

**EFFECTIVENESS OF FEE FREE PRIMARY EDUCATION FUNDING IN  
PROVISION OF TEACHING AND LEARNING MATERIALS: A CASE OF  
KALAMBO DISTRICT**

**MWIHANGA TOBA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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**2024**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; **“Effectiveness Fee Free Primary Education Funding on Availability of Teaching and Learning Materials: a Case of Kalambo District, Rukwa”** in partial fulfillment of the requirements for the degree of Master of Education In Administration, Planning And Policy Studies (APPS).

.....

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Date

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I, **Toba Mwianga** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration Planning and Policy Studies (MED-APPS).

.....  
Signature

.....  
Date

**DEDICATION**

I dedicate this scholarly work to the almighty God a creator of the universe and a source of all knowledge who enabled me to pursue studies at higher level at the University. I also dedicate to my lovely son Austin Joshua Mwakamela who encouraged me to complete my second degree on time. This work should therefore be a catalyst and a cantle to motivate him and mirror his school life.

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## ABSTRACT

This study was conducted in Kalambo District to explore the effectiveness of fee free primary education funding in provision of teaching and learning materials. The study involved qualitative approach in data collection which was gathered from both, primary and secondary sources whereby 33 respondents were involved. The primary data were collected through interview, observation and focus group discussion while secondary data were collected through documentary review. The data collected were analyzed thematically. The study found that, the government funds is not enough to meet the needs of effective teaching and learning process. The study findings also revealed that, insufficient government funding in the provision of teaching and learning materials leads to shortage of physical resources. The study further reveals that current funding affects the teacher-pupils' ratio. The study recommends the government authorities to educate the parents on the importance of their contributions in construction, maintenance and purchasing of teaching resources. The study also recommends the government to have proper statistical analysis when funding the fee free primary education. Finally, the study recommends the government to supervise the implementation and expenditures of the funded fee free primary education.

**Keywords:** *Fee free education, Teaching and Learning Materials, Primary Education.*

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>BACKGROUND OF THE STUDY .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background of the Study .....	1
1.3 Significance of the Study .....	10
1.4 Delimitation of the Study.....	11
1.5 Limitation of the Study .....	12
1.7 Dissertation Organization .....	12
1.8 Definition of Operational Terms.....	13
1.8.1 Fee free education .....	13
<b>CHAPTER TWO .....</b>	<b>14</b>
<b>LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Overview.....	14
2.2 Empirical Literature .....	16



2.4.1	Fee Free primary Education overview .....	16
2.3	Research Gap and Synthesis .....	26
2.4	Conclusion .....	27
<b>CHAPTER THREE .....</b>		<b>28</b>
<b>RESEARCH METHODOLOGY .....</b>		<b>28</b>
3.1	Introduction.....	28
3.2	Research Approach .....	28
3.3	Research Design.....	29
3.4.3	Sample Size.....	30
3.4.4	Sampling Techniques.....	31
3.4	Data Collection Methods .....	32
3.4.3	Focus Group Discussion .....	34
3.5	Data Analysis .....	35
3.6	Validity .....	35
<b>CHAPTER FOUR.....</b>		<b>38</b>
<b>RESULTS AND DISCUSSION .....</b>		<b>38</b>
4.1	Demographic Characteristics of the Respondents .....	38
4.1.1	Education Level of the Respondents.....	38
4.1.2	Age of the Respondents .....	39
4.1.3	Time Respondents Stayed In Study Area .....	40
4.2	Implementation of Fee Free Primary Education on Enrolment Trend and the Available Teaching And Learning Materials in the Study Area .....	41
4.2.1	Fee Free Primary Education And Enrolment Trends.....	41

4.2.2	Enrolment Trends and the Availability of Classrooms .....	44
4.2.3	Enrolment trends and Teacher ratio .....	45
4.2.4	Text books to pupil's ratio .....	46
4.2.5	Other Physical Infrastructures and Facilities .....	48
4.4	The Effectiveness of Percentage Indicator in Allocating Funds for Purchasing Teaching and Learning Materials at the School Level in Kalambo District.....	50
4.4.1	Fee Free Primary Education Funding Sources.....	50
4.4.2	Fee Free Primary Education Funding Percentage Indicator .....	54
4.4.4	Adequacy of Fee Free Primary Education Funding on Accessibility of Teaching And Learning Resources .....	56
4.5	Community Perception on Adequacy of Allocated Fund and their Contribution to Supplement Capitation Grant .....	62
	<b>CHAPTER FIVE .....</b>	<b>68</b>
	<b>CONCLUSSION AND RECOMMENDATIONS.....</b>	<b>68</b>
5.1	Conclusion .....	68
5.2	Recommendations.....	70
5.2.1	Recommendations for Actions.....	70
5.2.2	Recommendations for Further Studies.....	71
	<b>REFERENCES.....</b>	<b>72</b>
	<b>APPENDICES .....</b>	<b>76</b>

**LIST OF TABLES**

Table 4.1: Age of the Respondents .....39

Table 4.2: The Time A Respondent Stayed in Teaching Station.....40

**LIST OF FIGURES**

Figure 4.1: Enrolment trend from 2013 to 2018 in the study area.....41

Figure 2.2: Allocation of Capitation Grants.....55

## **CHAPTER ONE**

### **BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

This chapter introduces the problem and its background context. The background of the study, statement of the problem, the significance of the study, research objectives, research questions, delimitation and limitation of the study, and chapter conclusion.

#### **1.2 Background of the Study**

Globally, education is increasingly becoming a key strategy for problem exclusion that ensure better livelihood and social economic sustainability for marginalized children, youths, and adults. It assures a world with potential human resources to transform skills into social transformation and for sustainable development which has led right for education to be compulsory (UNESCO, 2018). However, Paramanik and Bag, (2013) gave an evidence on school fees to be the major obstacle for millions of children around the globe to access and complete primary education. This has led UN in 2000 to declared Universal Primary Education (UPE) as the global agenda and is one of the eight-millennium development goals (MDGs) launched in September 2000 at the United Nations Headquarters (Shukia, 2022).

Thus, Fee free education has become an international concern and has been adopted in many countries basing on several education policies declarations across the world. It became one of the strategies to eliminate the problem of exclusion and marginalization of the children, youths and adults to have access in education (UNESCO, 2009). Right to access of education to every child resulted to global

declaration of human rights and opportunities to have access in education. For instance, the strategy is one of the 2000 Dakar's objectives to achieve universal primary education and the development and education strategy reforms of Millennium Development Goal focus on poverty alleviation.

In many developed countries, education was provided freely for several decades and it is compulsory with some differences on the actors responsible in financing education. For example, In the United States of America the states are responsible in financing education while some subsidies were financed by the central government. In Netherlands to the other hand, about 70% of education is under the private school boards with high level of central government financing.

In Australia likewise, approximately 90% of free education is financed by the central government and the remaining percentage contributed by other education stakeholders (Galabawa, 2007). In developing countries particularly Africa, free education is highly financed by the government and other internal stakeholders. Development of education policy in developing countries is centrally the government practice. Most of the countries have taken several initiatives on policy reforms to increase education opportunities to their people to promote growth and improvement in educational sector and increase in human capital.

In sub Saharan Africa, most of the countries provide primary education freely as a base to facilitate education for all and making primary education compulsory (Galabawa, 2007; Msabila, 2013). In these countries, central governments to a large extent depend on the external donors in financing the provision of free education and

full implementation of free educational policies (HakiElimu, 2014). Vavrus and Moshi, (2014) evidence that, policy reform made free education to become necessary that led to great increase in enrolments in sub Saharan Africa countries.

Tanzania like many other countries in the world considers education as the engine of producing human capital who will assist to residue the social-economic succession objectively intends to ensure better livelihood contributing to the national development as stipulated in vision 2025 (URT, Vision 2025). However, this vision will be attained only if there is the provision of quality basic education to uplift individuals, families and communities at large out of poverty reflectively into the country social-economic growth (UNDP, 2016).

Tanzania took a step for signing the international Sustainable Development Goals commitments for ensuring: all girls and boys get equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030 (UNESCO, 2009; Earle, Alson, 2018). To make commitments for the agreed agenda for provision of free education, Tanzania amended the Education Tanzania Policies (ETP, 1995; 2014), circulars, directives, guidelines (MoEST, 2015), and formulated manifestos (CCM Manifesto, 2015-2020; 2021-2025) to provide the reflective direction for implementations.

According to the history of education; the provision of primary education in Tanzania has tremendously passed into different phases of adjustments to fulfill social-economic requirements. However, these phases are subjected to: pre-colonial, colonial, and after colonialism characteristics. According to Nyerere (1994), in these

phases, the provision of primary education was mainly characterized with cost-sharing whereby the parent's ability to pay school fees was the open door for the child to be enrolled, survive, completion of the particular level, and transition to secondary education level (URT, 2014). The practice of pre-introduction of free primary education provision was characterized by discrimination, high drop-out rate, and fluctuation of pupil's attendance, low enrolment, and low completion rates (ibid) also; Shukia (2020) insisted that the school fees payments and contributions were among the factors leading to parents to pulling their children out of the school system.

Furthermore, to overcome the emerged setbacks, challenges, and producing multi-professional workable citizens, Tanzania adjusted the education policy to address the needs of ensuring there is the provision of equitable and fairly quality education to every school-aged child (ETP, 2014). The Tanzania government started to budget and allocate funds for primary recurrent associated consumables for educational delivery, construction of school's infrastructures, and schools inspections (*Education Policy Forum*, 2016); parents remained with the obligation of ensuring the children has uniforms, exercise books, and meet transport costs to and from schools; and students were supposed to be registered and attend in schools for learning. All these efforts sided with the inauguration of visionary's mission set by the United Nations through UNESCO on elementary education to be free and compulsory at fundamental stages (Paranik and Bag, 2013).

### **1.2.1 Free Primary Education**

Tanzania's Education Act declared that all children above the age of seven years



must attend and complete compulsory primary education (Fute et al., 2019). Moreover, the introduction of fee free education focused on improving the quality of education (ETP, 2014) aligned with the Sustainable Development Goals (SDGs) which realize education as a human right reflecting the United Nations initiatives which stressed on countries to offer free, quality, and equitable basic education by 2030 (UNESCO, 2005). However, since pipelined of fee free basic education delivery in December 2015, the government abolished parental contributions and take charge to cover education operating costs, to pay for voluntary part-time teachers and non-teachers' salaries, construction and repair costs, tuitions, costs for subject's textbooks for teachers and pupils, examination costs through the disbursement of funds in every month (URT, 2004, 2016).

Action of the abolishment of school fees leads to the tremendous increase in enrolment of school-aged children (*Daily News*, 2015) regardless of primary school physical structure. Morojele (2016) insisted on witnessed marginal increases in pupils enrollment, survival, and completion rates which also impacting required educational resources, therefore, affecting the provisional of quality primary education. For example, based on Education sector performance report 2018/19, in Tanzania mainland, the number of students enrolled in primary education has been increased from 10,111,255 (2018) to 10,601,616 (2019) implied that the access to this level of education is fair.

Further, the Net Enrollment Ratio (NER) showed that has reached the target of 2020 (90%) and that expected in 2025 (95%) by the years 2018-19 (95.4%). These data showed the tremendous increase of students enrolled in primary education

comparative to 2015/16 when free education started which was 84%. Moreover, the drop-out rate has been reduced from 29% (2015-2016) to 6% (2018-2019) being below the target of 19% (2020) and 8% (2025).

The provision of primary education is set on the objectives of being basic, accessible, and affordable to the majority (Sekwao, 2004) to enable pupils to achieve academic potentials (HakiElimu, 2008). For example, in the year 2015-16, the primary school pass rate was 67.8%, increased to 70.36 (2016/17), 72.76% (2017/18), and 75.6% (2018/19) exceeded the objective marginal target of 75% by 2020. The reflections are also witnessed in the promotion of transition rate that is changing every year as was 70% (2015/16), 71.5% (2017/18), and 73.2% (2018/19) expected to reach 92.4% (2020), and 95% by (2025) (URT, 2019).

The witnessed performance in primary education provision is the reflective outcomes of the government's announcement for the abolishment of the school fees and contribution followed by the administering of instructional circulars restricting and considered as malpractices to any head teachers and teachers involve in collections (URT, 2015). Additionally, these government efforts aimed to ensure that there is the provision of equitable and quality primary education for better livelihood as was stipulated in Millennium Development Goals (MDG) and Tanzania Vision 2030 (World Bank, 2004).

