

**AN INVESTIGATION OF STAKEHOLDERS' UNDERSTANDING OF
ISSUES RELATED TO 2014 EDUCATION AND TRAINING POLICY AT
THE IMPLEMENTATION LEVEL IN BUKOMBE DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled, “**An Investigation of Stakeholders’ Understanding of issues related to 2014 Education and Training Policy at the implementation level in Bukombe District**”, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MEDAPPS) of the Open University of Tanzania.

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.....

Date

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DECLARATION

I, **Matatizo Francis Sungura**, 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 original mine. It is hereby presented in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my wife Jane Machela, my lovely daughters Joyce, Catherine, Hulda, Happyness and my son Agabo. I also dedicate this work to my friend Stephen Makala.

ACKNOWLEDGMENT

This work was my responsibility; however, it was impossible to complete it without support, guidance and extra efforts from different people. It is not easy to mention all of them here. I appreciate all those who participated in this study in one way or the other for their fruitful support. I would like to ask Almighty God to bless them. I would like to appreciate and thank Dr. Newton Kyando, my supervisor, for his patience, tirelessness, competent guidance, intellectual guidance and constructive criticism. I would like also to thank Dr. Frola Kiwonde and other lecturers from the Faculty of Education of the Open University of Tanzania, for their academic support. I also wish to extend my heart full gratitude to my employer, miss Paulina Nkwama for the financial support and permission they granted me to attend this programme. Furthermore, I would like to thank my fellow students Mr. Ndenzanko Sankila, Leonard Ndatulu all of the Open University of Tanzania, for their encouragement, moral and material support throughout my studies.

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ABSTRACT

This study aimed to investigate stakeholders' understanding on issues related to 2014 education and training policy at the implementation level in Bukombe District. The study was guided by three research questions which enabled the researcher to formulate the research tools. The questions were; to what extent do educational stakeholders understand the education policy? What are the experiences of the stakeholders in implementing of 2014 education policy? And how ETP 2014 is related to other policies and guidelines in the education sector and public services in general? A qualitative research approach was employed to obtain data from the sample of 113 study participants including 6 Primary Education Officers, 3 Ward Education Coordinators, 6 Head of Schools, 51 Classroom Teachers and 40 members of the school committee. Questionnaires, interviews, and observations were used to collect data. The study findings revealed that respondents have varied understanding on education policy which is implemented under the ETP of 2014 specifically fee-free education. The study indicated that majority of the respondents have enough experiences in implementing 2014 education and training policy. The study revealed that, in order to achieve and provide quality education there is need of integrating education system with various developmental programs. The study recommends that, policy plays a vital role in the successful implementation of any educational system. Therefore, ETP 2014 should consider the development of an effective policy which will bring together all the concerned stakeholders and bodies so as to implement a successful realization of the policy.

Keywords: *Stakeholders' understanding, 2014 education and training policy, Bukombe District*

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LIST OF ABBREVIATIONS

ESDP	Education Sector Development Programme
ETP	Education and Training Policy
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
UNESCO	United Nations Education Science and Culture Organization
URT	The United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter explains the background of the study. It consists with the statement of the problem, objectives of the study and significance of the study. Other aspects are organization of the study and definitions of the key terms.

1.2 Background of the Problem

Education is one of the key issues on the global development agenda (UN, 2019). This is because it plays an important role in bringing changes and development in both developed and developing countries (Godde, 2018). Quality education improves all aspects of life and ensuring excellence of all receivers so that they can be known and measured in terms of literacy, numeracy and essential life skills (Possi, 2015). The crucial influencing elements of quality education are teaching staff, learning environment, classes, qualified teachers and educational finance which are brought by education policy (Arika, 2015).

The education policy is a policy aimed at improving nature of instruction through a few estimates, for example, improved checking, educational programs changes to make training increasingly significant, guaranteeing improved instructing of sciences, learning condition and educating. It also gives fundamental administration to young by improving school foundations, making a sheltered situation for them, giving direction and advising administrations to children, presenting harmony

instruction in schools and completing continual evaluation in schools and transforming the examination frameworks (URT, 2014).

