

**CHALLENGES FACED BY HEADS OF SCHOOLS ON
IMPLEMENTATION OF FEE FREE SECONDARY EDUCATION IN BAHI
DISTRICT COUNCIL, DODOMA**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Challenges Faced by Heads of Schools on Implementation of Fee Free Secondary Education in Bahi District Council, Dodoma.”* In partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of The Open University of Tanzania.

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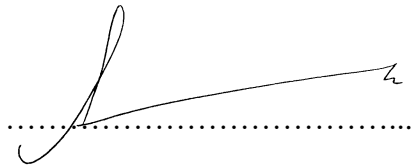
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DECLARATION

I, **Andrew A. Coleman**, 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 requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

A handwritten signature in black ink, appearing to be 'A. Coleman', written over a horizontal dotted line.

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my Guarding mother Ms. Odilia Joseph Mushi for providing me with much support and for her endless desire to see me achieve the best in my education.

ACKNOWLEDGEMENT

This work had not been possible without the support and guidance of many people involved in one way or another. I would like to extend my heartfelt thanks and appreciation to all those who assisted me in the successful completion of this dissertation.

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ABSTRACT

The study aimed to examine the challenges faced by heads of schools on implementation of fee free secondary education in Bahi District Council, Dodoma. Specific objectives of the study were to establish administrative challenges faced by school heads on implementation of fee free secondary education; determine teaching and learning challenges faced by school heads on the implementation of fee free secondary education; and examine the strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education. The systems and Contingence theories guided the study. The descriptive survey design guided the study and data were collected through questionnaires; interviews and Focus Group Discussion from 117 respondents. Data were analysed descriptively using frequencies and percentages. The findings revealed that, on implementation of fee free secondary education heads of schools face administrative challenges like inadequate fund from the government, lack of community awareness, large enrolments of students and politics in education. Additionally, insufficient books, shortage of desks, chairs, classrooms, laboratory chemicals and specimens seemed to be the teaching and learning resources challenges. Furthermore, the study indicated that head teachers use various strategies like establishing school generating income activities and community and school committees' involvement in tackling the challenges. It is recommended that the government through MoEST should arrange special programmes to coach heads of schools' ways to overcome the challenges related with the implementation of fee free secondary education in order to improve the students' academic performance.

Keywords: *Fee free secondary education, heads of schools, administrative challenges, teaching and learning challenges.*

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LIST OF ABBREVIATIONS

BOM	Boards of Management
DAS	District Administrative Secretary
DED	District Executive Director
DEO	District Executive Officer
EFA	Education for All
FGD	Focus Group Discussion
FPE	Free Primary Education
MDGS	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
RAS	Regional Administrative Secretary

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This study intended to investigate challenges faced by heads of schools during the implementation of fee free education in public secondary schools in Bahi district council. This chapter contains the background to the study, statement of the problem, the general objective of the study, specific objectives, research questions, significance of the study, limitations of the study, delimitations of the study, conceptual framework and definitions of the key terms.

1.2 Background to the Study

Historically, the fee free education system is not a new issue in the world due to different studies conducted by different scholars. Kattan (2006) acknowledged that there are many countries in the world that practiced the fee free education for the basic education (primary to secondary) though in some schools (private schools) the fees seem to be mandatory. Kattan further added that the establishment of fees in basic education had positive impacts on poor households and lead to the increase of enrolments to many countries including USA.

Bermeo (2014) reported that in developed countries like Korea, fee free education for the basic education had already been established; and the move is on with new stage on the quality of the basic education provided by the country. Hence, the government put different strategies to support long-term education policy including the

accreditation process of teacher education institutes, increasing the current salaries of teachers, the training of teachers and the use of technology in schools.

Odetch and Rolleston (2007) agreed that, policies on Free Primary and Secondary Education in East Africa discovered that in the third world countries like Uganda, Tanzania and Kenya the removal of school fees in both primary and secondary schools was accompanied with many challenges that deteriorating the quality of education. One of the challenges is the increase of enrolment due to high demands in education. Also, Odetch and Rolleston (2007) believed that the price elasticity of demands in education (in private institutions) are still higher for poor and for girls. Hence, it is difficult to compare the direct impacts of the fee on learning (for an individual student) and education quality provided within countries.

Currently, in Tanzania the implementation process of the fee free education policy involves different education stakeholders as stipulated in education secular No. 6 of 2015. This is quite different compared to Tanzania before independence (formally Tanganyika) when the government had no need of involving stakeholders (like heads of schools or parents) because there was no formal education (schools) until under German rules that established the first government school in 1893 for colonial benefit whereby only few Tanzanians were enrolled and given little education for the sake of helping colonial government activities (Lliffe, 1969).

Head of schools as among the final implementers in their schools face different challenges during the implementation of the Free Basic Secondary Education which are associated with the higher school enrolments, inadequate funds and the

inadequate/absence of in job training among secondary school teachers (Godda, 2018). The poor implementation of the free basic education policy leads the government through the Prime Minister's Office to re-announce the community contributions to 'free basic education' which put clear that, the aim of the government to provide free basic education did not prohibit other education stakeholders to contribute to children 'education.

In 2015, this idea free basic education was rooted and re-emphasized during the Presidential campaign of the ruling party candidate, who promised to offer the free basic education from primary to secondary level of education. The government had forbidden heads of schools (especially the government schools) to collect school fees or any other contributions from pupils. Parents were obliged to abide to Circular No. 5 in the 2014 Education Policy which specified that provision of free education meant that pupils or students do not need to pay any fee or other contributions that were being provided by parents or guardians. The free education in secular No. 5 of 2015 was quite contrary to the previous education secular No. 9 of 1998, education secular No. 11 of 2004, and education secular No. 8 of 2011, the education secular No.1 of 2012 and education secular No.1 of 2013 which allowed heads of secondary schools to collect fee from parents and that each parent had to pay for his or her children education for running some of the school activities.

Most of the studies explain the general challenges that existing during the implementation of this policy without considered that concerning with head of schools as the main implementers of this policy.

In Tanzania, there are number of problems confronting secondary school education particularly in public schools. Some of the problems are drop outs of students, insufficient capitation grant, few physicals facilitate, a few teachings and learning materials (Moshi, 2009; Dennis & Stahley, 2012; & UNESCO, 2015). This study investigated the challenges faced by heads of school in the implementation of fee free secondary education in Bahi District Council so as to fill the gap.

1.3 Statement of the Problem

Since independence, Tanzania has made different educational reforms aiming at improving the quality of education. One of these reforms is free primary education and recently in public secondary schools, under the new Education and Training policy of 2014. The latest major effort in this area started in 2002 with the implementation of the Primary Education Development Program (PEDP). This ambitious program aimed to deliver sustainable, basic education for quality to all by making education affordable by abolishing school fees and all mandatory parental contribution for rich and poor children for both boys and girls. The PEDP program aimed to enhance enrollment and strived to improve education quality. Therefore, Tanzania has consistently adopted policies to reduce human ignorance and to develop human capital for the purpose of sustainable economic growth and development. Despite these efforts, by 2001 only 4.5 million out of 7.5 million children of primary school age were enrolled (URT 2010). According to the Basic Education Development Committees (2006) by the year 2005, a total 7,541,208 children were enrolled in primary schools which were 10.1 percent over the target.

Furthermore, the government does not give room for the parents to contribute for other necessities such as remedial classes, printing costs, watchmen just a few to mention. Additionally, on the implementation of this educational policy, resourceful people from schools which implemented the policy were not fully consulted; Heads of schools were only consulted at the implementation stage. As a result, the desired outcome from the policy becomes difficult to be realized. Despite the government efforts there are still challenges like poor performance or anything then the need of the present study to find out administrative challenges, teaching and learning resources faced by school heads and strategies adopted by head teachers to cope with the challenges.

1.4 Research Objectives

1.4.1 General Objective

The purpose of this study was to investigate challenges facing heads of schools on the implementation of fee free secondary education in Bahi District.

1.4.2 Specific Objectives

Specific objectives guided the study were to:

- i) Establish the administrative challenges faced by school heads on the implementation of fee free secondary education in Bahi District.
- ii) Determine teaching and learning resources challenges faced by school heads on the implementation of fee free secondary education in Bahi District.
- iii) Examine the strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education in Bahi District.

1.5 Research Questions

- i) What are the administrative challenges faced by school heads on the implementation of fee free secondary education in Bahi District?
- ii) What are the challenges of teaching and learning resources faced by school heads on the implementation of fee free secondary education in Bahi District?
- iii) Which strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education in Bahi District?

1.6 Significance of the Study

The study findings might be significant to the government as it will provide information on how to improve its fee free basic education in secondary schools, to the head of schools who will get knowledge on how the implementation process of the fee free secondary education will be performed under the limited resources available in their schools, to teachers who will know how to use the resources available in their working area in fulfilling the fee free education and students who will get knowledge on how to share the available resources in their schools to meet their objectives learning. Also, all these education stakeholders will be aware of the different challenges faced by heads of schools during the implementation of the free basic education and contribute their efforts on how to overcome the challenges for their own benefits and national wise through the knowledge obtaining in reading the research paper.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

This study focused on the challenges faced by heads of schools on implementation of fee free secondary education in Bahi District Council, Dodoma. The following were considered to be the limitation in conducting this study: Firstly, limited time; the time was very limited for the heads and teachers to provide the required data to the researcher this is because the study was carried out along with other academic activities, jobs and family responsibilities. Therefore, to overcome this limitation a researcher used times out of school hours including visits to their homes. Secondly, lack of willingness; some of respondents were unwilling to spend their time to be interviewing. A researcher used a convincing language and explaining to them the purpose of the study, while honoring the free will of respondents. Lastly, financial problem; the research conducted without any financial sponsorship to assist transport, stationery and preparation of the manuscript.

