secondary Schools, achievements free education brought in secondary schools in Ngara and strategies can be used to improve free education implementation in Ngara Secondary Schools.

5.2 Perceptions of Parents toward Free Education Implementation Practice in Selected Secondary Schools in Ngara District

The data collected through interviews and questionnaire indicated mixed perception on the parent's perception towards free education implementation practices in Ngara District. The findings indicated that there were parents who perceived free education implementation as a blessing, a useful policy that has created chance for many learners to access secondary education. This free Education is a chance for many learners who were in streets without going to school, to attend schools and acquire relevant skills and employed or do self -employment. This perception of parent was also echoed in the questionnaire where 93.3 percent of respondents agreed that free education has lessened burden to parents to pay school fees.

Mohammedi et al (2015) had similar observations when studied free education implementation in Kenya. The main findings of the study were that the management capacity of the principals, time of funds disbursement to schools and parental support affect the implementation of FSE. Furthermore the findings established above extended observation made by Yusuph (2019) when it was revealed that the findings demonstrate that the government decision to implement free secondary education policy on secondary education is the wisest one. However, since its inception in 2015, the Free Education Policy in many areas has found to have a slight impact on secondary education in Tanzania. The study, however, informs the government to put more efforts to effectively implement the promises of the policy without compromising the quality of education.

Another finding from interview indicated however that, the free education implementation was not a blessing. The parents revealed that the policy has created hurdles to parents and difficulties to students. The parents lamented that learners are congested and infrastructure are not enough anymore. The parents revealed bitterly that learners attend to school since morning to late evening without having lunch or porridge. The situation limits learners to follow studies effectively. The questionnaire supports this observation where respondents disagreed by 90% that under free education implementation food serves have improved at school.

In a focus group discussion, it was also revealed that, free education implementation has come but some costs are still on the rise for example parent cited case where parents are required to contribute money to meet cost of extra class teaching for their

learners at school in Ngara district. The finding of Negative effect of FE was established also by Ndunguru (2018), finding show that despite the fact that parents were told not to pay school fees and other contributions, the implementation of the policy still involves payments of some voluntary contributions which to some extent are the-must-be-paid contributions. With this, the free education implemented under the Education and Training Policy of 2014 is not free as it is being announced.

5.3 Challenges Resulted from Free Education Implementation Practice in Secondary schools in Ngara District

5.3.1 Free Education Implementation Has Caused Classroom Congestion

Free Education policy implementation has resulted congestion. The interviews reflected that following it implementation in Secondary Schools in Ngara District the parents responded by sending their children in numbers. This caused schools to be over loaded with learners compared to the available space. The interviews reflected that the schools are now congested and the school administration has to opt for double shift. Double shift causes the school learning time to be cut and consequently the teachers can not cover the required syllabuses.

Further the interview revealed that in some classes in Ngara District, there more than one hundred students while such number of learners are rising. The schools have no ability to accommodate students with desks and chairs. The questionnaires results show that respondents agreed by 100% that the Ngara Secondary Schools are congested following Free education policy implementation. The Questionnaire

further supported the above interview where respondents agreed by 100 % that free education has resulted to shortage of desks and chairs.

5.3.2 Free Education Implementation Caused Food Insecurity to Students

The interview results showed that following Free Education implementation schools were burned to do any contribution from parents. This caused cessation of small contribution that were made by parents to facilitate learners to have meals at school. At the same time funds allocated for all schools are not meeting the meals purchasing for students. The interview showed that learners report at school since morning to late evening 5.00 pm without meal. This has impaired the ability of students to follow studies effectively. The questionnaires result supported the above finding from interview, where 76% of the respondents agreed that free education resulted to learners not taking food during studies at school.

5.4 Achievements of Free Education Implementation Practice in Ngara Secondary Schools

5.4.1 Examination Result under Free Education

The interview data indicates that free has resulted to improvement on pass rate for the learners at Secondary School levels. This was so because the heads of schools have the ability to purchase the need teaching and learning materials for students and teachers. The interview further informed that, now day's heads can purchase laboratory equipment, chemicals and reagents to allow practical sessions for science students. Further, the interview revealed that learners are settled in class and no such

game of chasing students to go back home for fees collection. The students and parents are not taking learning time to addressing fee cases to VEO and WEO.

The above finding from the interviews are supported by questionnaire results where 89.9 parents of the respondents agreed that pass rate in Ngara secondary schools has improved under free education policy implementation.