There are challenges and shortfalls for the provision of equitable education resources associating especially in the creation of an uncondusive environment (Miller and Seller, 1990) that may impact the provision of quality education. However, although

Tanzania as the low-income country has been trying to solve multi challenges in guaranteeing the provision of quality basic education for all (URT, 2016), the stumbling block is on the ability of the amount of funds (capitation) disbursed to meet the requirements in the provision of teaching and learning resources. Unfortunately, there is doubt that only 42% of the government capitation grant of 10 USD/pupil reaches the school to enable routinely education provision costs (URT, 2015).

According to the Education sector performance report 2018/19, in Tanzania mainland, in Rukwa region where Kalambo district is located there is the increase of enrollment in primary education level by 4.5% from 266,347 (2018) to 278,402 (2019) needs more funds to be allocated and disbursed (URT, 2019). More specifically in the Kalambo district, the government funding for capitation is Tshs. 200,825,000/- in 2015 to Tshs 551,690,900/- in 2019 and development funds has increased from Tshs.157, 955,000/- in 2015 to Tshs 622,800,000/-in 2019 for primary education (*Kalambo District Reports*, 2015; 2019).

Therefore, basing on Kalambo district statistics the number of pupils enrolled in primary schools has been increasing from 7,436 in 2015 to 10,527 in 2019 reflecting positive impacts in the provision of free education (*Kalambo District Statistics, 2015: 2019*). Further, the prohibition of school-parental contributions raised complaints that some services to be provided to pupils that need supports such as the hiring of security guards and cooks for food provision in schools are not met; parents and community are reluctant in participating in the construction of new school's infrastructures, furniture and provision of various educational resources need

financial and material support (HakiElimu, 2017).

Practically, there is very little government involvement in school's maintenance, and little or no stakeholder's involvement in the school's affairs (Ama, Moorad & Mukhopadya, 2020). This situation contributes to shortage of classrooms, increase teachers teaching workloads, shortage of pit latrines, lack of extra class to assist students with special learning needs, and shortage of teaching resources (HakiElimu, 2017a; Twaweza, 2016).

The communities need to be given enough education on the sustainability and development of free education for their children. The government cannot alone provide all the requirements for the free basic education. Depending on the surrounding school environments, the communities will be able to contribute other things like labor and building materials (sand, stones, wood and bricks) during constructions and maintenance of school infrastructures. This will strengthen the provision of education in this era of free basic education.

## **1.2 Statement of the Problem**

Provision of free primary education since 2015 has increased the number of pupils enrolled in primary schools; for example, in 2015 the NER was 84% compared to 2019 where was 95.4% is above the target of 90% in 2020 and 95% by 2025 (URT, 2019) being almost near to reach the universal primary education provision (GER 100%). Despite the government efforts in the provision of funds to meet the primary education recurrent and development activities, the financing of free education is proclaimed to face some great challenges which in turn affect the proceedings and quality of educational activities in primary schools (Vavrus & Moshi, 2014).

Dialogues and debates are advocating that the indicator for capitation funds allocation using the number of students available in particular schools overwhelmed the provision of adequate teaching and learning resources (Vavrus& Moshi, 2014. Orodho, 2014). It also inadequately ensures the schools to meet the availability of teaching and learning materials (HakiElimu 2017).

These debates entailed the presence of gaps on the effect of using the number of students as indicators for provision of funds for administering free primary education particularly on the availability of teaching and learning materials. However, the impact of percent indicator in allocating the funds for purchasing teaching and learning materials at the school level raised a concern on the provision of quality primary education in the era of the implementation of fee free primary education into different perspectives. Therefore, this study sought to explore the impacts of free primary education funding in the provision of teaching and learning materials in Kalambo district, Rukwa region.

### **1.3.1 General objective**

The purpose of the study is to explore the effectiveness of fee free primary education funding in the provision of teaching and learning materials in the Kalambo district, Rukwa region

### **1.3.2 Specific Research Objectives**

Specifically, this study aimed to do the following:

- i. Examining the implementation of enrolment trend in the study area.
- ii. Determine the relevance of students' indicator in allocating funds for purchasing teaching and learning materials at the school level in Kalambo

district.

- iii. Exploring the educational stakeholders' perception on adequacy of fund allocated in primary schools.

### **1.3.3 Research Questions**

The study was guided by the following research questions;

- i. How effective is the implementation of fee free primary education on enrolment trends and available teaching and learning materials in the study area?
- ii. How relevant is the percentage indicator in the allocation of funds for purchasing teaching and learning materials at the school level in the Kalambo district?
- iii. What is the community's perception in adequacy of the allocated fund on availability of teaching and learning material in the study area?

### **1.3 Significance of the Study**

The study has contributions to the body of knowledge, practical, managerial, policy, and research implications. Basing on aspects of body of knowledge, the study findings are of importance to researchers as it provides the body of knowledge. The findings will alert educational stakeholders to debate the topic under study. In the managerial aspects, the rationale of this study is to the heads of schools, teachers and education administrators and district, region, and ministerial level to find appropriate solutions to assist in tackling various challenges facing the provision of free primary education through engaging on the extra miles in planning, organizing, and distributing scarce available resources in wiser ways to improve quality (Mark,

2003). Further, the findings will present the policy implications and significances to the stakeholders, ministries responsible for education PO-RALG, and MoEST to get a snapshot of gaps existing between the policy, performance indicators, and actual field practices. The picture will entail the need for scrutiny out of appropriate mechanisms to get proper policy-related solutions to address the setbacks influencing the quality of free primary education provision.

Advocating and implementation of fee free primary education does not mean removing the key components supporting hands in solving teaching and learning resources setbacks. Thus, the stakeholders have a significant role in assisting the government in this agenda so that to enable getting the standards and intended quality. The research significances are first, to me as a new researcher, I will be exposed to research procedures, methodology, approaches, designs, and various techniques, which I was not familiar with to, therefore, gain new knowledge, skills and attitudes. Moreover, this work will provide suggestions for further research phenomenon for more exploration and investigation on this research area.

#### **1.4 Delimitation of the Study**

The free primary education funding sources are many, the study was however delimited to two main sources that are, capitation and development; to be more focused, the teaching and learning materials which were considered are textbooks, the status of infrastructures including desks, classroom and pit latrine since these are routinely useful by students when they are within the school environment. The study also was delimited to Kalambo district involving 33 respondents drawn from 10 primary schools holding high NER in Kalambo District. Moreover, the concentration

was demarcated from 2016 to 2019, since this is the period when the government of Tanzania began to effect the pure provision of free primary education.

### **1.5 Limitation of the Study**

This study was faced with various limitations. Firstly, the researcher intended to cover a larger area and population related to this study, that was however not possible due to time and financial limitations. Nevertheless, the study met the intended objectives of the study with reduced cost since the selected sample was enough to meet the goal of the study. Secondly, some respondents were not easily accessible due to their tight work schedule. To resolve this, the researcher visited them often and requested them to avail their timetable for the researcher to fit within their timetable. Some respondents especially government officials including head teachers were reluctant to be interviewed on confidential information fearing that the researcher is a government agent exploring sensitive information from them.

### **1.7 Dissertation Organization**

Generally, this dissertation constitutes five chapters: Chapter one presents the introduction with background, statement of the problem, significance, delimitation, limitations, organization, and conclusion of the proposal. Chapter two comprises a review of related literatures holding the definition of key terms, theoretical, empirical literature, conceptual framework, research gaps, and conclusion. Chapter three possesses research procedures and approaches, Chapter four present the analysis of the findings, and discussion. The last chapter five provides the summary, major findings, conclusion, and recommendations.



## **1.8 Definition of Operational Terms**

### **1.8.1 Fee free Education**

(Khamis, 2017, Riddell 2003) define Free education as the education in which children are enrolled to school freely and being provided with all school necessities.(Khamis, 2017). Riddell, (2003) also defined fee free education as the abolition of school fees and in circumstances, other contributions including uniforms are covered by parents. In this study, fee free education meant an education that involves elimination of fee and other costs that affect the morale of parents to send their children to school.

### **1.8.2 Teaching and Learning Materials**

Teaching and learning materials also known as instructional materials is defined as a collection of materials including animate and inanimate objects and human and non-human resources like Electronic Interactive, audio, visual, audiovisual, print and others that a teacher may use in teaching and learning situations to help achieve desired learning objectives (Kumar, 2017). In this study, teaching and learning materials include all the necessary requirements in teaching and learning processes such as; human resources (teaching and non teaching staff, students and administrators), physical resources (books, exercise books, teaching aids and media, classrooms, toilets, furniture and other related resources) and fiscal resources (fund/capital).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The chapter presents a theoretical perspective on the theories related to the role of teaching and learning resources in the provision of quality free primary education in public primary schools in Kalambo district, Rukwa region, Tanzania. In light of the empirical evidence on the availability of teaching and learning resources for the provision of quality free primary education, teachers' attitudes in the provision of quality free primary education, and strength of disbursed fund in the provision of free quality education from different scholars will be discussed; the research gaps, and synthesis will also be presented.

#### **2.3.1 Capital Theory of Effectiveness and Improvement**

This study was guided by Capital Theory of Effectiveness and Improvement. (Hargreaves, 2001) that analyse and synthesize the public primary schools as the system of teachers and pupils to interact through utilizing available resources for the provision of quality education. Hargreaves (2001) who is the founder of the Capital theory of effectiveness and improvement developed the model guided notion that school effectiveness and improvement is based on the outcomes (both cognitive and moral) influences. *Ibid* divided school effectiveness as the product of intellectual capital and social capital; based on assumptions that were defined by Hargreaves (2001) that intellectual capital is on what teachers *know and do* while the social capital depicted on *school's* capacity to generate trust and sustain both, internal and external networks.

Further, the model has the assumptions guiding functionality: Outcomes are intended and unintended outputs obtained on the school system mainly determined as cognitive and morals. This assumption calls for classroom teachers, school management and the community to work together to collaborate and undertake the schooling activities so that to produce students possessing intellectual and moral capacities. Moreover, the Leverage consists of utilization of available teaching and learning materials as inputs with the support of appropriate as well as potential strategies to bring equitable primary schooling outcomes.

The Intellectual capital further comprises of the sum of knowledge and experiences of school's community to capacitate in creation and transferability of knowledge basing on situation (school contexts) and intended people (nature of the pupils). Finally, the assumption of Social Capital relies on the level of trustworthy and collaboration among students, teachers, school management and stakeholders to provide strong social networks to enable strengthen intellectual capital through sharing resources available.

This implied that, teachers can perform their duties effectively in the presence of better input including teaching and learning materials. Thus, availability of sufficient teaching and learning materials will enhance improvement in teaching and learning processes, bringing a desirable outcome from creating intellectual capital. Therefore, funding of fee free primary education should go concurrently with the improvement in the availability of teaching and learning materials to match the carrying capacity of the pupils need.

## **2.2 Empirical Literature**

At this juncture, the study discusses the empirical findings of previous scholars on free primary education; the use of an indicator in the provision of funds for free primary education; the impact of free education funds allocation; and community views in the provision of quality free primary from global, regional and local perspectives for justification.

### **2.4.1 Fee Free primary Education Overview**

Free provision of primary education differs in meaning based on the context and practices. There are various global directives and frameworks on the provision of free primary education including the Education for All (EFA) strategy (Valvee & Valeeva, 2014). In the developed countries, provision of free primary education entails full funding by the government including ensuring the availability of textbooks, food, and school transport to mention a few.

Provision of quality and equitable basic education is the global agenda holding the goal to enable all school-aged pupils to be enrolled in primary schools; to acquire and realize the capabilities of producing potential human capital that will become economically productive, develop sustainable livelihoods, contribute to the development of peaceful and democratic societies, and enhance wellbeing (Moller, 2015). According to Kassile (2014), acknowledgment of education funding in Tanzania could be traced in various report whereby it has been evident that over 70% of the annual budget of education in Mainland Tanzania is allocated to basic education activities, of which, more than 50% is spent on primary education (MoF, 2009).

The provision of free primary education in Tanzania context passed through various remarkable stages including the implementation of Universal Primary Education (UPE) which aimed at providing education to all in 1970 (Ishumi & Anangisye, 2014). The report by UNICEF (2018) disclosed that Tanzania started to use the formula that guides the recurrent spending and the recurrent block grant relatively dependent on the number of pupils enrolled; in particular, since 2004, the LGAs practising the allocation of funds results to the stream lining of funds allocation that rise the gap between required teaching and learning materials needs-base against equitable.