Quality education is among the sustainable development goals initiated by the United Nations. Achieving this goal require intensified efforts, particularly in Sub Saharan Africa and Southern Asia. Since quality education has been a challenge over economic conditions of the governments in most cases (UN, 2018). Most African countries fail to attain quality education in primary schools due to lack of trained teachers and adequate school facilities (Oyunge, 2017). In most African countries, education system is complex with hundreds of schools, thousands of teachers and hundred thousand of students with quality being at stake and questioned for that matter (UN, 2018). This situation is largely caused by incorporating education policy in operation without prepare effective strategic plans of implementation.

In some countries, particularly in Africa, lack of trained teachers and poor condition of schools are jeopardizing the goal of quality education. In that instance, it has been noted that Sub-Saharan Africa has the lowest percentage of trained primary teachers. In that regard, the failure of quality education is inevitable in African countries (UN, 2018).

In Tanzania, the issue of quality education is one of the major ideals of Tanzania's policies. For example, Tanzania Development Vision, 2025 states that, Tanzania should at least have a well-educated and learning society, be a nation with high quality of education at all levels when reaching 2025. A nation which produces

quantity and quality of educated people satisfactorily prepared with the necessary knowledge to solve society's problems. In an attempt to address poor performance in secondary in recent years, the Tanzania's government had introduced the 2014 Education Policy as a solution to the decline of quality education in Tanzania. The policy states that; standard VII and form four results dropped from 54% in 2007 to 31% in 2012 for primary education, while 90% in 2007 to 43% in 2012 for secondary education. This reveals the deterioration of Tanzania education (URT,2014). In this context, this study aims to investigate understanding of education stakeholders on the 2014 education policy.

1.3 Statement of the Problem

The implementation of the 2014 education policy has been received in different understandings. Some education stakeholders claim that this policy come in operation without making law that govern this policy and others claim that the 2014 education policy contradict 1995 education policy. Various studies have been conducted about education policy (Morojele, 2012; Khamati and Nyongesa, 2013; HakiElimu, 2017; Godda, 2018) have been conducted in and outside Tanzania to address the education policy in different places and challenges in its implementation. The Tanzania Education Policy of 2014 has been implemented without making public aware of the policy, this is due to poor involvement of community in school activities. This has led to misunderstandings on the implementation of education policy since stakeholders understand that the 2014 education policy come on operation without law and framework of operation.

Thus, missing of law and framework of implementation of this policy make contradictions between the 2014 and its expected policy outcome. Hence, this study will be conducted to fill the existing knowledge gap on an investigation of educational stakeholders' understanding on issues related to 2014 education and training policy at implementation level in Bukombe District.

1.4 Objectives of the Study

This study consists of general and specific objectives.

1.4.1 General Objective

The general objective of this study is to investigate stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Tanzania.

1.4.2 Specific Objectives

- (i) To assess educational stakeholders' understanding on the dimensions of ETP 2014
- (ii) To evaluate the stakeholders' experiences in implementing of 2014 education policy.
- (iii) To analyze how ETP 2014 is related to other policies and guidelines in education sector and public services in general.

1.5 Research Questions

- (i) To what extent educational stakeholders understand the education policy?

- (ii) What are the experiences of the stakeholders in implementing of 2014 education policy?
- (iii) How ETP 2014 is related to other policies and guidelines in education sector and public services in general.

1.6 Significance of the Study

This study investigates stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Tanzania. The findings of the study is helpful to policymakers in Tanzania in considering stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Tanzania. Therefore, it helps the officials to prepare amendments in policy achievements.