5.4.2 Free Education Has Improved Education Access

The interviews revealed that before free education many learners dropped from school because their parents could not pay tuition fee required at schools. There were many chasings of children to go back home to collect free. The interview revealed that the parents had to sell whatever subsistence crops to get money for free payment. But following instruction and implementation of the education in Ngara, the street children are not there, they attend school and get relevant skills that enable them being employed or do self-employment. In an interview it was further revealed that the free education has reduced the number of street young learners who end up being bandits. As Tanzania respondents to the free Education for all declaration meet in 1995 and emphasized in Senegal, Dakar framework for action we see Tanzania has made a tremendous move in attaining EFA philosophy by allowing many young learners to access education. This finding was echoed in the questionnaire where 100% of the respondents agreed that Free education has improved school enrolment. Mbawala (2017) was in the same view with the above findings when explained that the changes brought by FE implementation in Ruangwa district was improved

students' enrollment, improved teaching in school due to availability of funds to purchase teaching and learning materials.

5.5 Strategies to Improve Free Education in Ngara Secondary School

The focus group discussion and interview both revealed that the government can improve free education policy by adapting to the following ways. Hostel construction, improve teacher supply improve capitation disbursement on time, construct more toilets, buy additional text books, chemical and water supply construction of new classroom and improve sports development.

The above funding was also reflected in the questionnaire results where respondents agreed the following to be possible strategies to improve free education implantation in Secondary Schools in Ngara District. The strategies were allowing contribution of food from community (100%), church contribution in school (90%) allow community contribution (93.3%) community to be allowed to contribute money voluntarily (96.6%); improve timely supply of funds (93.5%) and increase amount of funds sent to schools (86.6%).The above finding extends the findings by Godda (2019) The findings indicated that heads of public secondary schools in Singida municipality possessed managerial skills to run their schools effectively despite of being faced by several challenges, like inadequate funds to cater for some of the school needs, misconception by parents that FSE policy catered for all the fees and rapid increase of student enrolment. The findings further revealed that school heads use informal and formal coping strategies like community participation and informal peer coaching to manage the challenges of FSE.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter presents the summary, summary of findings, conclusion and recommendations. Summary of findings are presented using research questions developed in chapter one.

6.2 Summary

The study on the evaluation of the free Education Implementation practice in selected secondary schools in Ngara District was guided by four research objectives; the first was: to assess the perception of parents towards Free Education Implementation in Ngara Secondary schools, second, to assess the challenges facing the implementation of FE in Ngara District, third, to assess achievements caused by the FE implementation and lastly, to assess and establish strategies that can be used to improve the FE Implementation in secondary schools in Ngara District. The study was guided by a mixed method design, where the interviews were used to collect data and later the questionnaire was used as additional data collection method. The study used a sample of 80 respondents, who were parents, students, education officers, head of schools and secondary school teachers.

6.3 Summary of Findings

The first research question inquired on the perception parents over the implementation of free education in secondary schools in Ngara District. The

discussion in chapter four revealed that the perception of parents toward FE implementation has mixed perceptions. There parents who felt that FE is a blessing and a good policy because it has allowed many young learners to access school and learn relevant skills which make them being employed or of self- employment, further the findings showed that the perception of parents was good as the FE has lessened the burden of parents to pay tuition fees in such situation they are not using their funds for fee, but they use such funds to do other developmental activities in the community.

However, the perception of parents was reflecting on interview showed negative perception of parents towards the FE implementation. The parents revealed that still parents are required to pay funds to cover extra studies at school. It can be generally said that although there were parents who had the negative perception toward free education but the perception of parents towards FE was seen to be positive and majority saw it as good policy that has increased access, despite some negative perceptions from few respondents.

The second research question inquired on the challenge resulted from FE Implementation; the policy on free education has created two major problems. The first is classroom congestion: following high response of parents to send their children to school, the high number of students was not any more being accommodated by classrooms. As the result, the classes are having large number of learners, more than 60 students and in some cases 100 students. The congestion has forced schools to adopt shifts. The shifts were seen to be solution for classroom

congestion: however, the shifts created time cut and teachers cannot cover the required syllabuses. The findings further nshowed that FE has resulted to problem of meals in schools. The schools since FE policy initiated, they were burned to collect contributions from parents. This resulted for young learners fail to get food services situation which affected their ability to concentrate in the class activities.