The introduction of fee free primary education in 2015 strictly evacuated to the government as the main funder and disburser of education resources (URT, 2015). The practice of depending on the government as the main free education funder resulted in the emerging challenges; misinterpretation from the parents and communities who are currently reluctant to engage in the provision of solutions (Makombe et al., 2010) even those that are within their reach. However, the field experiences show delays in timely capitation funds disbursement by the government, variation of the fund amount to enable the provision of intellectual, social knowledge, and skills as intended.

The current practices however reflect the implementation of Education Circular number 5 of 2015 and number 3 of 2016 (MoEST, 2015; 2016) that abolished direct payments and contributions to public primary schools; where the government started to take charge to disburse the capitation and investment of funds to schools. To encounter time and other inconveniences shortfalls, the central government

discarded disbursement of funds via LGAs and adopted the direct to school capitation disbursement method whereby annually, every pupil enrolled in primary school is allocated to receive Tshs. 10,000/- (IPA, 2016). Parents remained with the obligatory responsibility of ensuring the provision of direct pupil's consumption utilities including uniforms, food, writing materials, and some other small contributions which may differ in type and amount from place to place to mention a few (HakiElimu, 2017).

Despite the efforts made by the Tanzania government, there are questions of the apparent correlation between inputs and outcomes in the provision of free primary education (UNICEF, 2018); the position of appropriateness in the flow of funds for free education provided by the government to meet school facilities and fulfil the expectations (HakiElimu, 2014). Therefore, the empirical survey on the effect of the number of students as indicators for provision of funds for free primary education, the impact of percentage indicator in allocating the funds for purchasing teaching and learning materials, and the community views in the provision of quality free primary education are presented.

#### **2.4.1.1. The Use of Students Percentage Indicators in Funding for Free Primary Education**

Back in 1997, Hawley and Darling-Hammond conducted a case study on rethinking the allocation of teaching resources: some lessons from five high-performing public schools in America. The distribution of studied schools was three elementary and two secondary schools. The study objectively entailed seeking the alternative ways for deploying instructional resources and to quantify different strategies that could be

used by the schools to utilize the educational resources wisely to fulfil the acquisition of instructional objectives and goals.

Hawley and Darling-Hammond (1997) mentioned that the use of district formulae driven model demands rethinking on modalities of curriculum implementation that are associated with the uneven allocation of teaching and learning materials resulting to dramatically education provision shortcomings. However, community as beneficiaries of free education provisions has different views on the impacts of using number of students and percentages in the allocation of teaching and learning materials and financial resources (Hawley & Darling-Hammond 1997).

The mixed-case study on intra district resources allocation and its implication for equity was conducted by Levin (2012) to evaluate the education resources allocation disparities and mid-sized urban schools in Allentown, Pennsylvania. The study aimed to identify how inputs are allocated differentially based on schools' characteristics and demographics; comprehensive equity, looking at school outcomes for the entire student population, various sub groups, and measure the justness of the district's resource allocation policy approach. The findings revealed that the use of indicators found in district allocation policy leads to misalignment between school-level student needs and resources. The study by Levin (2012) provided the gaps on lack of comprehensive equity within the district especially in financial and human capital resources that are vital for schools to fulfil their educational mission.

The case study on challenges facing effective implementation of free primary education in public primary schools was conducted by Kinyanjui, Ishmail, and

Mbutu (2014) in the Githunguri district in Kiambu County, Kenya. The study used the census method to collect data from 30 public primary schools to identify the factors that lead to poor implementation of free primary education. The findings delineated numerous challenges faced by the district in terms of performance, administrative, and financial resulted by negativity in interpretation of provision of free primary education hence impacting the smooth implementation.

Ndunguru (2018) conducted the mixed study on free education and its effects on teaching and learning development in Tanzania focused on examining the trend and effectiveness in financing free primary education, assessing the perceptions of teacher and parents on free education policy; assessing the effects of free education on teaching and learning development as the case of selected primary schools in Masasi district. The study employed interview, questionnaire, observation, and documentary analysis administered to 86 participants selected using simple random and purposive sampling techniques.

The findings exposed that though the capitation funds were regularly disbursed in public primary schools, the amount was not effective as it did not exactly match with the school needs as was regarded to the number of pupils. Another emptied finding is on negative effects of the free provision of primary education including unequal ratios of teacher-pupil, pupil-book, classroom-pupil as well as lavatory-pupil. The study by Nduguru (2018) provides the gaps discussing that the provision of free primary education is not holistically understood by the communities thus making implementation to face challenges that impede teaching and learning. That study alarmed for the needs of engaging stakeholders in educating the local communities



on the proper implementation of free primary educations.

#### **2.4.1.2. The Effectiveness of Free Education Percentage Funding**

Santibarnes, Vernez, and Razguri (2014) studied Free Basic Education (FBE) challenges and opportunities in primary schools in Mexico using the interview method to obtain data from education stakeholders these being the government and private sectors. The study addressed the challenges facing Mexico in the provision of free basic education being high enrolment rates, insufficient school funds allocation particularly in rural areas, high dropout rates, double shift, lack of teacher training, lack of research and evaluation to inform students and school improvements at national, state and international levels; for example, the result for reading and mathematics for sixth graders in rural and indigenous primary school were lower compared with that from urban primary schools (Santibarnes, Vernez&Razguri 2014). The gaps emerged from that study was on the need for the governments to establish a research center, engage the community and stakeholders in developing FBE, and design the implementation of large-scale initiatives to address the key challenges of FBE (Santibarnes, Vernez, and Razguri, 2014).

The quantitative study by Mascitti-Miller (2012) was conducted in Central City School District (CCSD) located in upstate New York, America on resource allocation: practices in urban elementary schools. The study signified to examine the practices that exist in the allocation of discretionary funds made by urban elementary principals using matched sampling methodology. The analysis was done in 8 schools distributed into four which were in good standing and four not in good standing. Mascitti-Miller (2012) found that the principals in good standing primarily use their

discretionary spending in the strategy of creating individual attention as the primary means to create a high performing school. Further, the study suggests that principals with flexible opportunities for spending had a chance to tailor the needs of their school more strategically and create a highly individualized school environment. The addressed gaps in that study were on the need to braid school finance theories against practices particularly in the resource allocation to improve student achievement and create a conducive an individualized learning environment.

Regional Review report on Education for All for Europe and North America reported that by the year 2000, the Western Europe and North America countries had achieved universal primary education as per the sixth goal of Universal Access to Education (UNESCO 2015). The review found among the strengths of the provision of free education were that pupils who enrolled in primary education studied the intended curriculum without dropping out or repeating classes, therefore, completed the basic education cycle. The review disclosed that educational zones were formulated such that high dropout of student incidences, immigrant families, functional illiteracy, marginalized and remote school areas received special attention in terms of resources, this became the reason for the creation of friendly initiatives such as reduction of class size, provision of free breakfast and lunches. These efforts improve the quality of education in particular prioritized areas (UNESCO, 2015).

The study conducted by Abdul-Rahaman, et al., (2018) in Ghana on the free senior high policy: An appropriate replacement to the progressively free senior high policy entailed evaluating the appropriateness of the free senior high policy in replacing the pre-existing progressive free policy. The questionnaire survey was administered to

200 participants during data collection. The study found that the free senior high policy was supportive and removed the stumbling blocks of financial burdens to parents and guardians even though there still were few heads of schools charged with the illegal fees behind the government directives. Abdul-Rahaman, et al., (2018) insisted on the need to ensure presence of sustainable and reliable sources of funding for schools; disbursement of funds on time; and regular assessment of the free senior high program to maintain and improve the quality of senior high education. The government has to provide adequate infrastructure such as classrooms and dormitories to accommodate students; teachers must also be motivated to ensure quality education.

A recent study by Muthima, Udoto, and Anditi (2016) on primary school teacher's perceptions of adequacy and quality of physical facilities in public primary schools under free primary education was conducted in Ndaragwa division, Nyandarua County in Kenya. The study found that there is a moderately adequate overall quality of the physical facilities provided by the FPE program to the primary schools. The study found that chalks, desks, staffroom, and playing fields were adequate and quality sanitary facilities for teachers and pupils; there were however inadequate facilities in the provision of ICT. The study emphasized the need of involving the stakeholders to harmonize the physical facilities so as to avoid overcrowding resulting from enrolling a large number of students that are not proportional to the physical facilities available in particular schools.

According to the study conducted by Abdalla, et al., (2011) on the condition of schooling and quality education in Zanzibar primary school, although the policy

clearly states on provision of Free Basic Education (FBE), findings revealed that parent's contributions in the construction of school's infrastructures, purchase of stationery, maintenance of school infrastructures, payments for extra curriculum activities, examination fees, and school meals are important to add value.

The study by (*Ibid*) further found that Primary schools in Zanzibar experienced shortages of classroom teaching and learning materials which include: the shortage of notebooks, erasers, pens, and rulers in the classroom at the same time, classrooms are not in a good condition. Moreover, the study indicates that the condition of school buildings needs a major repair. It was identified that the government needs to sensitize parent's involvement in providing pupils' schooling materials for the improvement in the provision of fee free education as primary education (Abdalla, et al. 2011).

#### **2.4.1.3. Community Views in the Provision of fee Free primary Education**

The recent mixed-method design study by Ama, Moorad, and Mukhopadyay (2020) involved selected rural communities of Abia State, Nigeria assessed the 432 stratified stakeholder's views and FGD to 72 participants on accessing quality and equity of basic education. The study findings showed the presence of significant inadequacy ( $p < 0.025$ ) of access to quality and quantity in basic education in rural communities reflective from lack of qualified teachers, inadequate safety of the environment, and poor facilities. The findings also exposed the presence of very little government involvement in school maintenance; learners being reluctant in performing schooling works and indiscipline; and little or no stakeholders' involvement in the schools' affairs. The study delineated on the need of stakeholders

to join hands and establish strong collaboration and coordination to improve school conditions; designing programs that will make parents to assist learners to accomplish their homework, while the education authorities has to work towards learner's moral behaviours (Ama, Moorad & Mukhopadyay, 2020).

HakiElimu (2017) surveyed 910 participants in seven districts including Njombe, Mpwapa, Korogwe, Kilosa, Sumbawanga, Muleba, and Tabora Urban in Mainland Tanzania on the merits and demerits of implementing free education policy and practices for spending grants and subsidies to facilitate the policy from parents, teachers, government officials including DEDs, DEOs and Chairpersons of Councils, school managements through focus group discussion. Despite the merits, they also delineated the signs of the quality of education decline connected to lack of classrooms, increased teaching loads among primary school teachers, shortage of schools, and shortage of teaching resources (HakiElimu, 2017a). It was also found that the quality of education was being affected by declining teacher's performance and motivation, great teacher-pupil ratio, and overcrowded classrooms (HakiElimu, 2017b). These facts are also signified by Whitehead, Ryba, and O'Driscoll, (2000) who insisted on poor working conditions including an unpleasant physical environment which contribute to stressed teachers, thus, inhibiting effectiveness and efficiency towards expected inputs.

Twaweza (2016) investigated the citizen's views on the new developments in education using mobile phone surveys for data collection. The study found that even though citizens were optimistic to free education, they are still in doubt that the improvement of education and mentioned enrolment would have bit of resources.

Also, that study delineated a lack of fairness as teachers run to help few pupils with payment and leave large groups aside, thus prohibition of extra classes will fail. Twaweza (2016) signified the gaps in monitoring changes and impacts resulted by mainstreaming implementation of new education policy components is vital; ensure funds allocated for serving school purposes had to be transferred in full and timely to ensure teaching and learning is taking place smoothly and efficiently.

### **2.3 Research Gap and Synthesis**

The resources allocation policy approaches defined the mode of assigning the financial and human capital inputs based on schools' characteristics and demographics leading to the misalignment directly impacting the fulfilment of school education mission. The literature exposed the gaps in indicators used by the government for funds and education resources allocation being against the actual teaching and learning requirements (Levin 2012; Abdul-Rahaman, et al., 2018; Muthima, Udoto & Anditi, 2016) thus leads to emerging of challenges in fulfilling primary education missions.

There are challenges of the parents and community's misinterpretation of free primary education leading to reluctance in engaging in the provision of contextual appropriate solutions (Makombe et al., 2010; Nduguru, 2018). Moreover, literature synthesize on needs of taking into consideration communities' and stakeholders' views and contributions for appropriate implementation of large scale initiatives to address the challenges of free primary education (Santibarnes, Vernez & Razguri, 2014; Abdalla et al., 2011; Ama, Moorad & Mukhopadyay, 2020).