The results of the study bring insights to the public on the challenges and how to overcome those challenges which hinder the implementation of education policy in public primary schools in Tanzania. Likewise, the study helps in increasing knowledge to the field of education and used as reference with other researchers and scholars. The study provides teachers and education officers with more specific strategies, to determine emerging challenges and for the effective implementation of education in public primary schools. Also, it provides the understandings to educational officers on how local educational stakeholders deal with the challenges experienced in the implementation of education in primary schools.

1.7 Organization of the Study

This study includes five chapters. Chapter one includes the background of the study, statement of the problem and objectives of the study. Also, it included research questions, significance and organization of the study. Chapter two presented literature review, theoretical framework and research gap. Chapter three refers to the research methodology and procedures of data collection and analysis. Chapter four involves data presentation, analysis and discussions, where chapter five gives the summary, conclusion and recommendations of the study.

1.8 Definitions of Key Terms

This section presents core concepts and terms that were used in this study.

1.8.1 Understanding

Understanding is the ability to see, hear, or become aware of something through the senses (Oxford Dictionary, 2019). In the context of this study, is the ability of educational stakeholders to understand the true nature and give their own overview if they will be willing to accept or reject the policy of education with issues featured in guideline of implementing the primary school's education system in Bukombe District.

1.8.2 Education

According to URT (2000), education is the procedure or craft of conferring learning, ability and judgment, either officially or casually. In this investigation, instruction is the procedure which encourages understudies to have the learning of taking care of issues and difficulties which they face in their life and in the examination region.

1.8.3 Policy

This is what the government chooses to do or not to do (Dye, 2008). It can be once again said that, policy is the principled guide to action taken by the administrative executive branches of the state with regard to address certain issues in a manner consistent with law.

1.8.4 Education Policy

Education policy consist of the principles and policy decisions that influence the field of education, as well as the collection of laws and rules that govern the operation of education system (MoEVT, 2014). In the context of this study, education policy is the education and training policy of 2014 that has been prepared to provide education and training direction in the country considering economic, social, scientific and technological changes and education challenges nationally, regionally and internationally so as to increase opportunities.

1.8.5 Educational Stakeholders

Educational stakeholders normally refer to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and nominated officials such as school board members (Bloxham, 2008). In the context of this study, Education stakeholders are all people who are in charge of education system in a particular state. These involve parents, pupils, teachers, educational administrators, supervisors, policymakers, ministers, and commissioners.

1.8.6 Implementation

For the purpose of this study, implementation refers to the process by which the government puts policies into effect. It states who the stakeholders are (Mwaijande, 2013).

1.8.7 Quality Education

Quality education is the one that gives all students' abilities they require to turn out to be financially gainful, create reasonable jobs, and add to quiet and majority rule social orders and improve individual prosperity (Arika, 2015). Additionally, quality training incorporates students who are sound, well-fed and prepared to take part and learn, and bolstered in learning by their families and networks and conditions that are solid, sheltered, defensive and sexual orientation delicate, and give satisfactory assets and offices (Semali, 2014).

1.8.8 Indicator

Indicator refers to the form of performance measurement and assessment on the particular course of action for the purpose of assuring the generation of certain results either positive or negative (Fitz-Gibbon, 1990).

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section explores various related literature to the current study as written by other scholars regarding challenge of implementing new education policy. Also, it includes theoretical framework that will guide this study.

2.2 Theories Which relate to the Study

Several theories have been formulated on education policy. This study was guided by the Goal Setting and Stakeholders theories. Since goal setting and stakeholders' theories have direct relationship with educational policy, it is better to discuss these theories.

2.2.1 Goal Setting Theory

The study was guided by the Goal Setting theory propounded by John Locke in 1968 (Yearta *et al*, 1995). The Goal Setting theory states that there is a positive, linear relationship between a challenging, specific goal and task performance. Thus, the theory makes it explicit that setting challenging, specific goals leads to higher performance than influence people to do their best, and that this positive effect is present in both self-set and assigned goals as well as individual and group goals (CIPD, 2016). The theory has five principles, which are clarity, challenge, commitment, feedback and complexity (Crocker, 2015).