1.7.2 Delimitations of the Study

The study delimited in public secondary schools in Bahi district under the chosen secondary schools. The study used only District Education Officer (DEO), heads of schools, teachers, and students because are the groups that provided the required information. The methods used in collecting data were interview and questionnaires.

1.8 Conceptual Framework

A conceptual framework refers to a set of broad ideas and principles taken from

relevant fields of enquiry and used to structure a subsequent presentation. Miles and Huberman (1994) states that a conceptual framework can be explained either graphically or through a narrative that explores main things to be studied in a given study. Relationships between key elements of a conceptual framework are indicated and presented in a manner that enables their relationships and connectedness to be presumed. Through a conceptual framework coordinates the variables but exposes directly the manner through which outputs were foreseen and attained. From this study, the dependent variable was fee free basic education and independent variables were the challenges faced by heads of schools.

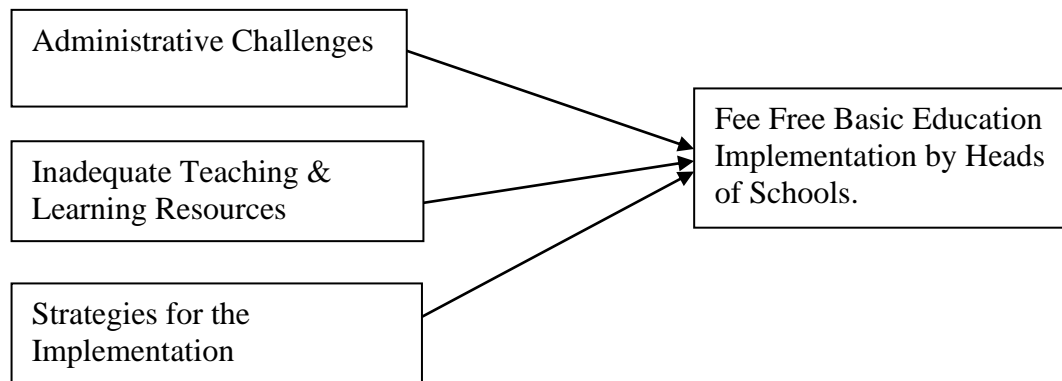


Figure 1.1: Conceptual framework

Source: Researcher, 2018

The above conceptual framework shows that some variables like inadequate teaching and learning resources, different implementation strategies among heads of schools and other administrative challenges have influence during the implementation of fee free secondary education because the number of students' enrollment increases in the school. If these variables influence the implementation process in a positive way, then there will be effective implementation compared to when the variables which

will influence the implementation process in a negative way. Therefore, the conceptual framework was useful in this study since enabled the researcher to find out which variable has more effects (whether positive or negative) during the implementation process and how its influence hinders the administrators to meet their goal.

1.9 Operational Definition of Terms

Administration: Refers to the process of acquiring and allocating resources with the sole purpose of achieving predetermined organizational goals.

Administrative challenge Refers to something new and difficult which requires great effort and determination in organizing and supervising an organization or institution

Challenges: Is the situation where head teachers face difficulties in implementing FPE policy successfully.

Education Policy: Is the collection of government principles, laws and rules that govern the operation of education system.

Free Education: In this study free education refers to the introduction of a new policy by the Tanzanian government where the primary school and ordinary level secondary school pupils don't pay school fees or any contribution instead the government subsidizes.

Heads of schools: A teacher with overall planning and administrative responsibilities over the school who are responsible for the implementation of the fee free education.

Primary Education: An elementary education which usually start from standard one to seven which aims at equipping learners with general skills.

Secondary schools: Refers to basic education from Form One to Four i.e. Ordinary level in which the student join after completing standard seven.

Teaching and learning resources challenges: Refers to difficult occurs due to these guidelines in teaching and learning process.

Teaching and learning resources: Refer to these guidelines include any spoken, written or visual text or activity used or conducted by schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature related to challenges on the implementation of fee free education. Various literature related to this study both theoretical and empirical literature will be presented. Under the empirical literature review themes will be generated from the objectives and these are: Administrative challenges faced by school heads; teaching and learning resources challenges; and school leaders strategies to cope with the challenges of implementation of fee Free Education. Lastly the chapter presents literature summary and gap to provide the justification for this study.

2.2 Theoretical Literature Review

2.2.1 Systems Theory

The theoretical literature review of this research is based on one theory called the Systems Theory. The system theory was developed by biologist known as Ludwig Von Bertalanffy. According to Little John (1983), explains a system as a set of objects or entities that interrelate with one another to form a whole. Systems theory is basically concerned with problems of relationships, of structures, and of interdependence, rather than with the constant attributes of object. The systems 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 systems 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 systems approach is concerned with both interpersonal and group behavioral aspects leading to a system of cooperation (Koontz, 2001). 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 (Plomp&Pelgrum,1993). 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 systems 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 reform should consider the necessary stakeholders including, teachers, parents and the pupils lest it will prove failure.

2.2.2 Contingency Theory

Contingence theory propounded by Fiedler (1967) is the management approach to an organization which depends on situations or circumstances (Gupta, 2008). According to Galabawa (2001, in Tosi, et al, 1986, p.56) argued that in contingency management approach there is no best way or right way of successfully leading a group or an organization because a leadership style that is effective, in one situation may be ineffective or a total failure in another situation. A successful leader in a given situation may become a failure in the same position in the same organization when factors around the situation change, effective performance can only be achieved by matching the manager to the situation or by changing the situation. Gupta (2008) argued that the main features of the contingency management theory are management is entirely situational, management should match or fit its approach to the requirement of the particular situation, to be effective management policies and practices must respond to environmental changes, the organization structure, the leadership style, and the control system all should be designed to fit the particular situation. Since management success depends on its ability to cope with its

environment, it should sharpen its diagnostic skills so as to anticipate and comprehend the environmental changes. Managers should understand that there is no one best way to manage and must not consider management principles and techniques universal.

Therefore, the basis of the contingency approach is that organizations have to cope with different situations in different ways; there is no single way of managing which is applicable to all situations. In order to be effective, the internal functioning of an organization must be consistent with the demands of the external environment, effective or successful leaders are those who change their style to fit the situation. The best way to achieve results therefore is to match the manager's style to a given suitable situation or train a leader to change the situation (Peretomonde, 2012).

Thus, for effective implementation of FPE there is a need for HTs to apply leadership styles that befit the changing school situation. HTs should understand that every school is a complex structure with its own distinctive characteristics, which impinge upon the way it can be managed in an event of change. This theory, in this study can be applied to understand that for a school head to be successful or effective in implementation of FPE policy HTs should understand the challenges they encounter in the implementation of the policy and manage them according to the situation. However, contingency theory does not outline which inputs HTs need for effective management of FPE therefore another theory which is system theory will supplement contingency management theory.

2.3 Empirical Literature Review

2.3.1 Administrative Challenges Faced by School Heads and Implementation of Fee Free Education

The realization of education program in schools cannot be separated from well-established and effective school management and administrative machinery especially school leaderships (URT, 1995). Despite the fact that heads of schools determine the outcomes of free education they are surrounded by many challenges which make the school management to be unbearable. Free education has subjected heads of schools to various challenges related to management, financing, and politics (Hakielimu, 2017). Due to rapid expansion of student enrolments schools experience the shortage of teachers and basic infrastructure (Ndyali, 2013; Alike, 2016). Heads of schools also face budget constrain due to inadequate fund re-leased by governments with strict guidelines on how the money can be spent (Musalia, 2005; Njideka, 2016; Hakielimu, ibid). This happens yet there are no guidelines on how to bridge the gap or deficit in underfunded areas by the government leaving heads of schools in a dilemma. Moreover, the study on the roles of school heads in educational improvement conducted in seven Asian countries, Bangladesh, Malaysia, Nepal, Pakistan, the Philippines, Republic of Korea, and Sri Lanka indicated that the quality of any educational program depends on the way schools are managed; and the capacity of schools to improve teaching and learning is strongly determined by the way heads of schools manage and lead their institutions

UNESCO (2015) in Collaboration with MoEVTZ conducted a study in Zanzibar about education for all. The findings of the study indicate that primary education

delivery faces many challenges such as overcrowding classes which affect delivery of education and contribute to unsatisfactory performance of pupils, shortage of mathematics teachers, insufficient science and teaching materials, lack of teacher houses and low rate of teacher inspection.

Generally, the study reviewed from developing countries revealed that there are many challenges in the implementation of FBE policy such as school fees still exist, high enrolments of students, poor infrastructure, shortage of human and financial resources, low quality of education, limited involvement of stakeholders in policy formulation, lack of comprehensive policy framework, limited financial management skills, resistance from parents, delay in disbursement of funds by the government, lack of accounting skills amongst HTs, overcrowded classrooms and insufficient teaching and learning materials hence policy failure. However, little study has been done particularly in Zanzibar to find out what challenges face HTs in implementing FPE policy. It is the purpose of this study to find out what challenges face HTs in implementing FPE policy.

2.3.2 Teaching and Learning Resources Challenges and Implementation of Free Education

According to Syakima, Sapri and Shahril (2011) there are five types of resources provided in government schools namely: administration spaces, academic spaces, support facilities, laboratories and open spaces. The provision of public facilities must be planned based equally distributed, accessible, safe, provide interaction and must be properly designed. All these school facilities must be adequately provided

for and managed (Ibrahim et al, 2016). In the context of some researcher, educational facilities and resources are defined as all the physical properties of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings and the human resources. Also known as the school plant or the physical facilities of a school; thus, the terms educational school facilities, school plant, and physical facilities may be used interchangeably. Physical facilities like classrooms, desks, chairs, libraries and toilets are an important factor in both attendance and achievement.

The main determinants of quality education include provision of adequate textbooks and teaching staff, a conducive learning environment (including water and sanitation facilities and classrooms), as well as a broad-based curriculum that is implemented through child-centred interactive teaching methodologies. School facilities are one of the basic educational requirements that must be maintained in terms of safety and quality.