The third research question inquired on the achievements brought by the FE implementation in secondary schools in Ngara district. The findings have shown that most prominent achievement were: FE has rised the pass rate, thus improved transitional rate (form four to advanced level) and FE has improved education access. This went hand in hand with number of people knowing how to read and write. The achievements are indicator for Tanzania efforts to attain (EFA)(1995) and Dakar framework for action (2000).

The fourth research question inquired on the strategies to improved FE in secondary schools in Ngara, the findings revealed that allowing community to contributed food in schools, government to improve funds distribution, increase amount of capitation, and construction of hostel and Improve services to students' water, sports and laboratories were suggested strategies.

6.4 Implication of Findings

The results have shown with clear evidences that, the policy despite of being a blessing by improving education access, improve pass rate, improve infrastructure and improve quality of teaching, there is need for the policy review so that the policy

makers can review some of its directives. For example, there must be permission to the heads of schools to allow them collect contribution meant to prepare food (meals) for all learners in schools. It is nonsense to rejoice on achievement of FE Implementation while we see learners attend school while starved.

6.5 Implication of System Theory to This Study

The system theory suggests that the school does not exist in isolation, but further depends on the environment around it, for its existence. Equality when the policy of free education was initiated, the policy was well received by community, that's why parents responded by sending children in schools. This shows that the system theory works as the way policy of free education has worked in the community system. This shows that for the school to exist it must also consider other nearby systems such as the community.

6.6 Conclusion

The study by the government to introduce free education policy in secondary schools has now taken over five years. The study has indicated that the policy has increased access, improved examination performance, improved transition rate and it has lessened the big burden parents had in paying tuition fees to their children. An access is seen as an effort by the nation to attain Education for All (EFA) philosophy. Though some problems were noted such as congestion and food problem, still the policy has the room to improve by allowing parents, NGO's contribution as well as supplying more school teachers, build laboratories and improving the amount allocated for school (capitation funds) .The policy should not be taken as a political

panacea, but purely on effort of Tanzania to increase access and attain (EFA) philosophy.

6.7 Recommendations

- i) Since food/meal was noted as challenge for FE Implementation, government should relax its guidelines to allow parents to contribute small amount of money and meal for meals at school.
- ii) Congestion should be addressed by constructing more classrooms to allow learners to study comfortably and cover the relevant syllabus in time.
- iii) There parents who seems to be negative on the policy, they need to be involved in this innovation of education, as they are key stakeholders in education system. Their activeness will motivate the government and bring effective use of government recourses in schools.
- iv) Government has to realize that increase in number of students requires deploying more secondary school teachers so employing teachers is essential. This will allow teachers to work under conducive environment without excessive teaching load.

6.7.1 Recommendation for Further Studies

- i) The study on the Evaluation FE implementation practice secondary schools focused Ngara district only, a new study is recommended to be done in the entire region of Kagera to see the result on FE implementation

- ii) Methodology used in this study was a mixed method design covering interviews and questionnaire a new study may be done using case study design.

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APPENDICES

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam

I am NSORORO Daniel, a student of Open University of Tanzania pursuing Master Degree of Education in Administration, Planning and Policy Studies (MED-APPS).I am undertaking a research on evaluation of free education implementation practice in secondary schools in Ngara district. I am interested to learn much from you, thus please help me to answer the following questions. I assure you that everything is confidential. There should be no fear on your side. It is my expectation that you will give me complete and sincere cooperation throughout my study.

Section 1: Demographic Data (put a tick) to the respective answer

i) AGE

15 – 25	
25 – 40	
41 – 60	
60 +	

ii) Education Background

Education Qualification		
I	Primary Education	
II	Secondary Education	
III	Degree	
IV	Others	

iii) SEX

S/N	SEX	(tick)
I	MALE	
II	FEMALE	

WORK EXPERIENCE

SN	YEARS	(tick)
1	5 – 10	
2	10 - 15	
3	15 – 20	
4	20 +	

i) Perception of Parents on Free Education Practice Implementation in Ngara district

Key SA: Strong Agree, A – Agree, UD – Undecided, D- Disagree, SD- Strong Disagree.