Each of the principles in the Goal Setting theory has explanations. The clarity in the context of the theory means goals must be clear, measurable and unambiguous. When a goal is clear and specific with a definite time, set possibility for completion or being achieved. Challenging principle suggests that it is important to strike an appropriate balance between a challenging goal and a realistic goal. Setting a goal that you will fail to achieve is possibly more discouraging than setting a goal that is too easy. Commitment has the notion of participative management. It rests on the idea of involving employees in setting goals, paves the way for the accomplishment of those goals. Feedback conceptualized that any set goal must provide success or failure of the attainment the set goals of a certain program and complexity principle notify that for goals or assignments that are highly complex, take special care to ensure that the work does not become too overwhelming (Ambler, 2015).

The Goal Setting Theory is related to this study on insights of the education interested party on Education policy in public primary schools, as the implementation of education policy in Tanzania sets a specific goal, which has to be achieved. This educational policy calls for educational policy implementers to have awareness of the challenges that might be experienced in the process of implementation and be able to recognize them and find out the way to tackle them. For example, the achievement of Fee-free Education policy in Tanzania, commitments as bases of stakeholders towards involvement in an implementation must be employed and the achievement of those set goals must provide feedback of the education program particularly in education policy achievements. A number of implementation difficulties face the educational policy. The educational stakeholders

should be able to find the ways to remove those barriers. Thus, the misconceptions among the education stakeholders on education policy are the results of carelessness in understanding the goal-setting theory.

2.2.2 Stakeholders Theory

The study also was guided by stakeholders' theory propounded by Edward Freeman in 1984. According to this theory a stakeholder is any person or group that can affect or is affected by a business organization. Stakeholder theory deals with discussions on if a business has a greater responsibility towards these stakeholders than towards the shareholders, and how to fulfill these responsibilities. It emphasizes the interconnections between business and all those who have a stake in it, namely customers, employees, suppliers, investors and the community. The business to serve the needs of the stakeholders, and not just the shareholders. Freeman's can best serve the interests of the stakeholders.

Freeman (1984) outlined six principles that should govern the relationship between the stakeholders and the corporation. The first principle is principle of entry and exit: According to this principle, there must be clear rules that delineate, for example, the rules when it comes to hiring employees and terminating their employment should be clear-cut and transparent. The second one is principle of governance: This principle is concerned with how the rules governing the relationship between the stakeholders and the firm can be amended with unanimous consent, any changes. The third one is principle of externalities: This is concerned with how a group that does not benefit from the actions of the corporation has to suffer certain difficulties because of the

actions of the corporation. The principle of externalities suggests that anyone who has to bear the costs of other stakeholders has the right to become a stakeholder as well based on stakeholder theory. Anyone who is affected by a business becomes a stakeholder.

The fourth principle is principle of contract costs: Each party to a contract should either bear equal amounts when it comes to cost, or the cost they bear should be proportional to the advantage they have in the firm. Not all of these costs are financial in nature, so they may be difficult to quantify. The fifth one is agency principle: This principle states that the manager of a firm is an agent of the firm and therefore has responsibilities to the stakeholders as well as the shareholders. The sixth one is principle of limited immortality: This principle deals with the longevity of a firm. To ensure the success of the organization and its owners alike, it is necessary for the organization to exist for a prolonged period of time. If the firm only exists for a very limited period of time, it would be advantageous for some of the stakeholders and disadvantageous for others. This violates the concept of a stakeholder theory. Thus, the firm must remain in existence for a length of time, and it should be managed in a way that ensures its survival. "Limited" immortality refers to the fact that the firm can be long-lasting but it is impossible for it to actually be immortal.

Stakeholder theory is related to this study because it requires the corporation to act in the interests of not only the shareholders and not just a few of the stakeholders, but all of the stakeholders. The educational stakeholders should be able to find the ways

to eliminate educational barriers. Thus, the misunderstand among the educational stakeholders on education policy are the results of carelessness in understanding the stakeholders' theory.