It is generally agreed that the teaching and learning resources have a direct bearing on good performance among students in developing countries (Ayoo,2000).Lack of adequate resources and a shortage of permanent classrooms particularly in poor districts, poor state of existing school infrastructure due to lack of investment, poor construction standards and inadequate maintenance, limited number of primary schools serving poor population in isolated rural areas and the huge discrepancies in needs have been major talking points.Eshiwani (1983) found that schools that had the best resources and facilities like libraries, laboratories and playing fields were among

the high achieving schools. Guru (1986) observed that crowding of classes interferes with learners' sitting positions and make it difficult for children to write, while teachers find it difficult to move around to help needy children or mark students work while the lesson is going on.

2.3.3 School Leaders Strategies to Cope with the Challenges of Implementation of Fee Free Education

Kuluchumila (2014) claims that head of schools used informal coaching through mobile phones to assist each other and developing their leadership skills. He also recognized that experienced heads of schools were used as mentors to the newly appointed school heads. Lindon (2011) contends that coaching can assist in the process of up skilling the school workforce in times of change. He further argues that coaching unlocks people's potentials to maximize their own performance.

The study done by Khamis (2017) various secondary schools in Zanzibar showed that there are various strategies to overcome challenges in implementing fee free primary education like involvement of school committees in tackling the challenges, sending challenges to the Ministry of Education, involvement of teachers in finding the solutions of the challenges, establishment of school income generating activities and involving parents in finding the solution of the challenges.

Kidyamtima (2017) proposed the following strategies to handle problems emanating from the implementation of free education policy. These include: amicable cooperation among different stakeholders, cooperation between teachers, students

and parents. Besides, the government should be an overseer in the harmonious cooperation and provide sufficiency funds in schools. Similarly, Nsororo (2020) added that the strategies to control the problem of the free education policy should include allowing community to contribute food in schools, government to increase amount of capitation grants, construction of hostels and improving services to students like water, sports and laboratories.

2.4 Literature Summary and Gap

Empirical studies show that many scholars have studied on the challenges on implementation of fee free secondary education which includes the still existence of school fees, high enrolments of students, poor infrastructure, shortage of human and financial resources, low quality of education, limited involvement of stakeholders in policy formulation, lack of comprehensive policy framework, limited financial management skills, resistance from parents, delay in disbursement of funds by the government, lack of accounting skills amongst Head of Schools, overcrowded classrooms and insufficient teaching and learning materials. The studies based on the challenges related to management in general on the implementation of fee free secondary education without specify the administrative challenges faced by school heads as the main implementers of the policy. Therefore, this study will find out the administrative challenges faced by school heads on the implementation of fee free secondary education in order to fill the gap.

The researcher reviewed different literature concerning with the facilities challenges which are mostly provided by the government. The literature showed that, the

facilities provided in government schools include administration spaces, academic spaces, support facilities, laboratories and open spaces. Also, there are physical facilities like classrooms, desks, chairs, libraries and toilets. Such studies did not explain the resources challenges that face school heads with respect to the fee free education. By so, this research will find on it.

Most studies which have been conducted on strategies to overcome the challenges in implementation of fee free secondary education realized to be involvement of school committees in tackling the challenges, sending challenges to the Ministry of Education, Involvement of teachers in finding the solutions of the challenges, establishment of school income generating activities and involving parents in finding the solution of the challenges. In reviewing theoretical as well as empirical literature, the researcher realized that enough has not been done in examining the strategies done by head teachers to cope with the challenges of implementing fee free secondary education. This study that conducted in Bahi district council managed to fill up this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses the research design, study area, population and sampling procedures. It presents the data collection methods, data analysis, trustworthiness and the research ethics considerations.

3.2 Research Approach

The study adopted a mixed research approach which is a combination of qualitative and quantitative approach. Mixed method is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research data in a single study. The purpose of this form of research is that both qualitative and quantitative research, in a combination, provides a better understanding of a research problem or issue than either research approach alone. This approach employs strategies of inquiry that involves collecting data either simultaneously or sequentially to best understand of research problems. The data collection also involved gathering both numerical information as well as text information so that the final report represented both quantitative and qualitative information.

3.3 Research Design

The research design that used in this study was a descriptive survey. It is chosen because it reveals how individuals experience a phenomenon. It is based on the

description of how heads of schools and teachers experience managing and leading the schools in the context which students did not pay school fees and other contributions. The researcher gain access to heads of schools and teachers' opinions, abilities, beliefs, and knowledge on the practice of free education reform were be sought. This design was chosen to meet the objective of the study namely, challenges faced by heads of schools on implementation of fee free secondary education in Bahi district council, Dodoma.

3.4 Area of Study

The study conducted in Bahi District which is one of the seven districts in the Dodoma Region in Tanzania. It borders to the north by Chemba District, to the East by Dodoma District and Chamwino District and to the west by Singida Region. It is located at the coordinates of $05^{\circ} 57' 10''$ S and $35^{\circ} 18' 43''$ E. According to 2012 National Census, population of Bahi district was 221,645. The region was selected purposively due to the fact that is one of the poorest regions in the country with poor school educational attendance and performance (Mkumbo, 2012). Moreover the researcher works in Bahi district, therefore the exposure to the culture and interaction is a strong rapport factor for the researcher to collect data. Gray (2009) holds that building rapport for the researcher is important as it allows the researcher to easily interact with the individuals and access the data required. Developing rapport in other sites was seen to be a delaying factor in data access and collection hence Bahi District was chosen for research.

Furthermore, Bahi District Council was selected to represents the areas faced with

the administrative challenges in implementation of school curriculum. Due to the diversity of the environment, it was anticipated that the researcher captured diverse attitudes on managing and working environment in a context in which students do not pay school fees and other contributions. Therefore, by investigating a phenomenon under heterogeneous conditions, it thought that more useful insights about free education reform generated.

3.5 Target Population

In this study the target population included all 20 public secondary schools in Bahi district. The sample from which the researcher draws conclusions on the challenges faced by heads of schools on implementation of fee free secondary education included 20 Heads of schools, One District Education Officer (DEO), 261 Secondary school teachers and 20 Academic Teachers. Therefore, the total target population in this study was 302.

The study took teachers as a source of obtaining information because of their vital role in curriculum implementation. Nevertheless, teachers are the key component in education industry in any country. Teachers are the most important inputs in the process of education (Okumbe,1988 & Sumra, 2004). Furthermore, the teachers are the ones who implement reforms at the classroom level and Parents are the ones that pay school fees for their children. Since the study was about challenges faced by heads of schools on implementation of fee free secondary education and teachers are directly affected by education policies, due to their day-to-day classrooms' instructions.

Also, District Education Officer (DEO) used in this study since is the one who supervise polices and curriculum implementation in all secondary schools within the district. This officer involved because of his/her roles as educators and administrators and is the link between students, teachers, parents, school board members and heads of schools. Therefore, she/he expected to give essential information with regard to this study.

Furthermore, Heads of schools were taken in this study because of the virtue and their direct involvement in the supervision of overall school activities including academic affairs as managers of schools. Heads of schools are the ones who facing direct challenges in the implementation of any education policy as far fee free secondary education policy is concerning. Therefore, researcher was obtaining the important information on the challenges they facing and the ways using to cope with the existing challenges during the implementation of the policy.

Likewise, Academic masters/mistresses involved in this study since they are the ones who not only teacher but also supervise curriculum implementation in schools by allocating teachers to the respective teaching loads. These officials were involving because of their roles of been educators and administrators and are the link between students, teachers and school managers in academic matters.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

In this study, teachers were selected through simple randomly sampling so as to participate in the study during data collection in order to achieve data saturation to

triangulate information by filling in close and open-ended questionnaires. Academic masters/mistress, Heads of schools and District Education Officer were conveniently selected to volunteer participation in the study.

3.6.2 Sample Size

Samples selected because it is not possible at the short time to study the entire population due to various limiting factors such as inadequate time and other research resources like financial resource in particular (Copper & Schindler, 2003; Mugenda, 1999; & Omary, 2011). There are different methods of determining sample size such as the use of mathematical sampling formula (Malhotra, 2004), general rule of 40% (Huysamen, 1991) and use of statistical tables (Bartlett, Kortlink & Higgins, 2001).

In this study the researcher used the principle of 40% as proposed by (Huysamen, 1991) to determine the number of teachers who involved in the study. Therefore 120 out of 297 teachers used by the researcher in the study. Another rule which were used to determine sample size in this study especially for academic teacher, heads of schools and District Education Officer (DEO) is the rule of Bartlett, Kortlink and Higgins (2001) which suggests that, for a population which less than 100 units, researcher have to take the entire population because it is not large enough to generate sample size scientifically using statistics.

Since the population of school heads in the study is 20, academic teachers is 20 and District Education Officer (DEO) is 1, therefore the researcher suggested to involves all heads of schools, Academic Teachers and DEO who were available in the study

area. The total sample size was therefore supposed to be 338 respondents. Table 3.1 shows the sample size in each category from the target population.

Table 3.1: Sample size in the study

S/N	Category of Population	Target Population	Sample Size	Percentage
01.	Teachers.	297	120	40%
02.	Academic Teachers.	20	20	100%
03.	Heads of Schools	20	20	100%
04.	District Education Officer (DEO)	01	01	100%
TOTAL		338	161	48%

3.7. Data Collection Methods

In this study, multiple methods of data collection were used, commonly known as triangulation this will involve questionnaires and interviews.

3.7.1 Questionnaire

The researcher employed a structured format of questionnaire to collect data from the respondents. The researcher resorted to this method of collecting data since it is a mean that saves time, basing on the fact that individuals can complete them without any direct assistance from the researcher. Questionnaire used in this research to collect primary data from respondents. The researcher used questionnaires to collect data from teachers, so as to know their feeling about fee free secondary education. This group of respondents involved the literacy people due to their capability of attempting the written documents. They gave their views on the challenges faced by heads of schools in implementing the fee free secondary education in the selected schools. Questions prepared and asked in a systematic way. This ensured a good comparison of answers from respondents on the same subject.