This gap necessitates the need to explore how far the use of indicators of the number of students does and percentages are impacting the allocation and disbursement of capitation funds to facilitate acquisition of teaching and learning materials in provision of fee free primary education. Moreover, the study will involve finding the community's views on provision of fee free primary education in the context of Kalambo district.

#### **2.4 Conclusion**

The chapter presented capital effectiveness and Improvement (Hargreaves, 2001) theory as a lens for analysing and synthesizing the study on the impacts of fee free primary education funding in provision of teaching and learning materials. Furthermore, the review of related literature from international, regional, and local scholars was debating the use of students as an indicators for provision of funds for free primary education; impacts of using indicators in allocating the funds for purchasing teaching and learning materials at school level and the stakeholders views on the provision of quality free primary education was delineated.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter present and discuss the methodology employed to undertake this study. The chapter explains geographical location of the study area and its administrative set up and criteria for selection of the study area and population of the study. This chapter also describes the research design, sample size and sampling procedures used in selection of sample of the study. Furthermore, the section discusses data collection procedures; techniques that were used in collection of primary data as well as secondary sources of data. Finally, the chapter explains methods used in analyzing qualitative information as well as data presentation.

#### **3.2 Research Approach**

This study employed qualitative research approach in data gathering and interpretation. The approach utilized multi data collection tools including documentary review, in-depth interview, and checklist observation to obtain different views, opinions, attitudes, and multiple realities in qualitative form. The approach enabled the researcher to systematically focus on data collection from the different samples of the target population; analyse, synthesize, discover, and reconstruct the meaning of the data collected relatively to each specific research question requirements (Mohajan, 2018). The approach allowed the researcher to discover and reconstruct the meaning from the obtained data on the studied phenomenon. The approach therefore allowed the researcher to gather rich information on the respondents' feeling, opinions and perception on free primary



education funding and provision of teaching and learning materials.

### **3.3 Research Design**

The research design is the directional blueprint for undertaking research work (Kothari, 2004) comprised of the research area, research process, population, data analysis, presentation, discussion, and generalization. The study employed descriptive research design to discover the impacts of fee free primary education funding in the provision of teaching and learning materials under the naturalistic context. The researcher considered the descriptive research design as best and suitable to enable obtaining in-depth understanding on the provision of free primary education, challenges and experiences in the selected study area.

#### **3.4.1 Study Area**

The study was conducted in Kalambo district, in the Rukwa region. The selected area was potential since it holds potential attributes of interest to this study on the effect of using the number of students as indicators for the provision of funds for free primary education, impact of percentage indicator in allocating the funds for purchasing teaching and learning materials at the school level and community views in the provision of quality free primary education. The study found that, indigenous community in the study area is characterized by low level of education thus, low motivation to their children's education development.

However, the implementation of fee free primary education had an impact on their attitude and participation towards education processes and development. Therefore, the District was purposively selected since it is among the Peripheral District facing

the problem of tremendous increase in number of pupils enrolled to join standard one immediately after the implementation of fee free education policy of 2014 with limited number of the available teaching and learning materials.

### **3.4.2 Population of the Study**

The target population of this study was public primary school teachers and administrators in Kalambo district. Currently, Kalambo district has a total of 98 primary schools and a total of 832 public primary school teachers. This study therefore comprised a total number of 33 respondents including, primary school teachers, district educational officers including DPEO, SLO, head teachers as well as WEOs in the study area.

The selection of this target population of the study yielded relevant and adequate information on the implications of free primary education funding and the availability of teaching and learning materials. This was because this population is viable to enable getting convenient data for the studied phenomenon as Finn et al. (2000) insisted that the nature of the population depends on the purpose of investigation. Furthermore, the multi-responses increased credibility and reduced biasness to the research findings especially when data are collected under a naturalistic environment (Saunders et al., 2014; Creswell, 2014).

### **3.4.3 Sample Size**

A sample of this study was drawn from 332 primary school teachers and administrators in Kalambo district. 10 out of 98 Primary schools was purposively picked where representative sample of this study was obtained. This sample size

consisted of 20 primary school teachers which is equivalent to 6% out of total primary school teachers in the district, DPEO (1 respondent), SLO (1 respondent), Ward Executive Officer (2 respondent), Ward Educational Officer (3 respondent) and head teachers (6 respondents). The size of the sample was guided by suggestions that the researcher should consider factors such as the nature of the population and the number of classes in a population (Kothari, 2004; Kotler, 2006); and the findings based on a large sample have more certainty than those based on a smaller sample. The selected sample size was adequately credible to ensure reliability, efficiency, representativeness, flexibility, validity, and reliability in the qualitative study design (Maas & Joop, 2005; Ali, 2013). This study therefore comprised of a total number of 33 respondents.

#### **3.4.4 Sampling Techniques**

The study employed both, purposive sampling techniques and convenient sampling techniques in obtaining the representative sample of the study. Purposive sampling method allowed the researcher to select respondents on her own judgment basing on their experiences, knowledge, skills and understanding on the topic under study. In this study, purposive sampling technique was therefore employed in selecting participants in group discussion and key informants for interview including DPEO, WEO, SLO and head teachers.

On the other hand, convenient sampling technique also was employed to interview respondents who the researcher met accidentally but have adequate and relevant information about topic under study. The researcher interviewed some parents who

met them accidentally and obtained the information on their perception about the provision of fee free primary education in the study area as well as their participation on enhancing the effectiveness of teaching and learning processes.

### **3.4 Data Collection Methods**

A research procedure involves methods, techniques and steps followed to undertake the research work (Cresswell, 2009). A range of data collection methods were used in gathering data from both, primary and secondary sources. The study employed triangulation techniques so as to ensure validity and reliability of the study findings. Therefore, primary data were collected by using various methods including interviews, observation and FGDs, while secondary information was obtained from documentary reviews. Therefore, the study was engaged in obtaining respondents attitudes, opinions, habits, or perceptions by using those methods concurrently to get qualitative data in form of descriptions, cases and themes relatively to each research objectives.

#### **3.4.1 Documentary Review**

This method involved intensive review of official documents comprised of secondary data and is served as the basis for the provision of indicators to be explored with other tools such as interviews. The guideline comprised 10 items which enabled reviewing of official documents including capitation disbursement lists, procurement and disbursing documents for schools teaching and learning material, council Medium Term Expenditure and Financial report (MTEF), Local Authority Accountability and Committee (LAAC).

These methods enabled the researcher to obtain adequate information on distribution of capitation grant and measures for allocation for it. It also emanated rich information on government using number of student as parameter for allocating capitation grant to public primary schools in the study area. The data which was gathered from the survey of these documents was for research questions: one, on the effect of using the number of students as indicators for provision of funds for free primary education; and two, on the impact of percentage indicator in allocating the funds for purchasing teaching and learning materials at school level in Kalambo district.

#### **3.4.2 Observation**

The observation checklist is the enquiry qualitative instrument useful to describe field natural realistically to get snapshot information for further exploration (Denzin & Lincoln, 2005; Flick, 2007). The open checklist observation comprised of 9 items on the status of the available teaching and learning materials, textbooks, desks, classrooms, and pit latrines in 6 selected schools relative to number of students and teachers was used. The findings gathered through this method answered the research question on impacts of using number of students as indicator in allocating the funds for purchasing teaching and learning materials at school level in Kalambo district.

#### **3.4.3 In-depth Interview**

In this study, interview method was employed to gather information from key informants including head teachers, DPEO, SLO and WEO. The method involved presentation of oral questions to respondents and reply in term of oral-verbal

responses. This approach allowed high interactive session between the researcher and interviewee since it involved in-depth discussion with respondents. The method was used to gather information on ratios of pupils in relation to the available teaching and learning resources and adequacy of funding procedures in relation to the fulfillment in availability of teaching and learning resources.

The method also yielded diverse information on respondent's perception on adequacy of government funding in relation to the availability of teaching and learning materials among primary schools in the study area. The use of interview method allowed the researcher to gather rich and diverse information which is detailed as it allowed the researchers to probe more additional and in-depth information about the topic under study. Triangulation of data collection methods was employed to supplement the weakness emanated during interview since the use of various methods minimized bias raised during the use of this method.

### **3.4.3 Focus Group Discussion**

During the study, one focus group discussion was conducted comprised of 8 people including (3) parents, (3) teachers and (2) head teachers. Checklist containing questions to discuss was used to gather information on community perception of implementation of fee free primary education policy, the impacts of increase in enrolment trend on availability of teaching and learning materials and government funding on provision of fee free primary education. This method had an advantage since it yields more and adequate information that surpass the weakness that emanated from interview and observation.

### **3.5 Data Analysis**

The data was analyzed using thematic and simple descriptive procedures followed with presenting, discussing and interpreting the emerged response themes and cases side by side. Data collected using checklist observation, in-depth interview, and documentary review was classified before the analysis. The quantitative data were analyzed by Microsoft excel software programme. The obtained data was recorded, transcribed, coded, tabulated, edited, and analysed using excel. The researcher inductively interpreted the findings by searching the rich descriptive responses answering the why and how items and reconstructed texts making sense for each research question(s) of the studied phenomenon (Kane & Trochim, 2007; Creswell, 2012). The simple descriptive tables and the conveyed narrative expressions were used to present the data related to each research objective(s) (Kombo & Tromp, 2006; Johnson & Christensen, 2012).

### **3.6 Validity**

The researcher is the one who was involved in data collection, thus to ensure validity and reliability of the data collection procedure, analysis and presentation, various strategies were employed. The study employed the triangulation technique where the researcher combined methods of data collection involving interview, documentary review, focus group discussion and observation to see whether the data collected with one method conformed to the data collected with different methods. This enables the researcher to combine evidence from the methods of data collection to make findings of the study to be more accurate and reliable. To ensure validity of the findings, reconnaissance survey was conducted before intensive data collection so as

to make a pre-test of the questionnaire.

The researcher used to visit and ask the research experts to read research tools and then refined them to ensure that they were suitable for collecting the required data according to the research objectives and questions. Since the study involved respondents who were free to choose the language of their own to respond, the researcher used to translate the English questions into Kiswahili language then the responses provided through Kiswahili language were also translated back into English language.

### **3.7 Conclusion**

In this chapter methodologies, research area, population, sample and instruments for undertaking the exploratory descriptive research design to discover the impacts of free primary education funding in the provision of teaching and learning materials in the Kalambo district were presented. This exploratory qualitative case study design involved selected primary schools from rural and urban, teachers, head teachers, students, parents and WEOs. The tools to be used are the in-depth interview, checklist observation, and documentary reviews. Thematic and descriptive analysis was followed whereby the findings were presented using simple frequency tables and narratives.

### **3.8 Ethical Consideration**

This study considered all ethical issues by first, seeking permission from The Open University of Tanzania which introduced the researcher to the Regional Administrative Authority of Rukwa Region. The researcher respected the



respondents' autonomy, integrity, freedom and confidentiality. Omari (2011) described ethics in research to refer to a wide variety of value, norms and institutional arrangement that help to constitute and regulate scientific activities and also help in specifying the basic norms and values of the research community. Above all, it was argued that a good researcher should derive satisfaction from a good piece of research done honestly and within ethical consideration (Mugenda and Mugenda 2003)

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter comprised the presentation of the findings on assessing the impacts of fee free primary education funding on provision of teaching and learning materials in Kalambo District Council. The main aspects of the study findings are presented and discussed in line with demographic characteristics of the respondents and the following research objectives:

- i. Examining the implementation of enrolment trend in the study area.
- ii. Determine the relevance of students' indicator in allocating funds for purchasing teaching and learning materials at the school level in Kalambo district.
- iii. Explore the educational stakeholders' perception on adequacy of fund allocated in primary schools.

#### **4.1 Demographic Characteristics of the Respondents**

##### **4.1.1 Education Level of the Respondents**

Level of education had a crucial role on assessing respondent's perception and understanding on fee free primary education funding in relation to availability of teaching and learning materials. The results showed that over 56.7% of the respondents interviewed attained Grade A level of education, while 23.3% attained diploma level of education. Only 20% of the respondents attained higher education.

The study found that respondent's perception and understanding on implementation and funding of fee free primary education and its implication on availability of

teaching and learning materials could actually be different depending on the different levels of education of respondents. The study further observed that a slight number of respondents with a Bachelor Degree level of education were well informed with varied policy reforms on implementation of fee free primary education as well as its impacts on availability of teaching and learning resources.