No.	Statement on: Perception of Parents on FE	SA	A	UD	D	SD
1	FE has lessen burden to pay school fees for our children					
2	Free Education has increased enrolment in Ngara secondary schools					
3	Free education has reduced drop out					
4	Free education has improve school infrastructure					
5	Free education has improved pass rate in secondary schools					
6	Free education has improved facilities –laboratory					
7	Free education has improve security of leaders (food)					

ii) Challenges facing schools due to FE implementation

No.	Statement on Challenges of free Education implementation	SA	A	UD	D	SD
1	Free Education has increased students enrolment books are not enough					
2	Free Education has caused stress on Laboratory facilities					
3	Free Education has resulted to learners not taking food during lunch hours					
4	Free Education has caused discipline problem- due to many students enrolled.					
5	Free Education implementation has caused stress on Teachers teaching load					
6	Free Education implementation has resulted to congestion in the classroom.					
7	Free Education implantation has resulted to shortage of toilets					
8	Free Education has resulted to shortage of desks and chairs					

iii) Achievement of FE implementation in secondary schools in Ngara District

SN	Statement on: Achievement of FE implementation in secondary schools in Ngara	SA	A	UD	D	SD
1	Free Education Implementation has improved students enrollment					
2	Drop out has been decreased due to FE Implementation					
3	Availability of school buildings have been improved due to FE					
4	Pass rate has been improved due to FE implementation in secondary schools in Ngara					
5	Supply of Books have been improved due to availability of funds under FE implementation					
6	Disturbance of sending children back to their homes for fees has been stopped due to FE implementation					
7	Sports funds are paid by government under FE					
8	Stationery funds are paid by government under FE					

iv) Ways to Improve FE implementation in Ngara Secondary Schools

SN	Statement on: Ways to improve FE implementation in Ngara Secondary Schools	SA	A	UD	D	SD
1	FE implementation should allow some contributions like food to improve its implementation					
2.	NGO (Non Government) church, contribute to funding Education					
3	Community contributes materials to improve the construction of classrooms					
4	Community allowed to contribute money on voluntary basis to improve school facilities					
5	Government to improve timely supply of funds to schools					
6	Government to increase the amount of funds sent to schools each month					

Interviews for (HEADS AND DEO)

Dear Sir/Madam

I am NSORORO Daniel, a student of Open University of Tanzania pursuing Master Degree of Education in Administration, Planning and Policy Studies (MED-APPS). I am undertaking a research on evaluation of free education implementation practice in secondary schools in Ngara district. I am interested to learn much from you, thus please help me to answer the following questions. I assure you that everything is confidential. There should be no fear on your side. It is my expectation that you will give me complete and sincere cooperation throughout my study.

Section 1: Demographic Data (put a tick) to the respective answer**i) AGE**

15 – 25	
25 – 40	
41 – 60	
60 +	
total	

ii) EDUCATION BACKGROUND

Education Qualification		
I	Primary Education	
II	Secondary Education	
III	Degree	
IV	Others	

iii) SEX

S/N	SEX	(tick)
I	MALE	
II	FEMALE	

iv) WORK EXPERIENCE

SN	YEARS	(tick)
1	5 – 10	
2	10 - 15	
3	15 – 20	
4	20 +	

The Government has been implementing FE in Secondary Schools since 2015. This is Government circulars which must be adhered to attain (EFA)

- i) What is the perception of parents on the implementation of free Education practice in secondary schools in Ngara?

- ii) What challenges have been experienced in Secondary Schools as a result of FE implementation in Ngara District?
- iii) What achievements have been brought about as a result of FE implementation in secondary schools in Ngara district?
- iv) What ways can be used to improve further the policy of FE implementation in secondary schools in Ngara district?

FOCUS GROUP DISCUSSION FOR PARENTS AND STUDENTS

I am NSORORO Daniel, a student of Open University of Tanzania pursuing Master Degree of Education in Administration, Planning and Policy Studies (MED-APPS). I am undertaking a research on evaluation of free education implementation practice in secondary schools in Ngara district. I am interested to learn much from you, thus please help me to answer the following questions. I assure you that everything is confidential. There should be no fear on your side. It is my expectation that you will give me complete and sincere cooperation throughout my study.

Section 1: DEMOGRAPHIC DATA (put a tick) to the respective answer

i) AGE

15 – 25	
25 – 40	
41 – 60	
60 +	

ii) EDUCATION BACKGROUND

Education Qualification		(tick)
I	Primary Education	
II	Secondary Education	
III	Degree	
IV	Others	

The Government has been implementing FE in Secondary Schools since 2015. This is Government circulars which must be adhered to attain (EFA)

- i) What is the perception of parents on the implementation of free Education practice in secondary schools in Ngara?
- ii) What challenges have been experienced in Secondary Schools as a result of FE implementation in Ngara District?
- iii) What achievements have been brought about as a result of FE implementation in secondary schools in Ngara district?.
- iv) What ways can be used to improve further the policy of FE implementation in secondary schools in Ngara district?