3.7.2 Interview

The interview method employed by the researcher for the sake of achieving immediate data from respondent. It is used to save time, to obtain accurate information and capture people's mind. In this study, researcher used semi structured interview to heads of schools, academic teachers and District Education Officer (DEO) so as to hear their views and opinions on the administrative challenges and learning challenges they faced during the implementation of fee free secondary education. Also, semi-structured interview was used to know the academic teachers, heads of schools' and DEO views on their strategies adopted to cope with the challenges in implementation of fee free secondary education.

3.8 Validity and Reliability of Instruments

3.8.1 Validity of Instruments

Validity is the extent to which the instruments used during the studies measures the issues they are intended to measure (Amin, 2005). A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the respondents that were selected, the data obtaining should be a true reflection of the variables under study. Also, the instruments developed under guidance of main supervisor. This was helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives and all variables.

In other way, in this study, validity assured through member checking of transcripts, triangulation of data collection method (Interviews and questionnaire) and the use of mixed methods research approach. This can also be done by testing the language of

respondent. A careful selection of the sample from the target population and consideration of ethical issues by the researcher expected to ensure validity. Pretesting made terms or language clear and testing the accuracy and sustainability of the instruments. This therefore generated adequate data. Respondents in the pre-test survey were randomly selected from target population. To avoid problems brought about by test and retest, these respondents were not be used in the final survey. To ensure content validity, the questionnaires and interviews guided questions gave to both research and an education expert to check whether all the major factors in the free education captured. Their corrections together with those from the pre-test incorporated in the final questionnaire.

3.8.2 Reliability of Instruments

To ensure reliability of the questionnaire the researcher conducted a test-retest method whereby the instrument was administered twice to the twenty piloted schools from each category which were not involved in the study but were present in the target population. Coefficient of correlation calculated using Spearman rank formula. The instrument considered to be reliable if coefficient of correlation of two sets of test results lies between .70 and 1.00. Cronbach's Alpha coefficient was then being calculated to establish the extent to which the items in the questionnaire and interviews were being consistent in providing the same responses.

To ensure inter code reliability, written interviews coded twice initially by researcher in order to get conscience. A pilot study that conducted in on school prior to the actual data collection assisted to ensure the internal reliability of the study.

3.9 Data Collection Techniques

The researcher asked each head of school to inform teachers in advance about the day when the researcher visited respective schools which selected in this study. During the day of administering questionnaires, sample teachers were gathered in the separate location to avoid inconvenience of others who were not involved in the study. Thereafter distributing the questionnaires to each respondent, the researcher directed the respondents on how to fill the questionnaires. After that, all questionnaires were collected from the respondents during the same day of administration of questionnaires. Furthermore, the researcher conducted face to face interview to each academic teachers, head of school of the schools in the study area as far as District Education Officer (DEO). The researcher used the field notebook to write the responses or feelings displaying by question during interview sessions. This helped the interviewer (researcher) to refer the written responses given out by the interviewees (respondents) after coming back from the field especially during analysis and interpretation of the findings. The researcher conducted the interview to each respond independently with specific time. At least a half an hour was used by the interviewer to make conversation with each respondent.

3.10 Data Analysis

In this research, both quantitative and qualitative techniques were used to analyze the collected data from questionnaires and interview respectively. Quantitative data collected using questionnaires were coded and analysed with the aid of Statistical Package for Social Sciences (SPSS) version 20. Data were analysed descriptively using frequencies and percentages. The statistical graphs and charts were used to

present data. The information that collected from interviews were analyzed using content analysis and information obtained used to support quantitative data.

3.11 Logistical and Ethical Issues

The researcher obtained research clearance from the Directorate of Postgraduate Studies of the Open University of Tanzania (OUT), Bahi District Executive Director (DED), and school administrations before data collection.

With regards to ethical issues, the researcher complied with human research ethics, whereby respondents were informed about the purpose of the study, and that their identities were not disclosed to the third person, and that the information they provided remained confidential and solely used for this study.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter, data related to the challenges faced by heads of schools on implementation of fee free secondary education in Bahi District Council have been presented, analyzed and discussed. This chapter has two main sections. The first section gives the general and demographic characteristics while the second section presents the findings according to the research objectives.

4.2 General and Demographic Information of Respondents

This section presents the general and demographic characteristics of respondents as follows:

4.2.1 General Information

In this study, out of 120 secondary school teachers who were proposed by the researcher to respond to questionnaires 117 (97.5%) managed to return back the filled-up questionnaires. Moreover, the researcher managed to conduct face to face interview with academic teachers, heads of schools and District Education Officer (DEO) in the study area. In this study 39 out of 41 (95.1%) responded positively to participate in the study.

Table 4.1: Profile of the respondents in the study

S/N	Types of Respondents	Suggested Sample Size	No. of Successful Respondents	Percentage (%)
01.	Secondary Schools Teachers.	120	117	97.5
02.	Academic Teachers.	20	19	95
03.	Heads of Schools.	20	19	95
04.	District Education Officer (DEO).	01	01	100
TOTAL		161	156	96.9

Source: - Field Data (2020)

4.2.2 Demographic Information of Respondents

Demographic characteristics of the participants including teachers, academic teachers, heads of schools and District Education Officer based on gender, professional qualification and working experience in terms of years are presented and interpreted as follows: -

Table 4.2: Gender of respondents

Gender	Number of Respondents	Percentage (%)
Male	80	51.3
Female	76	48.7
Total	156	100

Source: Field data (2020)

Table 4.2 shows that 53.3% of the respondents were males while 48.7% were females. This indicates that majority of the teachers in schools that located in rural areas are males compared with females. This may be due to the fact that most female teachers prefer to work in urban areas and follow their husbands of whom most of them are working in urban centers in various fields other than teaching as suggested by Mbope (2015). However, unequal number of females and males did not affect the findings because the perceptions of respondents were independent from gender matters.

The researcher analyzed characteristics of teachers who participated in the study in terms of their professional qualifications as shown in Table 4.3. The results show that majority of them 101(64.7%) were holding Bachelor degree in Education, 50(32.1%) was holding Diploma in Education and 05(3.2%) were holding Master's in Education.

Table 4.3: Academic qualifications of respondents

Academic qualification	No. of Respondents	Percentages (%)
Diploma in Education.	50	32.1
Bachelor with Education.	101	64.7
Master's in Education.	05	3.2
TOTAL	156	100

Source: Field data (2017)

Teachers with Diploma in Education constituted 50(32.1%), those with Bachelor in Education were 101(64.7%) and those with Masters in Education were 05(3.2%).

Table 4.4: Working Experience of respondents

Working Experience	Number of Respondents	Percentage (%)
Less than 5 years.	22	14.1
Between 5 and 10 years.	95	60.9
More than 10 years.	39	25
TOTAL	156	100

Source: Field Data (2020)

Table above shows that 22(14.1%) of the teachers had a working experience of less than 5 years, 95 (60.9%) had a working experience of the years between 5 and 10, while 39 (25%) had experience of more than 10 years. This implies that, majorities

of the respondent had enough knowledge and experience on the fee free secondary education.

4.3 Findings and Discussion

This section presents and discusses the findings which were obtained from the field by the researcher basing on the study objectives.

4.3.1 Administrative Challenges Faced by School Heads on Implementation of Fee Free Secondary Education

The first objective of the study sought to establish the administrative challenges faced by school heads on the implementation of fee free secondary education in Bahi District. In order to address this research objective, results are presented based on the four themes, namely; inadequate fund from the government, lack of community awareness, large enrolments of students and politics in education.

4.3.1.1 Inadequate Fund from the Government

The first question in this first objective of the study aimed to find whether “Inadequate fund from the government” act as administrative challenges faced by heads on implementation of fee free secondary school. 60% of participants agree strongly, 25% agree, 10% were neutral and 5% disagree as shown in the Figure 4.1.

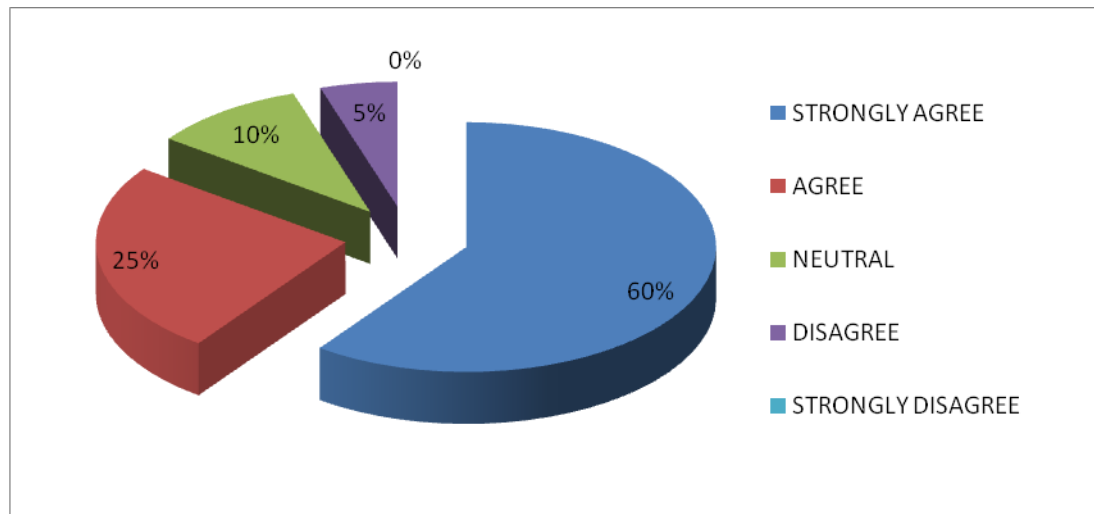


Figure 4.1: Inadequate funds from the government

Teachers responded towards this question by saying that; - lack of enough funds from the government hinders the heads of schools in implementation of fee free secondary education. The study showed that, the amount of funds provided by the government for fee free secondary education do not satisfy the requirements of the schools which makes difficultness during the implementation of various school plans. One of the teachers had this to say: -

“.... for implementing of the school curriculum, there are various costs that needed, but the fund provided by the government for fee free secondary education are not enough to satisfy the need. This will lead to the difficultness during the implementations of the fee free secondary education....”