2.3 Educational Policies and Guidelines

This section will discuss educational policies and its linkage with other national policies.

2.3.1 Training and Education Policy, 2014

This policy is aimed at improving nature of instruction through a few measures, including improved checking, educational modules changes to make training progressively significant, guaranteeing improved educating of sciences and learning condition and educating and giving essential administrations to kids, improving school foundations, making a sheltered situation for youngsters, giving direction and advising administrations to families, presenting harmony instruction in schools and doing determined evaluation in schools and transforming the examination systems (URT,2014). The new education policy addresses various issues which are very important to improve the standard of education. Among the identified issues are:

- (i) Access to free education so as to enable children from the poor families to attend school. The policy states that; “The government will make the primary education to be the compulsory from standard one to form four; and will be delivered for ten years, while the age to start standard one will be between four years to six years based on the progress and ability of a child in managing the studies at the appropriate level” (ETP, 2014: 24).

- (ii) Problem of use of sign language. Hence, the new policy gives the recognition, promotion and facilitation of the use of sign language in teaching and learning in primary school settings.
- (iii) Problem of having various textbooks which are not of good quality. Hence, the new approach requires that, there ought to be one centre reading material for each subject for every understudy, whose planning and creation will be controlled by the Government. In the present practice schools are allowed to use any book provided that such a book has been permitted by government.

2.3.2 The Linkage of 2014 Education Policy with Other National Policies

The National Education Policy, 2014 is related to the Vision 2025 which focuses on quality livelihood, peace, stability and unity, good governance, a well-educated and learning society and strong and competitive economy. The new 2014 policy is also linked to MKUKUTA 1 and MKUKUTA 2 which thrust for poverty reduction strategy. MKUKUTA 1 and 2 interventions in Cluster II focused on reducing inequality in education.

2.3.3 The 2014 Education Policy and Sustainable Development Goals

Sustainable Development Goals (SDGs) are an accumulation of 17 worldwide objectives set by the United Nations General Assembly in 2015. Quality instructions the fourth among the recorded objectives in SDGs. Different objectives incorporate; no destitution, zero appetite, great riches, sex correspondence, clean water and sanitation and among others. Achieving comprehensive and quality instruction is a standout amongst the most dominant and demonstrated vehicle for maintainable

development. This objective promises that, every understudy (boys and girls), complete free essential and optional tutoring by 2030(UNDP, 2018). The 2014 Education Policy specifies clearly that, department of inspection of school has the duty to make follow up about the quality education of primary and secondary education according to the accepted curriculums (URT, 2014).The policy is grounded on the decline of quality education in Tanzania, as it provides: the standard six and form four results dropped from 54% in 2007 to 31%in 2012 for primary education, while 90% in 2007 to 43% in 2012 for secondary education.

Quality education is a policy-oriented issue which strives to address various challenges that constrain quality learning. In other words, low quality education delivery and existence of education and training with the quality which are not recognized at the national, regional and global level were the rationale behind the implementation of the 2014 Education Policy to address the above-mentioned challenges.

2.3.4 Quality of Primary School Education in Tanzania

Various nations on the planet recognize that the nature of optional school training is a column for national improvement (Shahzad, 2010). Improved nature of auxiliary school instruction is viewed as a key component for the development of economy in sub-Saharan Africa in the optional training in Africa (SEIA) report. It is through optional school instruction that countries manufacture abilities and capabilities among youthful people to serve in different divisions of the economy. In Tanzania, as well, irrespective of the difficulties the nation is looking in training, the nature of

auxiliary school instruction has been set as a need (Sumra and Rajani, 2006). Since 2004, Tanzania had set out realizing the auxiliary instruction improvement program (SEDP) which went for patching up the breaking down nature of training in optional schools (Makombe *et al*, 2010). The program concentrated on improving the significance of instruction, expanding access through structure more schools and study halls, selecting more educators, improving the nature of existing staff and improving the administration and administration of schools (MoEVT, 2010).