#### 4.1.2 Age of the Respondents

The age of the respondents was important in determining policy transformation on cost sharing in education and experience on their teaching profession in relation to availability of teaching and learning materials. Varied age groups were considered during the study since each age group had a different perception on implementation of fee free primary education in relation to teaching and learning materials availability. Age group of the respondents was clustered into three groups: About 30% of the respondents were in 21-30 years' age group while 53.3% were in the age group of 31-40 years and remaining 16.7% were in the age group of 41 years and above.

**Table 4.1: Age of the Respondents**

AGE GROUP (YEARS)	FREQUENCY	PERCENTAGE (100%)
21-30	10	30
31-40	18	53.3
41+	5	16.7
TOTAL	33	100

**Source:** fieldwork (2022)

The study findings revealed that, most of the respondents who were interviewed during data collection in the study area have sufficient experience on explaining fee free primary education funding in relation to availability of teaching and learning materials. It was observed that, the age group of 41 years and above encompasses

huge experience on policy transformations on cost sharing in primary education and after abolition of fee in primary schools resulted from implementation of fee free education in Tanzania. The study revealed that, the age of workers also determines their awareness on previous changes on availability and adequacy of teaching facilities and material over time.

#### **4.1.3 Time Respondents Stayed In the Study Area**

The time respondents had stayed in their teaching profession was crucial in assessing their perspectives and awareness on the relationship between funding of fee free primary education and adequacy of teaching and learning materials. The findings revealed that, over 65% of the respondents had stayed in teaching profession for more than 11 years while about 20% stayed for 6-10 and slightly 15% of the respondents had stayed in the study area for the time ranging 0-5 years.

**Table 4.2: The Time A Respondent Stayed in Teaching Station**

<b>Time stayed in teaching profession (years)</b>	<b>Frequency</b>	<b>%</b>
<b>0-5</b>	3	15
<b>6-10</b>	4	20
<b>11 and above</b>	13	65

**Source:** Field data (2021).

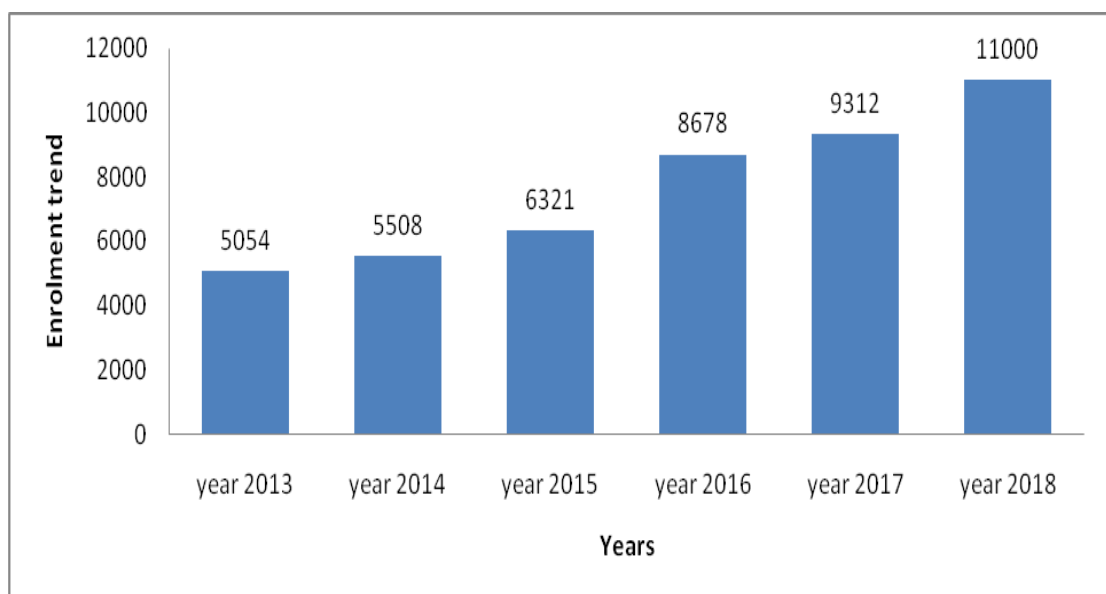
Study findings revealed that, respondents who had stayed in the study area for a long time (11 years and above) have more experience and were rich in information on how funding of fee free primary education altered the availability of teaching and learning materials. They provided sufficient information on the changes of funding educational programs in their working station and transformation which have been taking place on efficiency, adequacy and improvements on provision of teaching and learning materials after implementation of fee free primary education policy. These

results therefore justify that, teachers who were involved in this study are well experienced since over 65% of them have been in their teaching profession for more than 11 years.

## 4.2 Implementation of Fee Free Primary Education on Enrolment Trend In The Study Area

### 4.2.1 Fee Free Primary Education and Enrolment Trends

The study intended to examine enrolment due to the increase of number of pupils since the introduction of fee free primary education influence tremendous increase in enrolment trends of pupils every year in primary schools in the study area. Documentary review revealed that, there is increased enrolment trend every year from 2016 after commencement of fee free primary education compared to previous years. For example, enrolment trend of standard one pupil increased from 6,321 in 2015 to 8,678 in 2016. The study further found that, enrolment trend shoots up from 9312 in 2017 to 11,000 in 2018 as shown in Figure 4.1.



**Figure 4.1: Enrolment Trend from 2013 to 2018 in the study area**  
**Source:** Field data, (2021).

The general enrolment trend in Kalambo District Council from 2013-2015 was 16,883 while in the same time interval after implementation of fee free primary education was 45,873 from 2016-2018; this is more than two times prior to the implementation of fee free education policy. These findings signified that, implementation of fee free primary education policy influence rapid increase in enrolment trend among the public primary schools which could have crucial implication on the carrying capacity of the available teaching and learning resources and other teaching facilities.

This implied that, increase in enrolment trend after implementation of fee free primary education in the study area increased demands on teaching and learning facilities including number of classrooms, teachers and text books to meet the needs and other teaching and learning materials such as chalks. It is obvious that, the increased demand result to the increase in budget to purchase such needs for effective teaching and learning processes. However, the study found that, the budget funded by the government to purchase teaching and learning materials was inadequate thus failed to meet the demands posed by the increased number of pupils enrolled to join primary education after implementation of fee free primary education.

The researcher investigated the reasons alarming rate of enrolment trend in the study areas. It was articulated during focus group discussion that, the reason behind the increase was the abolishment of school fees in primary education in 2016, which resulted in a large number of student enrolment in standard 1. It was acknowledged during interview with key informant that, introduction of fee free education

positively changed the attitude of the community towards the education of their children. Parents in the study area were of the view that, fee free primary education reduced economic burden to them due to elimination of the school fees and other contributions, something that increased their morale to send their children to school compared to the previous time. These findings are also the same with the study conducted by Mlawa (2018) who found that, pupil's enrolment in all subsequent years after implementation of Fee free education from 2016 to 2018 surpassed that of 2015. During interview a parent said;

*“Fee free education made us parents to relax and raise our attitude to send our children to school. You know why? Because it reduced economic burden to our households since majority of us here we are poor depending only on small holding crops cultivation which its returns are low to afford to send all children to school. But now I can manage even to add more children because I am sure with their access to basic primary education after fee free education programs.”* (Parent 1 in FDGs 10/09/2021).

These findings portrayed that, fee free education was positively received by the community as a help for them to send their children to school that resulted to increase in enrolment trends in public primary schools. Teachers in the study area argued that, increase in enrolment trends put stress on availability of teaching and learning resources in their schools. Interviews with teachers and SLO revealed that, pupils who were by then drop-outs rejoined the school after commencement of fee free primary education. Therefore, it contributed to decrease in dropouts and consequently led to increase in number of pupils.

These findings are also the same as reported by Asim (2015) who found that the implementation of fee free primary education resulted to the rise of Standard one intake from 1.5 million in 2014/15 to 2.1million in 2015/16 and 2.0 million in

2016/17. Teachers in the study area were of the view that, inception of fee free primary education provided chances for majority pupils from vulnerable groups and marginalized societies to join primary education, a move that increased the number of pupils joining standard one. The study also observed that, most of the communities in the study area are of low income that could not previously afford the education for their children leading to many primary schools experiencing great increase in number of students after implementation of fee free primary education.

#### **4.2.2 Enrolment Trends and the Availability of Classrooms**

In this section, the researcher was interested to make a comparative analysis of the classroom size before and after implementation of fee free primary education to determine its implication on classroom size. It is obvious that, the normal classroom average for public primary school is supposed to be 45 pupils in each stream. Documentary reviews revealed that, there is great disparity of average class size since in 2013 the average class size was 141, in 2014 was 163 and in 2015 average classroom size was 188. Contrarily, after implementation of fee free education in 2016 the average classroom size was 278, in 2017 was 320 and in 2018 was 425 in one classroom which is very high compared to normal average class.

These findings implied that, the classrooms for public primary schools in the study area are overcrowded as a result of the implementation of fee free primary education which resulted into scarcity of classrooms due to increased number of pupils.

Teacher in school C said;

*“Pupils are so many compared to previous time before implementation of fee free education policy. Sometimes you may find more than eight streams in the same classroom. During examination*



*sometimes we were forced to stop some class sessions due to overcrowding.”* (Teacher in school C, 11/09/2021).

This implied that, increase in enrolment trends put stress on the use the available teaching and learning materials and resources. Teachers during interviews justified that, enrollment trends affected to some extent teaching and learning process that would alter the quality in provision of quality education if the challenges could not be effectively addressed.

This finding concurs with the study conducted by Manasseh, (2016) in Eldoret Municipality in Kenya who found that, fee free primary education led to congestion of pupils in the available classrooms since most of the classes were triple-streamed due to increase in enrolment trend. The researcher quoted the Head teacher in school D who said;

*“It reached the time we introduced two sessions in a day due to increase in number of pupils enrolled for standard one with limited number of classes. Though the government is trying the best to build classes to curb these challenge associated with implementation of fee free primary education but the problem in scarcity of classrooms for us primary schools is still very high affecting effectiveness on teaching and learning process.”* (Head teacher in school D, 13/9/2021)

#### **4.2.3 Enrolment Trends and Teacher Ratio**

It was reported that, despite the government’s efforts in increasing the number of teachers to correspond with the increasing number of pupils enrolled in primary schools, there still is a big problem in matching the number of teachers with increased trend of enrolment. It was articulated during interviews that, increased trends on enrolment of the pupils in public primary schools as a result of fee free education posed a challenge on teacher-pupil ratio. Interviews with teachers revealed

that, increase in number of pupils exceeds their carrying capacity on effective teaching. They argued that, their ration necessitated them to be overloaded in their work. Documentary review on District Educational Office justified that, current pupil-teacher ratio in Kalambo District was 225:1 which increased to more than 44% from 2015 which was 101:1 after implementation of fee free education. These results implied that, the available number of teachers doesn't match with the increased number of pupils enrolled to join standard one and consequently led to shortage of teachers in public primary schools. Head teacher in school B said;

*“Some aspects like classroom are congested because of the influx of pupils resulted from implementation of fee free primary education. Also increase teachers-pupils ration since it influenced more pupils to be enrolled which exceed the capacity of the available number of teachers in our school.”* (Head teacher in school B, 11/09/2021).

Teachers during interview claimed that they were forced to increase number of periods to cover beyond their normal workload something which to some extent affect effectiveness on teaching processes. These finding are in line with the study conducted by Mlawa (2018) in Ikungi, Singida who found that, increase in enrolment trend resulted from fee free education lessen the teachers-pupils ration that increased teachers' workload.

#### **4.2.4 Text books to pupil's ratio**

It was investigated that, textbooks ration for pupils in the study area raised over time after implementation of fee free primary education. Documentary reviews during the study evidenced that, textbooks to pupil's ratio was 1:5 to 1:4 in 2014 and 2015 respectively. This implied that, one textbook was shared by at least two to three pupils prior to the implementation of fee free primary education policy in 2016.

Regarding the text book to pupil's ratio after fee free primary education, teachers indicated that the ratio is 1 text book for 3 up to 1 text book to 4 pupils in 2017 and 2018 respectively.