4.3.1.2 Lack of Community Awareness

The second question in this first objective of the study aimed to find whether “lack of community awareness “act as administrative challenges faced by heads on implementation of fee free secondary education. 55% of participants agree strongly, 30 % agree, 06% were neutral and 09 % disagree as shown in the Table 4.5.

Table 4.5: Lack of community awareness

Respondents' Responses	Percentages (%)
Strongly Agree	55%
Agree	30%
Neutral	06%
Disagree	09%
Strongly Disagree	0%

It was found that, lack of communities' awareness become an administrative challenge in implementation of fee free secondary education. Teachers responded towards this question by saying that; - lack of community awareness about the implementations of fee free secondary education leads to the misinterpretation of the policy as a result, there will be a challenge during the implementation of the policy. The study showed that, most of the community members expecting that, there has no any contributions in schools and this makes difficultness in implementations of some school programmers of the heads of school had this to say: -

“.....there are various strategies that done by the creativity of teachers for increase students' academic performance that is out of the fund provided by the government, for example of the strategy is the academic camp. This camp needs the parents' contribution but due to lack of communities' awareness on this policy, some parents disagree to contribute due to their understanding on the fee free secondary education. Some of the parents know that there has no any cost to contribution because education if free in everything.”

4.3.1.3 Large Enrolments of Students

The third question under this first objective of the study aimed to find whether “large enrolments of students “is administrative challenges faced by heads on implementation of fee free secondary education. 80% of participants agree strongly, 15 % agree, 05 % were neutral as shown in the Figure 4.2.

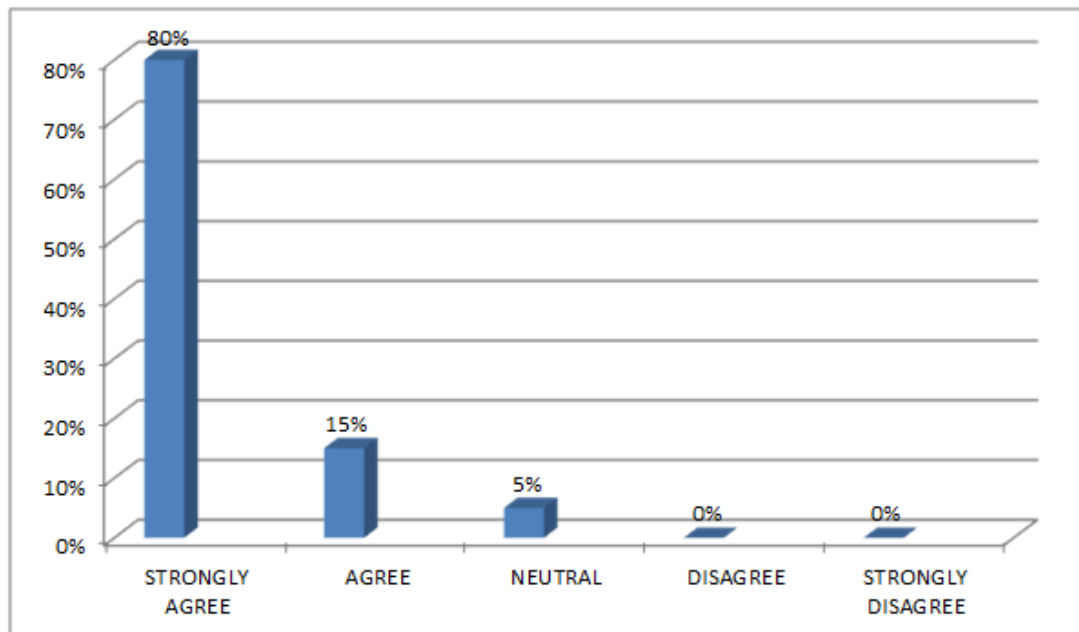


Figure 4.2: Large enrolments of students

Teachers responded towards this question by saying that; -large enrolments of the students in school become a big challenge during the implementation of the fee free secondary education because the funds provided by the government do not relate with the number of students enroll in the school. The study observed that, most of schools increases the number of students enrolment while the amount of funds provided by the government for fee free secondary education remains the same. One of the teachers had this to say: -

“.....In our school, the number of students’ enrolments increasing each year but we are still receiving the same amount from the government for fee free secondary education. This makes difficult during the implementation of this policy because there will be a shortage of enough fund for running school activities.”

This finding supports what Al-Samarrai *et al.* (2000) observed in their study on abolition of school fees by arguing that, the cost of educating children prevents them from going to school, especially if they belong to the poorest segments of society.

Thus, abolishing school fees makes it easier and less costly for children to enroll, leading to a dramatic increase in the number of schools going children. Studies from Uganda, Kenya, Cameroon, Lesotho, Malawi and Zambia show that a year after fees were abolished, enrolment increased most rapidly.

4.3.1.4 Politics in Education

The last question under this first objective of the study aimed to find whether “politics in education “is administrative challenges faced by heads on implementation of fee free secondary education. 50% of participants agree strongly, 30% agree, 15% were neutral, 03% disagree and 2% were strongly disagree as shown in the Figure 4.3.

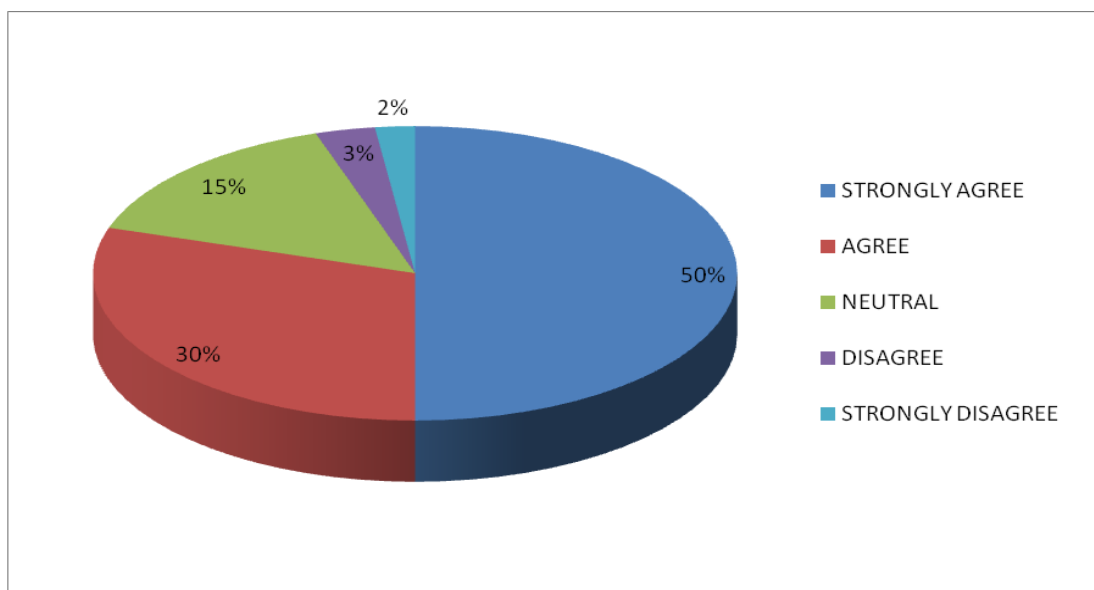


Figure 4.3: Politics in Education

The study was found that, politics in education become administrative challenges in implementation of fee free secondary education. Academic teachers responded towards this question by saying that; - politics in education makes difficultness

during the implementation of fee free secondary education. Some of the political leaders need the implementation of various programs in the school without considering the amount of funds provided by the government. The study showed that, politics interfere most of the school program which leads to the failures. One of the academic teachers had this to say: -

“.....Politicians give order concerning education matters without considering the amount of funds provided by the government to the public secondary school. This makes difficultness to the heads of schools during the implementation of some issues.”.

From the findings above it can be concluded that administrative challenges faced by school heads on the implementation of fee free secondary education include inadequate fund from the government, lack of community awareness, large enrolments of students and politics in education.

4.3.2 Teaching and Learning Resources Challenges Faced by School Heads on The Implementation of Fee Free Secondary Education

The second objective of the study was to determine teaching and learning resources challenges faced by school heads on the implementation of fee free secondary education in Bahi District. The teaching and learning resources that were assessed were divided into four major factors, namely: books, desks and chairs, classrooms, laboratory chemicals and specimens.

4.3.2.1 Insufficient Books

The first question under this second objective of the study aimed to find whether “insufficient books “is a teaching and learning resource challenge faced by heads on

implementation of fee free secondary education. 50% of participants agree strongly and 50% agree as shown in the Table 4.6.

Table 4.6: Insufficient books as a teaching and learning challenge

Respondents' Response	Percentages (%)
Strongly Agree	50%
Agree	50%
Neutral	0%
Disagree	0%
Strongly Disagree	0%

Heads of schools responded in this question by saying that; -insufficient books in school is a teaching and learning resources challenge faced by heads of schools on implementation of the fee free secondary education. The number of student's enrolment increases while the number of the books remains constant. This leads to unequal between number of books and the students. One of the head of school had this to say: -

“.....In this school, the number of students' enrolments increasing each year while the number of books remains constant. This makes difficult during the implementation of this policy because there will be a shortage of enough books for teaching and learning process.....”