The primary period of the program (2004 – 2009), saw the promising activities as far as expanded enlistment and expanded endeavours in the development of schools and study halls. In any case, various difficulties stayed un addressed. The difficulties remained incorporate; absence of instructors, low quality showing power, poor educator inspiration, absence of instructing and learning materials, insufficient instructor proficient advancement projects and poor financing. The difficulties compromise the nature of auxiliary school training (Jidamva, 2012).

Regardless of these difficulties, the nation and social orders everywhere still have desires to have the best optional school instruction. They anticipate that schools should give explicit arrangements of abilities and aptitudes to empower understudies to wind up dynamic residents in their general public (URT, 2014). Guardians, explicitly are attempting to locate an optional school for their kids to procure information, abilities and capability that will improve their lives (Wedgwood, 2009) and empower them to effectively take an interest in the advancement of the economy of the nation (World Bank, 2005). These contemplations and desires are somewhat

incorporated into the points of auxiliary instruction in Tanzania as stipulated in the Education and Training Policy of 2014.

The Tanzania improvement vision 2025 is the principle approach directing the advancement of the nation. In this vision, the nation focuses on a brilliant employment for all individuals, which is relied upon to be met through the acknowledgment of improved nature of instruction at all dimensions, including auxiliary school training (URT, 1998). For this situation, the destruction of absence of education to satisfy the intense need for prepared HR is a necessity for the advancement of the country. In the vision, training is treated as a vital operator for outlook change, and for the production of an accomplished country (Wedgwood, 2009). It calls for people who are adequately furnished with learning, who are expected and intensely explain the improvement difficulties confronting the country (URT, 1998). In this light, the instruction framework should be rebuilt and changed subjectively, concentrating on advancing and giving an elevated expectation of training at all dimensions. This can be abridged as growing access and improving quality (Jidamva, 2012).

The national system for development and decreases of neediness (NSGRP) is another strategy that has been presented towards improving the nature of the living among individuals dressed in Tanzania (URT, 2000). In this report, instruction is recognized as one of the systems for fighting destitution with the accompanying techniques: improving the nature of training, supporting youngsters from poor families to get to instruction, empowering dynamic investment from the private segment in the

arrangement of instruction, dispensing a more prominent bit of the spending limit to instruction and upgrading more noteworthy network interest in supporting instruction (Galabawa and Norman, 2004).

2.4 Empirical Review

Empirical review is reported in such a manner that other researchers understand precisely what was done and what was found in a particular study. For that purpose, researcher has reviewed the following literatures.

2.4.1 Global review

Ahmed (2012) conducted research about the implementation gaps in Educational Policies of Pakistan. The study used secondary data as the documentary review. It was discovered factors such as absence of coherence in progressive government arrangements, defilement, insufficient budgetary allotments, absence of preparing for human asset and absence of visionary administration. Other factors are absence of political will with respect to progressive governments, poor subsequent meet-ups, poor checking framework, poor strategy assessments, brought together methodology in execution, absence of political soundness and rotting institutional controls are the fundamental driver that have tormented the procedure of instructive approach usage in Pakistan. It was suggested that, strategy makers and approach implementers should have been accepted before, during and after the arrangement definition, execution and approach assessment stages. This would call for responsibility, solid will, inspiration and resilient individual and institutional help for the execution of the approaches.

Furthermore, that expanded budgetary designation for instructive tasks may likewise improve the procedure of usage in the event that it is done with expert enthusiasm, polished methodology and responsibility by indicating zero resilience to defilement in all structures. The similarity of this study to the current one is found in the context of policy, that is to say, both studies focus on Education Policy. However, while the previous one focused on investigating factors that were constraining or have constrained the implementation of education policy, this study will explore the perception of education stakeholders on the 2014 education policy in attaining standard education in Tanzania.