The study observed that, Fee free primary education funding program had a positive impact on increase in number of books in most primary schools in the study area. Interviews during the study revealed that, the increased number of books after implementation of fee free primary education had no sufficient impacts on textbooks to pupil's ratio resulting from the rapid increase in number of enrolments after Fee free education. Teachers were of the views that, books for pupils are the most essential teaching and learning material that can influence pupil's performance. However, they showed their concern on its deficit caused by tremendous increase in number of pupils that made them to share one book among many pupils. Head teacher in school A said:

*“Now the government is doing better to bring books in our school compared to previous years. I would be a liar to say that government is not bringing books to us, but the problem that brings the challenge on availability of these books is the increased number of pupils every year that increased books to pupils' ration. So even if they are giving us more books now compared to the time before Fee free education, the problem is still there caused by increase in number of pupils.”* (Head teacher in School A 9/9/2021).

This implies that, the high ratio is a result of increased enrolment in public primary schools. The result concurs with the study conducted by Njeru, *et al.*, (2014) who found that increase in enrolment arose the concern of the government's ability to maintain the quality of instruction as the government wage bill soared and its capacity to provide enough text books to the pupils was not plausible.

Teachers during interviews presented that, there is an insignificant ratio of books compared to number of pupils caused by rapid increase in enrolment trend in the study area. These teachers were of the view that, the government provides books for the concerned class once a year basing on its recent number and those books will be used for the next coming same class. This does not consider the increased number of pupils caused by the provision of fee free education and consequently led to scarcity of text books.

#### **4.2.5 Other Physical Infrastructures and Facilities**

Teachers were asked to mention other facilities and physical infrastructures affected by the increase in enrolment trend as a result of fee free primary education. It was ascertained that, there was an insufficient number of desks in primary schools in the study area which was reported to be attributed by fee free education which brought about the increase in the number of pupils enrolled every year. The study observed that, the ratio of pupils was up to five to six pupils for one desk something which evidences overcrowding of the classrooms. The study also observed that, more pupils were sitting on the floor during classroom session due to inadequacy of desks. Similar findings were observed by the study conducted by Muthima (2015) in Kenya assessing the adequacy and quality of teaching and learning resources in public primary schools in Ndarangwa County that, the increase in the number of pupils in schools caused by increase in enrolment trend enhance the decline in adequacy and quality of teaching and learning resources.

The study found that, parents were requested to support on making tables and chairs for their pupils. Contrarily, parents were reported to be reluctant on contribution for

desks making for their children. The researcher was interested to know why parents were reluctant. Teachers explained that, it was because of fee free education that parents felt the government can cover and fix each and everything on time. Head teachers also reported that, it was because of lack of awareness among the community members about their participation on influencing effective teaching and learning.

The study findings also revealed that, fee free education in the study area influenced shortage of hygiene facilities. It was depicted that, increase in enrolment led to overwhelming of the available hygiene facilities among public primary schools in the study areas. Key informants explained that, ensuring sufficient availability of hygiene facilities need fund to purchase, maintenance and rebuild so as to fulfill the need of increased number of pupils. The study noted that, enrolment increase after implementation of fee free primary education posed a challenge on funding the availability of hygiene facilities in primary schools.

The researcher was interested to know the kind of hygiene facilities affected after dramatic increase of enrolment trends in primary schools after implementation on fee free primary education in the study area. It was revealed during intensive interviews that, increase in number of pupils after implementation of the policy led to overwhelming of the available toilet facilities in most of the primary schools in the study area. It was argued by head teachers that, pit latrines available in their schools cannot accommodate the increased number of pupils caused by implementation of fee free primary education policy.

The results revealed that, insufficiency of pit latrines in primary schools in the study area led to overuse of available toilets. It was explained in school A that, there was a great variation on ratio of pits latrine compared to number of pupils. It was documented that; pit latrine was available to almost all the school surveyed in the study area during this study. Contrarily, total number of pit latrines was found to be insufficient and not matching with the standards as required. Interviews with head teachers justified that; dramatic decline in pit latrine-pupil's ratio was a result of the implementation of fee free primary education causing rapid increase in enrolment trends. These results concur with the study conducted by Gisore (2013) in Kajiado Central District in Kenya who found that, fee free primary education found to pose stress on the available sanitation facilities including latrines as the result of rapid increase in enrolment trend caused by introduction of fee free primary education.

#### **4.4 The Effectiveness of Students Indicator in Allocating Funds for Purchasing Teaching and Learning Materials at the School Level in Kalambo District**

##### **4.4.1 Fee Free Primary Education Funding Sources**

Respondents during interviews opined that after implementation of fee free primary education, the government took the major roles of providing funds for instructional material and general operation of the school. They further reported that, the government also has a role in providing money for stationary, funding and monitoring for instructional material and running the school as well as general education support. It was established by key informants during interviews that, implementation of fee free primary education made the government to take over certain school costs classroom materials, sports equipment, teaching and learning materials.

Study findings revealed that, the government has a concern to fund primary education by providing capitation grant every month for all public primary schools as fee compensation. Interviews with the head teachers also revealed that, the government has is responsible for the provision of other teaching and learning facilities including textbooks after implementation of fee free primary education as a means to reduce burden to citizens on affording their pupils' primary basic education. However, teachers in the study area showed their experiences on effectiveness of the government to provide text books in required ratio due to the burden of increased costs to the government after fee free primary education. Head teacher from school A said:

*“Now the government is concerned with providing capitation grant to primary school as fee compensation after fee free education policy. As we know the government has good will to reduce economic burden to Tanzanian by abolishing fee payment and other contribution to access education particularly primary education. Our schools now are receiving some amount from the government to cover school's necessities for teaching and learning processes.”* (Head teacher in School A 9/9/2021).

This implied that, respondents in the study area are aware on the government's intention to provide fee free primary education to the citizens. The study observed that, respondents were conversant with the will of the government to their citizens to access basic education for all and free or with affordable costs that will not affect the citizens' access to basic primary education. All interviewed heads of schools reported that the capitation grants are sent directly to schools and allocated relative to school needs and affordability. They argued that, capitation grant aid in educational delivery at a school level as intended by the government in the provision of fee free primary education. However, the study observed that, there is variation on

the amount received by each school which was reported by head teachers to depend on fluctuation of pupils' number and taxes the government collected on particular month.

The researcher was interested to know the challenges faced during spending of capitation grant. The findings revealed that, all head teachers and more than 95% of teachers interviewed stated that the amount of fund provided by the government as fee compensation does not satisfy the needs. Along the same vein, all key informants especially head teachers and district educational officers narrated the inadequacy of capitation grant on purchasing school needs particularly in ensuring the availability of sufficient teaching and learning materials. Head teachers argued that, capitation grant in their schools is not timely disbursed and also insufficient to afford all potential required teaching and learning materials. This was reported by key informants to a large extent affect effectiveness on teaching and learning processes.

District educational officer 2 said:

*“Despite of good intention of the government to implement the policy of fee free education, it comes with several challenges which require time to be rectified. One among of the big issue is the availability of adequate teaching and learning material as when you compare the amount of the capitation grants provided by the government is relatively low compared with needs. Increased number of pupils caused by fee free education posed a great threat on availability of facilities that is below the carrying capacity.”* (District educational officer 2, 15/09/2021).

This finding implied that, funding on provision of fee free primary education is not adequate compared to the stress imposed by the increase in enrolment trend after fee abolition. This further portrayed that, the provided fund by the government to schools does not match the needs of the number of pupils that were enrolled. The



study found that, the number of students in the study area to a large extent is exceeding the carrying capacity of the available teaching and learning materials.

Despite its inadequacy, educational officers reported that, school's leadership in some circumstances affects the effectiveness on spending of capitation grant. They argued that, some of them are lacking training thus making them to be incompetent and consequently lead to either to delay on spending, or misuse of capitation grant as allocated by the government. Teachers during interviews also explained that, lack of transparency on capitation grant planning and spending also affected the availability of teaching and learning materials. They claimed that, sometimes money allocated for purchasing teaching and learning materials within the school tend to be misallocated due to lack of transparency.

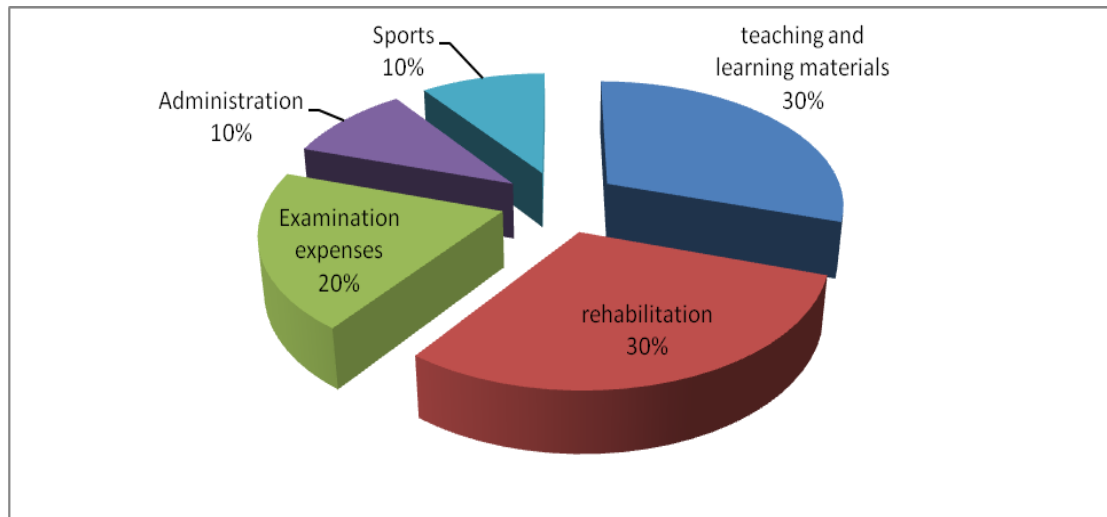
The study observed that, in some schools, teachers were not effectively involved in planning or spending capitation grant thus contributing to misallocating of fund planned to purchase teaching and learning materials. Generally, it was affirmed by teachers that, capitation grant provided by the government is not enough to ensure availability of teaching and learning materials since it does not match with the needs compared to number of students. These findings are in line with the study conducted by Mupa and Chinooneka (2015) assessing factors contributing to ineffective teaching and learning in Primary schools who found that, fee free education has an advantage to the educational development but the circumstances surrounding its implementation, may influence inadequacy in teaching and learning materials affecting teaching and learning processes.

#### **4.4.2 Fee Free Primary Education Funding Percentage Indicator**

In this aspect, the researcher was interested to know parameters which are used to fund the provision of fee free primary education in the study area. The study findings reveal that the distribution and allocation of fund for compensating the fee free primary education is always determined by the number of pupils each primary school has.

The study found that, the government provides fund as a capitation grant to public primary schools per single pupil. Head teachers evidenced that, schools tend to receive a relative amount of 4,850 to 5,140 shillings for every pupil as a capitation grant. However, district educational officers opined that usually government required funding approximately 6000 per pupils for school to afford spending on teaching and learning material and other facilities. This implied that, funding for fee primary education is not sufficient to cover the availability of teaching and learning materials for primary schools in the study area.

The study also sought to investigate the allocation of capitation grant provided by the government for school support after fee free primary education. Documentary reviews revealed various aspect that the capitation grant is directed to cover by its percentage of distribution as 30% is for teaching and learning materials, 30% for rehabilitation. Furthermore, capitation grant was found to cover 20% for examination expenses, 10% for administration while the remained 10% is for sports as shown in Figure 2.2.



**Figure 4.2: Allocation of Capitation Grants**

**Source:** Field data, (2021).

The data above is an evidence that the government took responsibility of funding primary schools after abolition of fee something which was noticed to increase government spending on the education sector compared to the time of cost sharing. Teachers argued during interviews that, teaching and learning materials play a crucial role in facilitating effectiveness in the teaching and learning processes. They cautioned that, the percentage which is allocated in purchasing teaching and learning materials is very low compared to its role on teaching and enhancing pupil's subject's achievement.

The researcher asked teachers to identify the challenges they faced on accessing teaching and learning materials. They opined that, most teachers are facing financial problem accessing teaching and learning materials for effective teaching and learning processes. Teachers argued during interviews that, not all materials they need for effective teaching are available within their school rather than locally made materials that they made basing on what was available around the school

environment. This signifies that, most of the schools in the study area are facing financial constraints in purchasing teaching and learning materials that raise a concern on adequacy of capitation grant on ensuring availability of instructional materials after implementation of fee free primary education policy. The researcher quoted one of the teachers who said

*“The number of pupils in our school is too big compared to the teaching and learning resources we have. Books are inadequate, there are no dictionaries, sometime we need to compose examinations but we lack the necessary stationeries including the reams, printing machines and photocopier machines. All such challenges among many others indicate that the compensated fund for fee free primary education is not enough to run the education costs (Teacher in school C, 22/09/2021).”*

These findings are in line with the study conducted by Nangusu, (2019) in Ulanga District, Tanzania who found that, capitation grant provided by the government as a compensation fee is not adequate for schools to ensure availability of enough instructional materials that posed a fiscal challenge on schools to purchase teaching and learning materials for teachers to effectively execute their teaching profession.