This study relates with that of Plank (2007) which observed that, after school fees were abolished in Malawi, the ratio of the pupils to classrooms increased to 119:1, the ratio of pupils to teachers increased to 62:1 and the ratio of pupil to textbooks increased to 24:1. The implication of these result into poor quality education because the number of teachers per pupil's ratio did not increase, ratio of the pupils to classrooms and textbooks remains the same. The same author also reported that the abolition of school fees in other countries, including Uganda, Cameroon and

Mozambique resulted in a rapid increase in pupil-teacher ratio. Those factors such as few teachings and learning material, few number of classrooms and pupils per teachers' ratio have a direct effect on the quality of education. According to some authors, it seems that the rapid increase of pupils due to abolition of school fees reduces the quality of education because teachers do not increase, the number of books remains to be few and the classrooms the same.

4.3.2.2 Shortage of Desks and Chairs

The second question under this second objective of the study aimed to find whether “shortage of desks and chairs “is a teaching and learning resource challenge faced by heads on implementation of fee free secondary education. 45% of participants agree strongly and 50% agree and 5% were neutral as shown in the Figure 4.4.

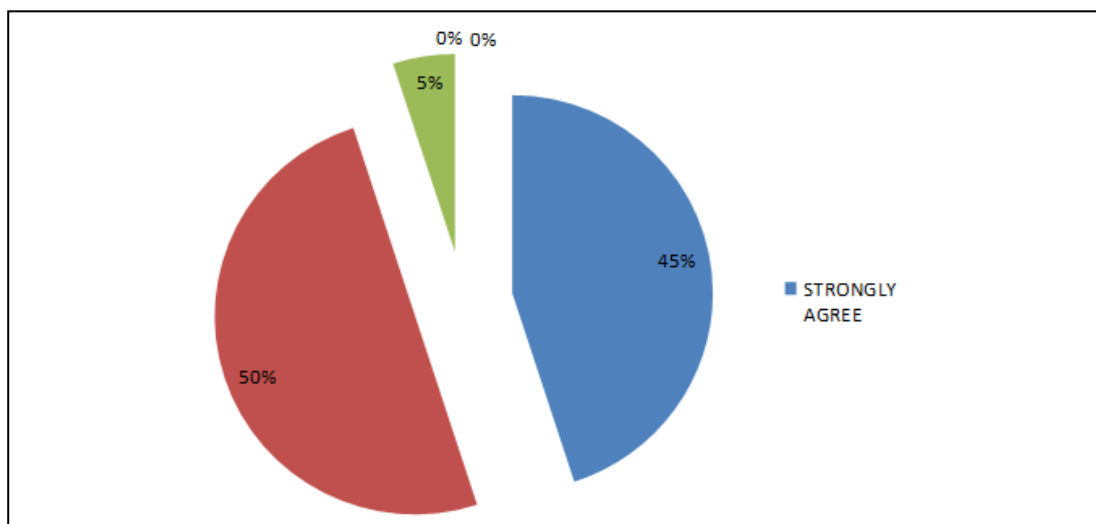


Figure 4.4: Shortage of desks and chairs as a teaching and learning challenge

It was found that, shortage of desks and chairs lack of become a teaching and learning resources challenges faced by heads of schools in implementation of fee free secondary education. Heads of schools responded towards this question by saying

that; - shortage of desks and chairs is a challenge faced by heads of schools in implementation of fee free secondary education because it is difficult for the students to learn well without having this kind of resources. The study showed that, the number of the students in the school exceeds the number of desks and chairs available as a result will affects teaching and learning process as far the student's academic performance. One of the head of school had this to say: -

“.....students to be comfortably are important in teaching and learning process. Availability of desks and chairs make the learner to be comfortable during teaching and learning process which will increase the level of understanding. Heads of schools are facing the challenges of desks and chairs because the number of students enrolment in schools increases due to fee free secondary education but there has no enough fund provided by the government for fee free secondary education....”

4.3.2.3 Shortage of Classrooms

The third question under this second objective of the study aimed to find whether “shortage of classrooms” is a teaching and learning resource challenge faced by heads on implementation of fee free secondary education. 30 % of participants agree strongly, 45 % agree, 5% were neutral and 10% disagree as shown in the Figure 4.5.

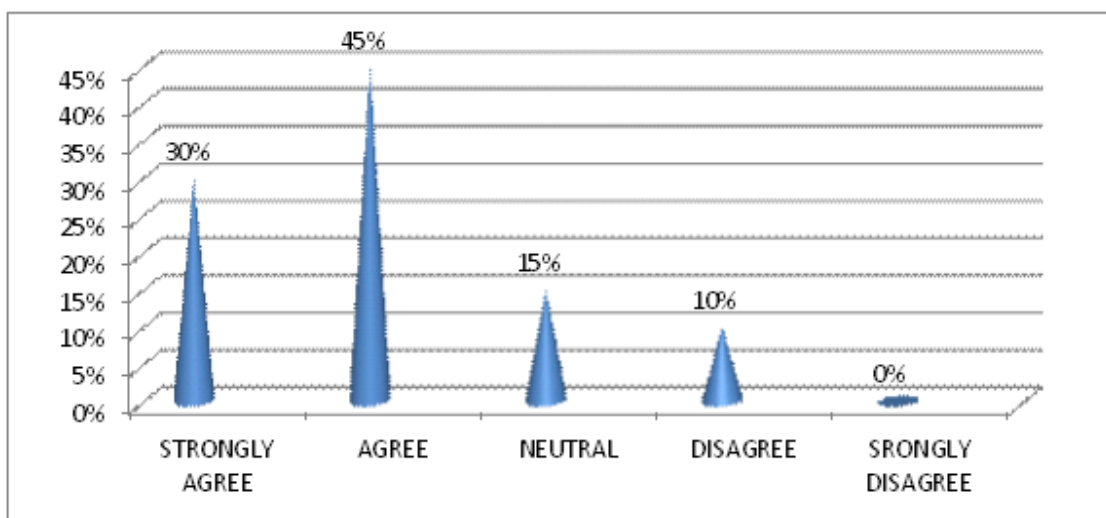


Figure 4.5: Shortage of classrooms as a teaching and learning challenge

Heads of schools responded in this question by saying that;- shortage of classrooms in school is a teaching and learning resources challenge faced by heads of schools on implementation of the fee free secondary education. Fee free secondary education leads to the increase in the students' enrolment in schools which leads to the scarcity of the classrooms. One of the head of school had this to say: -

“.....nowadays there is a shortage of classrooms in this school because the number of student is increasing compared to the number of students registered. For example, in this year there is 110 form one students in the single classroom which makes difficultness in managing teaching and learning process....”

4.3.2.4 Shortage of Laboratory Chemicals and Specimens

The last question under this second objective of the study aimed to find whether “shortage of laboratory chemicals and specimens” is a teaching and learning resource challenge faced by heads on implementation of fee free secondary education. 40% of participants agree strongly, 30% agree, 20% were neutral, 08% disagree and 02% were strongly disagree as shown in the Table 4.7.

Table 4.7: Shortage of laboratory chemicals and specimens as a teaching and learning challenge

Respondents' Responses	Percentages (%)
Strongly Agree	40%
Agree	30%
Neutral	20%
Disagree	08%
Strongly Disagree	02%

It was found that, shortage of laboratory chemicals and specimens seemed to be a teaching and learning resources challenges faced by heads of schools in implementation of fee free secondary education. Heads of schools responded towards

this question by saying that; - shortage of laboratory chemicals and specimens is a challenge faced by heads of schools in implementation of fee free secondary education because it is difficult for the students to learn especially science subjects without having this kind of resources. The study showed that, the increase in students' enrolment in schools needs to have more laboratory chemicals and specimens but there has no enough funds for these resources. One of the head of school had this to say: -

“.....availability of laboratory chemicals and equipment are important in teaching and learning process especially science subjects. This leads to the failure in students' academic performance as far as to affect heads of schools during the implementation of fee free secondary education.....”

This study related with that conducted by Syakima, Sapri and Shahril (2011) which found that, there are five types of resources provided in government schools namely: administration spaces, academic spaces, support facilities, laboratories and open spaces.

4.3.3 Strategies Adopted by Head Teachers to Cope with the Challenges in Implementation of Fee Free Secondary Education

The second objective of the study sought to examine the strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education in Bahi district. The strategies adopted by head teachers were divided into four emerged themes namely: establishment of school generating income, community involvement and participation, involvement of school committees in tackling the challenges, and informal coaching through mobile phones.

4.3.3.1 Establishment of School Generating Income

The first question under this third objective of the study aimed to find whether “establishment of school generating income” is a strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education. The study showed that,40% of participants agree strongly,40% agree, 10% were neutral, 05% disagree and 05% were strongly disagree as shown in the Table 4.8.

Table 4.8: Establishment of school generating Income as a strategy

Respondents' Responses	Percentages (%)
Strongly Agree	40%
Agree	40%
Neutral	10%
Disagree	05%
Strongly Disagree	05%

This study found that, establishment of school generating incomes seemed to be a strategy adopted by heads of schools to cope with the challenges in implementation of fee free secondary education. Heads of schools responded towards this question by saying that;-schools try to find various sources of generating income in solving some minor challenges related to funds. One of the head of school had this to say:-

“.....in this school, we have a project of cultivating various crops like millet and maize. This project assist us to earn some amount of money so as to solve minor financial problems that we faced during day to day school operation like to pay a part time teacher to cover the subjects with no teacher. We use this project to do so because there has funds provided by the government for employing part time teachers.....”

4.3.3.2 Community Involvement and Participation

The second question under this third objective of the study aimed to find whether “community involvement and participation” is a strategy adopted by heads of schools

to cope with the challenges in implementation of fee free secondary education. The study indicated that, 55% of participants agree strongly and 45% agree as shown in the Figure 4.6.