Modi (2013) conducted the study on factors that affect the arrangement of value instruction in the open and private optional school in Juba County, South Sudan. The examination utilized both distinct review and naturalistic plans. The gathered information was broken down utilizing quantitative and subjective methods. The examination demonstrated that, there was absence of enough and expertly qualified and prepared instructors, educating and learning materials and educators were not spurred because of low compensation. It was suggested that, the legislature should develop a Teacher Training College in the nation to prepare instructors on different showing subjects; it ought to persuade educators by paying them sensible pay rates so as to bring their status up in the nation.

2.4.2 Local Context Review

Nigicser (2017) assessed teachers' understanding on quality in secondary education in Tanzania with reference to policy and reality. Specifically, the study intended to

examine teachers' perceptions of quality education in relation to education policy, to examine teachers' understanding environment and the process of teaching with regard to improving education quality and to examine challenges and solutions from teachers' perspectives as to how to improve quality in practice. The study employed case study design whereby data was collected using primary instruments such as interviewed, questionnaire and observation. The study also used secondary data. The study findings unveiled the ramifications of putting the goals of training approaches into work on considering the under-resourced school condition and poor working conditions for educators particularly in government school. The analyst had a view with respect to what degree the arrangement destinations are met by and by and whether students can in genuine sense profit by the information and aptitudes procured in schools to accomplish their esteemed objectives throughout everyday life. So as to improve the nature of instruction, the investigation prescribed that, Tanzania needs to characterize a reasonable vision and qualities for instruction that aides needs in asset distribution just as educator preparing.

The correlation of Nigicser (2017) study with the current one is that, the study attempted to focus on teachers' understanding on quality education with reference to policy education which is similar case of this current study, that among of the specific objective is to capture or determine stakeholders' understanding pertaining to quality education. Teachers are considered as the key stakeholders in determining education policy. But this study ignored the issue of indicators of quality education while the current one found out whether the indicators of quality education of 2014

education policy have been implemented in the attainment of quality education in Tanzania.

Oyunge (2015) assessed the arrangement of value fundamental training in grade schools in Moshi rural district, Tanzania. Explicitly the investigation surveyed instructors and guardians view of value essential training and decided if the techniques that educators use do the trick to guarantee the arrangement of value training. The investigation embraced cross-area research structure whereby information was breaking down subjectively and quantitatively utilizing SPSS and substance examination. The examination found that, despite the fact that the objectives of Tanzania Education Policy on fundamental instruction is to improve the nature of training, there is no evidence that quality training is accommodated to every kids, given the way that numerous classes are packed.

Further, the examination found that, there is a need to devote more assets to empower benevolent school condition and guarantee sufficient offices for comprehensive instruction. The examination proposes improving instructing and learning assets. Both studies place much emphasis on quality education in Tanzania. In terms of objectives, but also, both studies have concerning with teachers and parents (stakeholders) understanding regarding quality education. In methodology, both studies are similar in terms of data analysis (quantitative and qualitative techniques). The differences come to a place where the previous one focused on primary school particularly in Moshi rural district while the current one focused on secondary school in Dar es Salaam, Temeke Municipal. Moreover, the current study

much focused in assessing the implementation of 2014 Education Policy in attaining quality education in Tanzania.

Furthermore, Sigalla (2013) carried out the study by focusing on components obstructing quality training in optional schools in Mbeya. The investigation utilized purposive testing technique, where just educators utilized with the individual schools shaped the academic gathering for meeting. The examination uncovered that, there are a few components, which have added to the disappointment of structure four understudies. Those identified with inconformity between quantities of instructors versus understudies, low quality of course readings, poor results of students joining auxiliary schools, non-attendance of dependable educators' control, non-appearance of activity-based tests, non-attendance of labs, among others. The study findings are similar to the current one on the issue of quality education. Also, the study concentrated in secondary school education which is the target of the current study. Though, the study disregarded the assessment on the implementation of 2014 Education Policy in reaching quality education in Tanzania.