#### **4.4.4 Adequacy of Fee Free Primary Education Funding on Accessibility Of Teaching And Learning Resources**

It was reported by the head teachers during interviews that, there is a disparity in the amount of capitation grants that the schools received. They complained that, the funds provided by the government to their schools are on the basis of the number of children enrolled in their schools; fail to meet the needs of their schools which differ depending on the school’s location and socio-economic factors in the respective school communities. Documentary reviews evidenced that, some schools receive less than the expected amount while others slightly received the expected amount but in

the late time in some few months. Study findings revealed that, all of the heads of schools complained that the capitation grants they received were inadequate to meet the basic school requirements including teaching and learning materials.

For teaching and learning materials, the public primary schools in the study area used the funds received to purchase chalks; real objects including globe and some handout for the students and teachers; buying files and other stationery. The study also found that, the fund allocated for teaching and learning materials was used to buy some reference books to reduce the deficit on books distributed by the government. On the other hand, the heads teachers commented that the funds were inadequate to meet examination expenses and other crucial instructional materials. These findings concur with the study conducted by Ndunguru (2018) in Masasi District, Tanzania assessing free education and its effects on teaching and learning development who found that, capitation grants provided by the government on facilitating the provision of fee free education is inadequate to cover all school requirements including teaching and learning materials.

It was noted that, the more the student enrolment in public primary schools, the more the required adequate learning infrastructures and materials including classrooms, desks, tables, toilets, staff houses and offices. It was reported by District Educational Officers that, rapid expansion of enrolment trend as a result of fee free education placed a fiscal challenge to most of the primary schools and burden to the government. Teachers argued that, despite the many positive contribution of fee free primary education, they have a deep concern on fewer teaching and learning materials as a result of increased number of pupils' enrolment compromise the

quality of education. Teacher in school B said:

*“You know the fund from the government is overwhelmed by the rapid increase in number of pupils we received starting from 2016 after implementation of fee free primary education that led many parents to bring their children to school. This large number of pupils reduced the effectiveness on provision of education that compromised its quality.” (Teacher in school B, 22/09/2021).*

Most of teachers in the study area said that, capitation grant is not adequate to afford teaching and learning materials in their schools. Head teachers during interviews reported that, capitation grant sent by government to their schools as fee compensation is too little compared to the needs in relation to the number of pupils in their schools. They further complained that, sometimes fund tend to come late in their school and insufficient, something that pose difficulty on availability of teaching and learning materials.

Teachers during interview mention some teaching and learning materials which are so important to enhance effectiveness on teaching and learning processes. Books were ranked high since teachers opined that, books are so important during classroom teaching. They argued that, inadequacy of books is a serious problem in most of the primary schools in the study area. The study observed that, increase in the enrolment trend caused by implementation of fee free primary education policy increased the problem of books deficit in almost all primary schools surveyed during this study. These findings also are the same as the study conducted by Chacha and Zani (2016) in Kenya assessing the impacts of free primary education on teacher’s effectiveness who found that, elimination of fee had led overcrowding of pupils in schools which affect the effectiveness of teachers in teaching due to inadequacy of teaching and learning materials.

*“Sometimes teaching becomes so difficult to us since we have large number of pupils in classes compared to the books required during teaching. More importantly is that, when you are teaching primary school pupils you must give them some books for them to read while teaching. But this is difficult because we are facing serious shortage of books and government is not providing enough books for us to teach effectively.”* (Teacher from school D, 14/9/2021).

These findings portrayed that, increase in number of pupils pose a threat on availability of teaching and learning materials including books that affect the effectiveness on teaching and learning processes. Interviews with head teachers and district educational officers justified that, shortage of fund is the cause of most of the schools not to sufficiently fulfill the need of books compared to required ratio of students. They argued that, the government usually provides books to all government schools in the study area but its provision is not consistent and doesn't match with the needs. Most of the teachers in the study area argued that, they prefer to buy their own books while others rely on borrowing due to lack of enough potential books for classroom teaching. This evidence that, capitation grant provided by the government is not adequate for schools to purchase all potential instructional materials.

Visual materials including charts, photographs, real objects and study guide were ranked the second. Interviews with District educational officers justified that, some of teaching and learning material are given less consideration but are vital to enhance educational development. Teachers explained that, visual material have been given less priority on the allocated fund. Head teachers evidence the deficit of allocated fund on purchasing some teaching and learning materials leading to giving priority to some of them. They argued that, most of them prefer to buy the most important materials like chalks, flip charts and pens.

Intensive interviews with head teachers also revealed lack of audio-visual materials including televisions, tapes and multimedia due to inadequate funding on provision of fee free primary education. Teachers argued during interviews that, some subjects need to use audio visual material like television for its effective teaching. Contrarily to its significance, the study found all the schools to have great scarcity of audio-visual material, something affecting to some extent teaching and learning process.

*“Sometimes we tend to go several times to class without any teaching materials even if it is necessary. You know these young pupils to large extent they like demonstration of the lesson by using instructional material because their cognitive capability is still low. But due to lack of teaching and learning materials that require money to purchase became difficult for us to access.”* (Teacher in school B, 17/09/2021).

These results justified that, lack of enough funds to purchase teaching and learning materials pose a challenge on teacher classroom demonstration that to a large extent was found to be influenced by insufficient government funding in the provision of fee free primary education. The researcher was also interested to know the adequacy on funding of electronic interactive material in the provision of fee free primary education. Teachers to a large extent were of the view that, the government does not effectively fund the purchasing of electronic interactive materials in most of the primary schools.

The study found only one computer which was solely for office use only in a single school. Head teacher in school A reported that, recent fund provided by the government as capitation grants cannot afford to purchase electronic interactive teaching and learning materials. This justified that, funding of fee free primary educations is still a challenge on availability of teaching and learning materials in



most of the primary schools.

It was ascertained that, after the introduction of fee free primary education, most of the parents are so reluctant even to contribute what they can afford to curb the problem of scarcity on teaching and learning material. Teacher in school A said;

*“After this program of fee free education most of the parents do not understand when they were requested to add what they can on what school has been allocated so as to afford teaching and learning materials for effective teaching that consequently will increase their pupil’s performance. Instead, they tend to report to government political officials that they were forced to give contributions to school.”* (Academic teacher in school A 19/09/2021).

The researcher was interested to know what contributions were requested by schools from parents so as to curb the deficit of teaching and learning resources for their pupils. Despite the provision of fee free education, teachers reported that parents were willingly requested to buy some reference books, ream papers and make desks so as to increase efficiency of teaching and learning process for the benefits of their pupils. This was noted to be a result of inadequate government funding on purchasing of teaching and learning materials in the study area. The study observed that, the head teachers usually tend to arrange meeting with parents so as to negotiate whether parents can willingly contribute to cover the deficit of teaching and learning materials.

The study noted that, parents always respond passively on assisting public primary schools in the study area to overcome the inadequacy of teaching and learning material that will improve teaching and learning processes and consequently increase their pupil’s performance. Head teachers reported that, parent’s low response was caused by low awareness on importance on supporting conducive environment for

teaching and learning among their pupils influenced by low level of education in the indigenous community in the study area. The study observed that, most of the parents in the study area believed the government provides each and everything timely without knowing that the government is responsible for provision of social services to the whole country including education with limited budget due to low economic level of the country. Head teachers ascertained that, capitation grant provided by the government is not sufficient to even buy potential books for their schools where necessary rather than waiting for books provided only by the government of which does not match pupil's ratio.

#### **4.5 Stakeholder's Perception on Adequacy of Allocated Fund and their Contribution to Supplement Capitation Grant**

Interviews with teachers revealed that, parent's contributions were necessary due to the inadequate and inequitable education spending on the part of the government particularly on funding teaching and learning materials. The study observed that, parents and teachers in the study area still embraced the idea of supporting the government in financing fee free primary education delivery. They acknowledged that, implementation of fee free primary education had reduced the parent's direct contributions to education costs but in some circumstances some of them still contributed in order to supplement the funds received by bearing a considerable share of the expenses related to the basic education of their children. It was reported that, parents contributed towards meeting the classroom construction, internal examinations related costs, reams for internal examination and some cash for remedial class sessions. Head teacher in school C said:

*“...despite of government direct funding of education spending in our schools, the fund provided by the government is not adequately enough at this time to cover all cost. Parents must to some extent to help the government to smoothly implement the provision of fee free primary education because I hope in future those challenges associated with the provision of fee free primary education also will be minimized”* (Head teacher in school C, 12/09/2021).

The researcher was interested to know the perception of local community towards the abolition of fee in primary education and government funding. Since the community readiness and willingness to participate on provision of fee free primary education is crucial on its attainment and betterment, some parents were involved during this study to obtain their views, opinions and perception on how funding mechanism on implementation of fee free primary education policy meet the needs of effective teaching and learning process. The study found that, most of the parents have a positive attitude towards fee free education funding. Intensive interviews with parents revealed that, government funding for primary education increased attitudes of community to send their children to school. Most of the head teachers in the surveyed schools acknowledged that, the increase in number of enrolments is an outcome of the changed attitude of local community caused by implementation on fee free primary education policy.

Parents articulated that, there some challenges facing the program of provision of fee free education. They argued that, classes in most of the primary schools are overcrowded due to positive responses of parents to send their children to school after fee free primary education. Parents also highlighted that, teachers are not enough to effectively teach compared to number of pupils and classes.

*“You know this fee free education make us to be motivated to bring our children to school. We, community in this area to some extent we were laid behind on recognizing potential of giving our children education compared to other community in other regions. But now most of us we are sending our children to school since we are affording.”* Parent 1 in FDGs 15/09/2021).

Interviews with District educational officers revealed that, implementation of fee free primary education reduced cost to the majority poor to send their children to school. Teachers in the study area reported that, cost sharing was a problem to many households who were poor even to afford meals. World Bank (2013) observed that, there was significant increase of enrolment (90%) in low middle-income countries due to Fee free primary education by 2021. This implied that, Fee free primary education easy the financial burden of education to parents in the study area.

Interviews with key informants revealed that, Fee free primary education will be sustainable as time goes due to efforts which have been made by the government. Parents reported that, the government effort which have been witnessed in many schools justify sustainable improvement on challenges encountered in the provision of fee free primary education. It was also reported by teachers that, Fee free education made many children to remain in school since they were enrolled up to finish their primary school studies.

This finding evidence that, implementation of fee free primary education has led to the decline in dropout in primary schools. For instance, prior to the implementation of fee free primary education policy in 2016, the drop out in school A standard seven was 131, 118, 102, 98 in 2012, 2013, 2014 and 2015 respectively while in 2016 was 71, 2017 was 56, 2018 was 46 and 2019 was 43. Therefore, fee free primary

education was found to raise prospects of many children to complete primary education.

The researcher also went beyond to know the impacts of the government funding fee free primary education and quality in its provision. It was argued that, quality of education to some extent was declined after implementation of fee free primary education. Parents were of the view that, the government cannot afford to sustain all needs in the provision of primary education including teaching and learning facilities. A slight number of respondents had the thought that, there were many programs of which they were sharing cost for better education for their children; however, its abolition posed some challenges regardless of the funding programs done by the government on provision of free primary education.

*“Now it is a situation where the government has denied parents to contribute any amount of money to school for their children education. This is good I to our side because it reduced burden but the concern is if the government is funding it full in a manner of effectiveness. But also some parents take this opportunity to participate in anything for improving the provision of education in our surrounding school like now people are rejecting to contribute even food to their pupils in school due to mentality of fee free education.” (Parent 1 in FDGs, 22/09/2021).*

Head teachers commented that, children must prove that they are acquiring skills, knowledge and their ability to write, speak and read to make their parents to enjoy advantages of fee free primary education. Contrarily to the head teachers' arguments, parents argued that basing on their children's failure, the provision of fund to compensate the fee free primary education is not effective. They claimed that, pupils are too many in the class that teachers cannot teach them effectively. These results concur with the study conducted by Oyunge (2016) who found that, excessive class

enrollment and poor teaching and learning environment interfered with the intended outcomes of the provision of fee free primary education. Parents on the other hand argued that, schools should increase community participation by making negotiation with them where it is necessary for them to contribute so as to curb challenges associated with government fee free primary education funding.