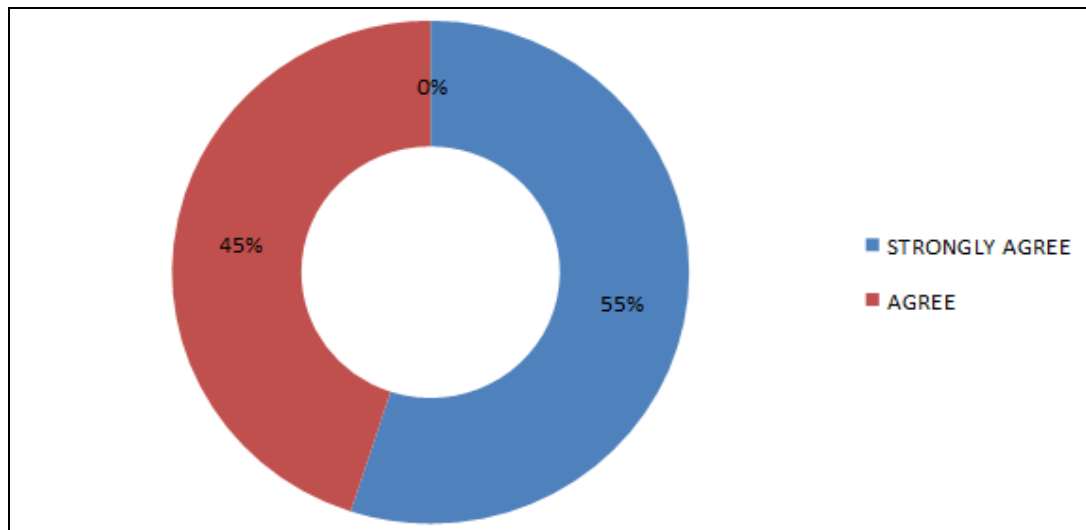


Figure 4.6: Community involvement and participation as a strategy

It was found that, the community involvement and participation is a one of the strategies adopted by heads of schools to cope with the challenges in implementation of fee free secondary education. Teachers responded towards these questions by saying that, the involvement of community assisting schools to run some program through their contributions. One of the academic teachers had this to say:-

“.....the program that evolving the community directly have a positive response. For example, during the establishment of academic camps in every year, communities are contributing the cost of operating because they normally involved from the beginning....”

4.3.3.3 Involvement of School Committees in Tacking the Challenges

The third question under this third objective of the study aimed to find whether “involvement of school committees in tackling the challenges” is a strategy adopted by head teachers to cope with the challenges in implementation of fee free secondary

education. The study showed that, 60% of participants agree strongly, 25% agree and 05% were neutral as shown in the Table 4.9.

Table 4.9: Involvement of school committees in tackling the challenges as a strategy

Respondents' Responses	Percentages (%)
Strongly Agree	60%
Agree	25%
Neutral	10%
Disagree	05%
Strongly Disagree	0%

This study found that, involvement of school committees in tackling the challenges seemed to be a strategy adopted by heads of schools to cope with the challenges in implementation of fee free secondary education. Heads of schools responded towards this question by saying that;-assist us to solve some challenges related to fee free secondary education. One of the head of school had this to say:-

“.....there are some challenges that needs the assistance from the schools committee. This committee has a wide room to communicate with the society and other education experts so as to solve various challenges related to fee free secondary education. Also, sometimes the school committee contributes directly in solving some minor problems related with fee free secondary education....”

This contrasts with what Wangatho (2007) found out. In his study, a majority of the BOMs were not making positive contribution to the growth of the schools. It can be assumed that this boils down to how to the constitution of membership. It also contrasts both Kuria and Onyango (2006); and Kilemi and Osita (1999). The former found out that BOMs are not giving necessary leadership that would promote quality

management in the schools while the later said that there exists a disharmony between the principals and BOMs that leads to haphazard running of schools.

4.3.3.4 Informal Coaching Through Mobile Phones to Assist Each Other and Developing Their Leadership Skills

The fourth question under this third objective of the study aimed to find whether “informal coaching through mobile phones to assist each other and developing their leadership skills” is the strategy adopted by heads of schools to cope with the challenges in implementation of fee free secondary education. The study indicated that, 80% of participants agree strongly and 20% agree as shown in the Figure 4.7.

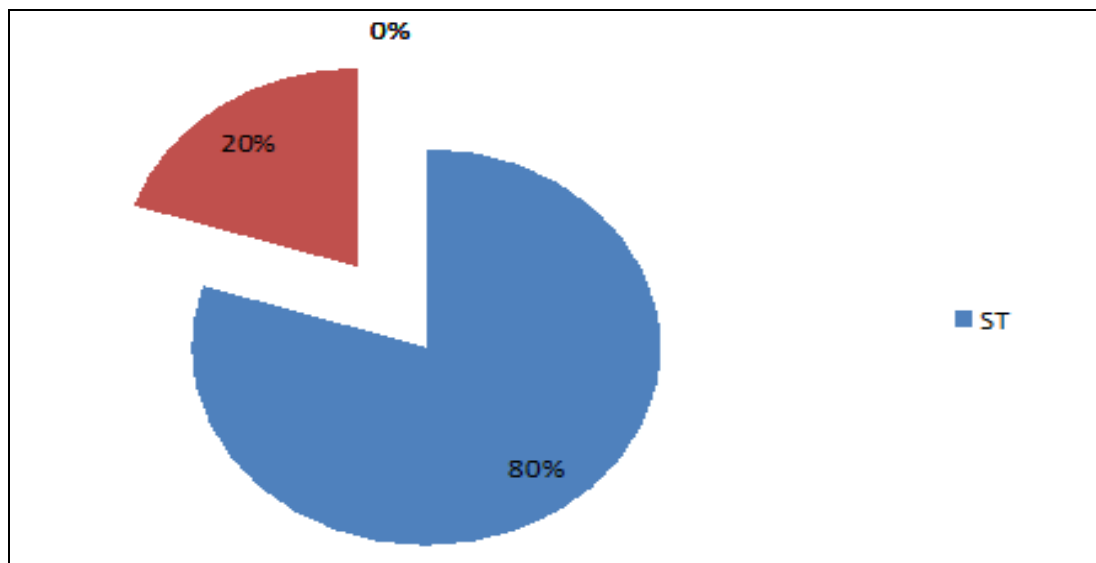


Figure 4.7: Informal coaching through mobile phones

The study found that “informal coaching through mobile phones to assist each other and developing their leadership skills the community involvement and participation” is one of the strategies adopted by heads of schools to cope with the challenges in implementation of fee free secondary education. Heads of schools responded towards

this question by saying that, sometime they use mobile phones to communicate with each other in order to share challenges and the way of solving such challenges. One of head teachers had this to say: -

“.....we always use mobile phones to communicate with experienced head teachers to solve various challenges relates with the implementation of fee free secondary education. This is due to the fact that,we do not have a training to cope with the challenges that why we share experience each other.....”

The study relates with that of Yamanand Uygulamanda, 2009 which observed that Heads of schools also managed the challenges of FSE by sharing experiences and knowledge among themselves and the newly appointed school heads were being coached and mentored by HoS who were more experienced.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the findings, conclusions of the study as well as the recommendations by showing what the study has drawn from each of its specific objectives. Then the study presents what the researcher recommends as the best practice.

5.2 Summary of Findings

The findings of this study were based on specific objectives of the study, namely to (i) to find out the administrative challenges faced by school heads on the implementation of fee free secondary education, (ii) to identify teaching and learning resources challenges faced by school heads on the implementation of fee free secondary education (iii) to determine the strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education.

5.2.1 Administrative Challenges Faced by School Heads on the Implementation of Fee Free Secondary Education

The findings showed that head of schools face various administrative challenges during implementation of fee free secondary education. These include inadequate funds from the government, lack of community awareness, large enrolments of students and existence of politics in education matters.

5.2.2 Teaching and Learning Resources Challenges Faced by School Heads on The Implementation of Fee Free Secondary Education

Additionally, the findings revealed that heads of schools are facing teaching and learning resources challenges such as insufficient books, shortage of desks and chairs, shortage of classrooms and shortage of laboratory chemicals and specimens. These challenges have effects on students' academic performance.

5.2.3 Strategies Adopted by Head Teachers to Cope with the Challenges in Implementation of Fee Free Secondary Education

Furthermore, according to this study showed that head of schools have a little knowledge on how to cope with the challenges in implementation of fee free secondary education due to their responses during data collection. This showed that, implementation of fee free secondary education will not become more productive if heads of schools as the main implementers lack necessary skill to cope with the existing challenges.

5.2.4 Conclusions

This study has resulted into three (3) main conclusions as follows: -

Firstly, based on the findings of administrative challenges faced by school heads on the implementation of fee free secondary education, it is logical to conclude that there is a serious challenge which mostly caused by insufficient funds that provided by the government. All heads of schools under this study complained about the amount provided by the government which does not reflect the school requirements.

Secondly, based on the findings of teaching and learning resources challenges faced by the school heads on the implementation of fee free secondary education, it is logical to conclude that, government and other education stakeholders have to cooperate with the public schools so as to solve the existing problems.

Thirdly, government has to prepare a specially trainings to the heads of schools in order to enable them to cope with the challenges related with the implementation of fee free secondary education.

5.2.5 Recommendations

The study presents recommendations for action and further studies.

5.2.6 Recommendations for Action

- i) It is recommended that the Government should prepare the special programmes to coach heads of schools to overcome the challenges related with the implementation of fee free secondary education in order to improve the students' academic performance.
- ii) It is recommended that the government through Ministry of Education Science and Technology should allocate more resources to ensure an appropriate teaching and learning resources so as to solve this challenges that face heads of schools in the implementation of fee free secondary education.
- iii) It recommended that the community should be part and parcel of school performance, so as to assist heads of schools to cope with such challenges especially that caused by insufficient provision of funds. This can be done by the

community to be involved in school fund rising programme and programme that allows the community to offer donation and building materials to the schools.

5.2.7 Recommendations for Further Research

The major thrust of this study was to examine the main constraints of challenges faced by heads of schools on implementation of fee free secondary education in Bahi district council, Dodoma. The results could not be generalized to a large population of Tanzania. There is a need for another study to investigate fee free education by involving large population in Tanzania. In other way, there is a need of study on the better ways to be used by head of schools to cope with challenges during implementation of fee free secondary education.

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APPENDICES

APPENDIX I: Questionnaire for Teachers

Dear Teacher,

The purpose of this questionnaire is to gather information about your perceptions of challenges faced by heads of schools on implementation of fee free secondary education in Bahi District Council, Dodoma. The questionnaire comprises of four parts: (I) Demographic information, (II) Perceived administrative challenges faced by school heads on implementation of fee free secondary education., (III) Teaching and Learning resources challenges faced by school heads on the implementation of fee free secondary (IV) Strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education.

All your answers will remain confidential; your responses will not be reported to any other person except the researcher. Your cooperation will be highly appreciated.

Part I: Demographic Information

Instructions: Do not write your name. This part relates to your personal information.

Please put a tick (✓) in the box that is most accurate for you.

- i) Age: (a) 18-30 (b) 31-40 (c) 41-50 (d) More than 50
- ii) Highest education level: (a) College Diploma (e) (b) Bachelor degree (c) Masters (d) PhD

Part II: Administrative challenges faced by school heads on implementation of fee free secondary education

Directions: The following questions determine your perceptions of the administrative challenges faced by heads of school on implementation of fee free secondary education. Please indicate your opinion by circling the appropriate number that best represents your perceptions.

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

S/N	Items measuring quality indicators.	SA	A	D	SD
01.	Inadequate fund from the government.				
02.	Lack of community awareness.				
03.	Large enrolments of students.				
04.	Politics in Education.				

Part III: Teaching and learning resources challenges faced by school heads on the implementation of fee free secondary education

Directions: The following questions determine your perceptions of the teaching and learning resources challenges faced by heads of school on implementation of fee free secondary education. Please indicate your opinion by circling the appropriate number that best represents your perceptions.

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

S/N	Items measuring quality indicators	SA	A	D	SD
01.	Insufficient books.				
02.	Shortage of desks and chairs.				
03.	Shortage of classrooms.				
04.	Shortage of laboratory chemicals and specimens.				

Part IV: Strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education.

Directions: The following questions determine your perceptions of the strategies adopted by heads of school on implementation of fee free secondary education.

Please indicate your opinion by circling the appropriate number that best represents your perceptions.

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

S/N	Items measuring quality indicators	SA	A	D	SD
01.	Establishment of school generating Income.				
02.	Community involvement and participation.				
03.	Involvement of school committees in tackling the challenges.				
04.	Informal coaching through mobile phones to assist each other and developing their leadership skills.				

APPENDIX II: Interview Guide for Academic Teachers

Dear respondent,

I am the student of Open University of Tanzania. I'm doing the Masters of Education in Administration, Planning, and Policy Studies (MED APPS). As part of my responsibilities and core business of our college, I am undertaking a study entitled **“The Challenges Faced by Heads of Schools on Implementation of Fee Free Secondary Education”**

Kindly assist me to answer these questions so that I can get the required information in my study. All responses supplied will be used only for academic study purposes.

Thank you.

Name of School.....

1. Age

- i) 21-30 Years ()
- ii) 31-40 Years ()
- iii) 41-50 Years ()
- iv) 51-60 Years ()

2. Gender: Male (), Female ()

3. Experience as a school head

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 () 16 and above ()

4. Education level:

What is your education level?

- i) Certificate ()
- ii) Diploma ()
- iii) Degree ()
- iv) Master ()

5. What is the administrative challenges faced by school heads on implementation of fee free secondary education?
6. What are the teaching and learning resources challenges faced by school heads on the implementation of fee free secondary education?
7. What are the strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education?

C: Interview Guide for Heads of Schools

Part I: Demographic characteristics.

8. What is the name of school _____?
9. Type of School _____
 - A. Boarding B. Day school
10. Name of the heads of school/ not necessary _____
11. Gender of the respondent _____
 - A. Male B. Female
12. Working experience of respondent _____
 - A. One-year B. 1 to 5 years
 - C. 5 to 10 years D. Above 10 years
13. What is your education level? _____

- A. Certificate B. First degree
- C. Diploma D. Second degree and above

14. Marital status of the respondent_____

- A. Single B. Married
- C. Divorce D. Widowed

15. How long have you been head of school?

- A. 1 to 5 years B. 5 to 10 years C. 10 to 15 years D. Above 15 years

Part II: -Administrative challenges faced by school heads on implementation of fee free secondary education

16. Do you face any administrative challenges during the implementation of fee free secondary education? What Is the major source of income for your school?

- A. Yes B. No

17. If yes, mention at least four (4) administrative challenges that you face during the implementation of fee free secondary education.

Part III: -Teaching and Learning Resources challenges faced by school heads on the implementation of fee free secondary education

18. Do you face any teaching and learning resources challenges on the implementation of fee free secondary education?

- A. Yes B. No

19. If Yes, mention at least four (4) teaching and learning resources challenges do you face during the implementation of fee free secondary education.

Part IV: - Strategies adopted by head teachers to cope with the challenges in implementation of fee free secondary education

20. Do you have any strategies to cope with the challenges in implementation of fee free secondary education?

21. If yes, mention at least five (5) of them.

THANK YOU VERY MUCH FOR YOUR COOPERATIONS

APPENDIX III: Interview Questions for District Education Officer

My name is Andrew Colman, a student pursuing a Master's degree in Administration, Planning and Policy studies (MED APPS) of the Open University of Tanzania. I am carrying out research on the challenges faced by heads of schools on implementation of fee free secondary education in Bahi District, Dodoma. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

1. Kindly explain to me administrative challenges faced by heads of schools during the implementation of fee free secondary education.
2. Do you think what are the teaching and learning resources challenges faced by school heads on the implementation of fee free secondary education?
3. Do they any strategies adopt by heads of schools to cope with the challenges in implementation of fee free secondary education? If YES can your mention at least four of them?

THANK YOU FOR YOUR COOPERATIONS

**APPENDIX IV: Research Clearance Letter from The Open University of
Tanzania**

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

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



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

03/08/2020

Regional Administrative Secretary,
Dodoma Region,
P.O. Box 914,
Dodoma.

RE: RESEARCH CLEARANCE

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

The purpose of this letter is to introduce to you **Coleman Andrew Austin; Reg # PG 201701659** who is a Master student at the Open University of Tanzania. By this letter **Coleman Andrew Austin**, has been granted clearance to conduct research in the country. The title of his research is **"Challenges Faced By Heads Of Schools On Implementation Of Fee Free Secondary Education In Bahi District Council, Dodoma"**. The research will be conducted in Bahi District Council.

The period which this permission has been granted is from 10/08/2020 to 11/09/2020.

In case you need any further information, please contact:

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


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

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX V: Research Permit Letter from Bahi District Council

HALMASHAURI YA WILAYA BAHİ (Barua zote ziandikwe kwa Mkurugenzi Mtendaji)		
Simu +255 26 2961400 Nukushi +255 26 2961401 Barua pepe: info@bahide.go.tz deda@bahide.go.tz Tovuti: www.bahide.go.tz		Ofisi ya Mkurugenzi Mtendaji, S. L. P. 2903, Dodoma, TANZANIA.

Kumb. Na.HW/V.30/2 V.IV/124 19 Agosti, 2020

WATENDAJI WA KATA,
KATA ZA: MUNDEMU NA MSISI
HALMASHAURI YA WILAYA BAHİ,

YAH: UTAMBULISHO WA WA MTAFTITI MR. COLEMAN ANDREW AUSTIN

Tafadhali husika na kichwa cha habari hapo juu.

Namtambulisha kwenu mtafiti toka Open University of Tanzania ambaye anakuja kufanya utafiti unaohusu **"Challenges Faced By Heads of Sschools on implementation of fee Secondary Education in Bahi District Council, Dodoma"** katika Shule za Sekondari za Chikopelo, Chonama, Msisi Juu na Chibelela.

Aidha Utafiti huu utafanyika kipindi cha Agosti na Oktoba, 2020

Ni mategemeo yangu utafiti huu utaleta nja kwenye eneo husika na kwa Taifa pia. Katika utafiti huu Taratibu, Kanuni na Sheria za Utumishi wa Umma zinatakiwa kufuatwa.

Mwajiri ambaye ni Mkurugenzi Mtendaji Halmashauri ya Wilaya ya Bahi hatahusika na gharama yoyote.

Nakutakia kazi njema.

Modesta Mwanamila
Kay: MKURUGENZI MTENDAJI (W)
BAHI

DISTRICT EXECUTIVE DIRECTOR
BAHI DISTRICT COUNCIL
P. O. Box 2998
DODOMA

Nakala: Mkuu wa Wilaya,
Bahi.

- : Mkurugenzi Mtendaji (W)
Bahi - Aione katika jalada
- : Kamanda wa Polisi,
Bahi
- : Afisa Usalama (W)
Bahi.
- : Mratbu elimu Kata Chali - Tafadhali mpeni ushirikiano
- : Mratbu elimu Kata Msisi - Tafadhali mpeni ushirikiano
- : Mratbu elimu Kata Chibelela - - Tafadhali mpeni ushirikiano
- : Mratbu elimu Kata Mundemu - Tafadhali mpeni ushirikiano
- : MR. Coleman andrew austin - Ripoti kwa watendaji w a Kata husika ili wakutambulishe kwa waratibu