The study found that, citizens contribute on educational development in the study area in term of manpower especially on classrooms building. This justified that, the government has positive intention on restricting money contribution but few parents pollute intended goals to their fellows. This made some parents to hold negative attitudes on rights of every child access to education in the error of fee free primary education and consequently lessen their participation on ensuring their children acquire better and quality education. The researcher quoted one of the parents, who said,

*“Community participation even in sharing of some costs where necessary will increase social capital in meeting the demand of education to our children and also increase sense of accountability to our pupils (Parent 2 during interviews, 16/09/2021)”*

These implied that, some parents are ready to share cost in some circumstances to ensure provision of better education to their children since they were aware that the government cannot accommodate all challenges facing the provision of fee free primary education at once. It was observed that, parents have a chance in case of need citizens to initiate contribution for school welfare but not by force so as enhance improvement in the provision of education in their schools. It was noted that, schools should discuss with parents first before their contribution for them to

agree and arrange what to contribute for their pupils. This was found to be because of government fearing for some school management to induce some contributions which is not necessary for enhancement of the provision of fee free primary education. Head teacher in school B said:

*People here appreciate the implementation of the fee free education, but few understand wrongly what it intends since they think that fee free means everything is free. They believe that there is some amount paid directly to school and funding is sufficiently enough to cover everything, which is not right. Sometimes we must initiate contributions in some issues to help our schools while waiting for the government improvement on funding fee free primary education (Head teacher in school B during interviews, 26/09/2021).*

This implied that, some parents have wrong perception on government funding in the provision of fee free primary education in the study area. The study noted that, wrong perception and understanding on the provision of fee free primary education among some parents influence less participation of parents in ensuring the provision of quality education in the era of fee free education policy. Interviews with key informants revealed that, government is allowing parents to participate on the provision of fee free education but in the situation which they can afford and not affect their children enrolment and attendance to school. This justified that, some parents have a misconception on intention of the government to implement fee free education policy.

## CHAPTER FIVE

### CONCLUSSION AND RECOMMENDATIONS

#### 5.1 Conclusion

The study concluded that, implementation of fee free primary education funding has significant impacts on increasing opportunity to majority poor Tanzanians to have access to basic primary education regardless of some challenges facing the implementation of the program. It was found that, implementation of fee free primary education in the study area brought many positive impacts; it on the other hand encountered a number of challenges on effective teaching and learning processes particularly on availability of teaching and learning materials.

The study noted that, fee free primary education has led to the dramatic increase in the number of pupils enrolled to join standard I that does not match with the available teaching and learning facilities. Impact of the policy on the rise of enrolment trend was due to the rise in the attitude of local community to send their children to get primary education since the government takes full responsibility of funding the provision of primary education that covered the costs they could not afford before. Contrarily to the government interests, fee free primary education funding brought a challenge on availability of teaching and learning materials and other facilities since the fund provided to cover the cost to these schools is not sufficient enough to accommodate all basic necessities.

For instance, increase in number of pupils enrolled to join standard one posed challenge on available class rooms carrying capacity, dramatic decline in teachers-pupils ration, books ration as well as availability of teaching and learning facilities.



The study also found great problem on availability of electronic teaching materials including computers, audio-visual materials as well as most of the visual teaching and learning materials. It was observed that, some of these challenges is the result of deficiencies in government modality and amount in financing the provision of Fee free primary education, parents' awareness and understanding on the programs of provision of Fee free primary education as well as schools' leadership and management operation in involving and enhancing community participation in time of implementation of Fee free primary education policy. The government directives on funding the provision of Fee free primary education was also wrongly interpreted by some individuals that to some extent decreased the morale of parents to engage in supporting some funding programs within schools.

The study found that, the government funding in the provision of fee free primary education use percentage indicator of the number of students in the school. The government tends to provide fund as a capitation grant to primary schools for every student that could be used to purchase teaching and learning materials, facilitating management of the school and administration. It was noted that, the government provide Tshs 4,850/= for every student which was reported to be inadequate especially on purchasing teaching and learning materials.

It was noted that, the government funding on teaching and learning material in the study area is not enough to meet the needs on effective teaching and learning process. This was since teaching and learning materials is allocated with only 30 percent and sometimes in most schools the fund usually tends to be directed to purchase other necessities apart from teaching and learning materials since demands

are high the fund provided by the government. The study found that, parents were aware on implementation of fee free primary education as well as challenges emanated with the program. However, parents were found to greatly participate on supporting surrounding schools to curb the challenges came up with implementation of fee free primary education especially on their willingness to involve on purchasing some teaching and learning materials for effective teaching and learning process of their children.

## **5.2 Recommendations**

### **5.2.1 Recommendations for Actions**

Basing on foregoing presentation of findings and discussions, the following recommendations have been suggested to improve the provision of fee free primary education

- i) Local government Authorities such as the Prime Minister's Office Regional and Local Government should increase sensitization and raise awareness to parents on best practices they can contribute to fill the gap of school needs since the source of challenges derived from shortage of fund by the government to school lead to shortage of some teaching and learning facilities
- ii) The government through LGA's should have proper statistical analysis on proper ways of funding fee free primary education through equating the need, capacity and time since there were claims on government not to provide funds on time according to the school needs, affecting effectiveness on teaching and the learning process
- iii) The government should disseminate proper information to local authorities

(LGA) and capacitate them on making proper supervision and follow up on effectiveness on provision of fee free primary education program so as to address its challenges for it to attain its intended objectives.

### **5.2.2 Recommendations for Further Studies**

- i) The study confined itself in assessing the effectiveness of the provision of fund in the fee free primary education in the study area; further related studies should be conducted in the other parts of the country.
- ii) The study confined itself in assessing the effectiveness of the provision of fund in the fee free primary education; further related studies should be conducted to assess the effectiveness of the fund provided in other levels of education.
- iii) The approach to the next study should be different from the previous, that means mixed approach should be involved to ensure openness. Number of sample size should be increased in order to avoid subjective and biasness.

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## APPENDICES

### Appendix 1: Research Tools

#### A. Documentary Review - Guideline

The researcher will engage in intensive reviewing of official documents including the capitation disbursement lists, procurement and disbursing documents for teaching and learning material in schools, council Medium Term Expenditure and Financial report (MTEF), Local Authority Accountability and Committee (LAAC). The findings for two specific research questions will be collected: research question one on *“the effect of using the number of students as indicators for provision of funds for free primary education and two on the impact of percentage indicator in allocating the funds for purchasing teaching and learning materials at school level in Kalambo district”*

1. How many pupils were in a particular school from 2016 to 2019?
2. How many teachers were allocated and work in a particular school from 2016 to 2019?
3. Which are the free primary education main funding sources from 2016 to 2019?
4. How much the capitation fund was received monthly, quarter, term, and annually from 2016 to 2019?
5. How much is the total capitation fund disbursed per student annually from 2016 to 2019?
6. How does capitation procurement guideline assistive in purchasing teaching and learning materials from 2016 to 2019?



7. What are the prioritized teaching and learning materials procured in schools from 2016 to 2019?
8. How do the schools encounter gaps of teaching and learning materials not incorporated in capitation procurement guideline from 2016 to 2019?
9. How are the schools' infrastructure construction (investments) funds allocated from 2016 to 2019?
10. Is the rate of disbursed capitation and school construction (investments) funds meet the requirements from 2016 to 2019?

#### **B. Checklist Observation- Guideline**

The administering of checklist observation will involve 10 head teachers from 10 primary schools. The checklist observation comprised with indicators to answer the variables in the research question(s) two on *the impact of percentage indicator in allocating the funds for purchasing teaching and learning materials at the school level* and three on *the community views in the provision of quality free primary education in Kalambo district*.

1. Availability of textbooks for subjects taught in primary schools to the number of pupils from 2016 to 2019.
2. Availability of classrooms to the number of pupils from 2016 to 2019?
3. The status of classrooms in supporting the provision of free primary education from 2016 to 2019?
4. Availability of pupils' desks in classrooms from 2016 to 2019?
5. Support of classroom sitting arrangement to enable practices of interactive teaching and learning approaches in free primary education provision?

6. Availability of equitable Pit latrines to the number of pupils 2016 to 2019?
7. The status of available pit latrines to ensure students is comfortable to get free primary education from 2016 to 2019?
8. Availability of unutilized land for new infrastructure construction in respective schools?
9. The availability of pupils' playgrounds in respective schools?

### **C. In-depth Interview – Guideline**

The in-depth interview will be administered categorically to 10 class teachers, 30 pupils, 6 ward education officers, and 30 Parents to get the insight of *the impact of percentage indicator in allocating the funds for purchasing teaching and learning materials at the school level and exploring the community views in the provision of quality free primary education in Kalambo district.*

#### **i. Administered to 30 standards seven pupils**

1. What are your opinions of the provision of free primary education relatively to the provision of:
  - a) Subjects textbooks from 2016 to 2019.
  - b) Status of classrooms from 2016 to 2019?
  - c) Status of desks in classrooms from 2016 to 2019?
  - d) The status pit latrines 2016 to 2019?

#### **ii. Administered to 10 class teachers**

2. What is your observation on the provision of free primary education relatively to:
  - a) Related classroom activities workload from 2016 to 2019?

- b) Classroom sitting arrangement to enable practices of interactive teaching approaches from 2016 to 2019?
- c) Availability of teaching material from 2016 to 2019?
- d) Incentives between pre and post free primary education provision

**iii. Administered to 6 Ward Education Officers**

3. What are your views on the provision of free primary education relatively to:
  - a) Management of teaching and learning materials from 2016 to 2019?
  - b) What is the position of parents' involvement from 2016 to 2019?
  - c) What is the position of streets and village authority in supporting primary education from 2016 to 2019?
  - d) What is the district council's involvement in supporting primary education from 2016 to 2019?
  - e) What are the shortfalls of students' number and capitation percentage indicators in funding free primary education from 2016 to 2019?

**iv. Administered to 30 Parents**

4. As the beneficiary of free primary education provision, what are your views as on?
  - a) Improvements obtained on the provision of free primary education from 2016 to 2019?
  - b) Parents' involvement in supporting teaching and learning from 2016 to 2019?
  - c) Make follow-ups on lessons provided by teachers to pupils from 2016 to 2019?

- d) Assist in dealing with pupils' discipline from 2016 to 2019?
- e) Assist schools in overcoming teaching and learning materials funding-related challenges from 2016 to 2019?
- f) Any other views (Please mention)

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## Appendix 2: Research Clearance Letter

175

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF POSTGRADUATE STUDIES**

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Dar es Salaam, Tanzania  
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Our Ref: PG201506787

27<sup>th</sup> August 2021

DPEO  
FYA  
AS DED  
09/09/2021

District Executive Director (DED),  
Kalambo District Council,  
P. O. Box 03,  
**RUKWA.**


**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.MWIHANGA, Toba, Reg No: PG201506787 pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS).** We here by grant this clearance to conduct a research titled **"The Impacts of Free Primary Education Funding in Provision of Teaching and Learning Materials"**. She will collect her data at your area from 30<sup>th</sup> August to 30<sup>th</sup> September 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,  
**THE OPEN UNIVERSITY OF TANZANIA**

  
Prof. Magreth S. Bushesha  
**DIRECTOR OF POSTGRADUATE STUDIES.**



THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT  
**KALAMBO DISTRICT COUNCIL**  
*(All letter should be directed to District Executive Director)*



In reply please quote:

Ref. No. KDC/ F.40/2/01/176

Date 10 September, 2021

Toba Mwhanga,  
P.O. Box 03,  
MATAI - KALAMBO.

**RE: RESEARCH PERMIT**

Reference is made to the captioned subject above,

May I introduce to you **Miss: Toba Mwhanga** who is a student at the Open University of Tanzania.

At the moment she is conducting research on issues related to Educational Management and Administration titled "The Impact of Fee Free Primary Education Funding in Provision of Teaching and Learning Materials" in Kalambo District, Rukwa Region. The permit is given from **10 September to 12 October, 2021.**

Wishing all the best.

Shafi K. Mpenda  
**DISTRICT EXECUTIVE DIRECTOR (DED)**  
**DISTRICT EXECUTIVE DIRECTOR**  
**KALAMBO**

Copy:- Director of Postgraduate Studies  
**THE OPEN UNIVERSITY OF TANZANIA**

: Miss Toba Mwhanga