Mollel (2015) investigated quality of education practices in Tanzania with reference to community secondary schools in Arusha region. On the specific objectives, the study examined the indicators of quality education and how schools have been working to attain quality of education among community secondary schools in Arusha District Council. The study employed both quantitative and qualitative approaches. The data collection involved 83 respondents reached through questionnaires and interviews. The findings indicated that the community and

teachers in Arusha District are aware of the indicators of quality education such as textbooks, nutrition and infrastructure also the study indicated the practice to attain quality education in the district are hindered by the problem of science laboratory and science text books.

Furthermore, the study recommended on the strategies that could improve the quality of education in Arusha to be: reviewing TRCs (as the centers function to improve teaching abilities), improve fund raising, improve teachers' motivations and parent school relationship. Recommendations to improve the quality of education in the district are: the government through the local government should set aside the emergence funds for buying those textbooks; this can be extended to the parents whom can be asked to contribute some amount for this purpose. The study discovered that the qualities of the schools are not attained as teachers go untrained for many years. This calls for deliberate plan to increase their training through local community authorities. The study findings are similar to the current one on the issue of indicators of quality education. However, the study did not bother assessing the implementation of 2014 Education Policy in attaining quality education in Tanzania.

Contrarily, Mwanga (2015) carried out the study on the determinants of quality of education provided at secondary school level in Songea Municipal Council. The research was an analytical cross-sectional qualitative and quantitative case study. Data were analyzed by using descript statistics by the aid of SPSS and Microsoft excel. The study results indicated that, at school-based factors infrastructures especially fittings in most of the schools seem to be a very big challenge. Other

challenges are poor teachers to student ratio, poor teachers' professional qualifications, inadequacy of learning materials, and to some extent shortage of students' accommodation at schools. For the case of the government factor it was revealed that, congruence of the textbooks was a problem, teachers are not satisfied with their job and language of instruction was problems that require attention and most respondents suggested using Kiswahili as language of instructions at school.

The study recommended that teachers should be employed based on their professional qualifications required and learning materials should be readily available for students at their schools at need. The government should to a great extent create strong bodies to check the integrity of the published books, and should find ways to settle the disputes between teachers and the government. The study is similar to the current one as it focused on the quality education at secondary school level. But it can be said that, this study did not concentrate on the implementation of 2014 Education Policy in reaching quality education in Tanzania.

Another study was conducted by Jidamva (2012) understanding and improving nature of auxiliary school instruction. The study employed subjective research approach. The investigation discoveries uncovered that, educators comprehend nature of training in their schools as gathering the points of schools and society, as people's accomplishments and abilities, as having skills and as gathering the difficulties of instruction. The originations distinguished depended on instructors 'close to home learning, the setting of their work or the various conditions found in their schools. Originations about the improvement of nature of auxiliary schools

involved advancement of educator inspiration, school settings, homeroom, instructor information and abilities and instructional materials. The relationship of the above reviewed study with the current study is based on the issue of quality education. However, the study only used qualitative approach while this study used mixed research approach. In the long run, the study ignored the implementation of 2014 Education Policy in attaining quality education in Tanzania.

2.5 Research Gap

This study focused on stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Tanzania. Several studies such as (Morojele, 2012; Khamati and Nyongesa, 2013; Hakielimu, 2017; Godda, 2018) have been conducted in and out Tanzania to address the education policy in different places and challenges in its implementation. The Tanzania Education Policy of 2014 has implemented without making public aware of the policy, this is due to poor involvement of community in school activities. This has led to misunderstandings on the implementation of education policy since stakeholder understand that the 2014 education policy come on operation without law and framework of operation. Thus, missing of law and framework make contradictions between the 2014 and 1995 education and training policies. Hence, this study was conducted to fill the existing knowledge gap on understanding of educational stakeholders on education policy in implementing primary school's education system in Bukombe District.

2.6 Conceptual Framework

The conceptual framework of the study explains the relationship between independent variables and dependent variable. Independent and dependent variables in this study were as follow:

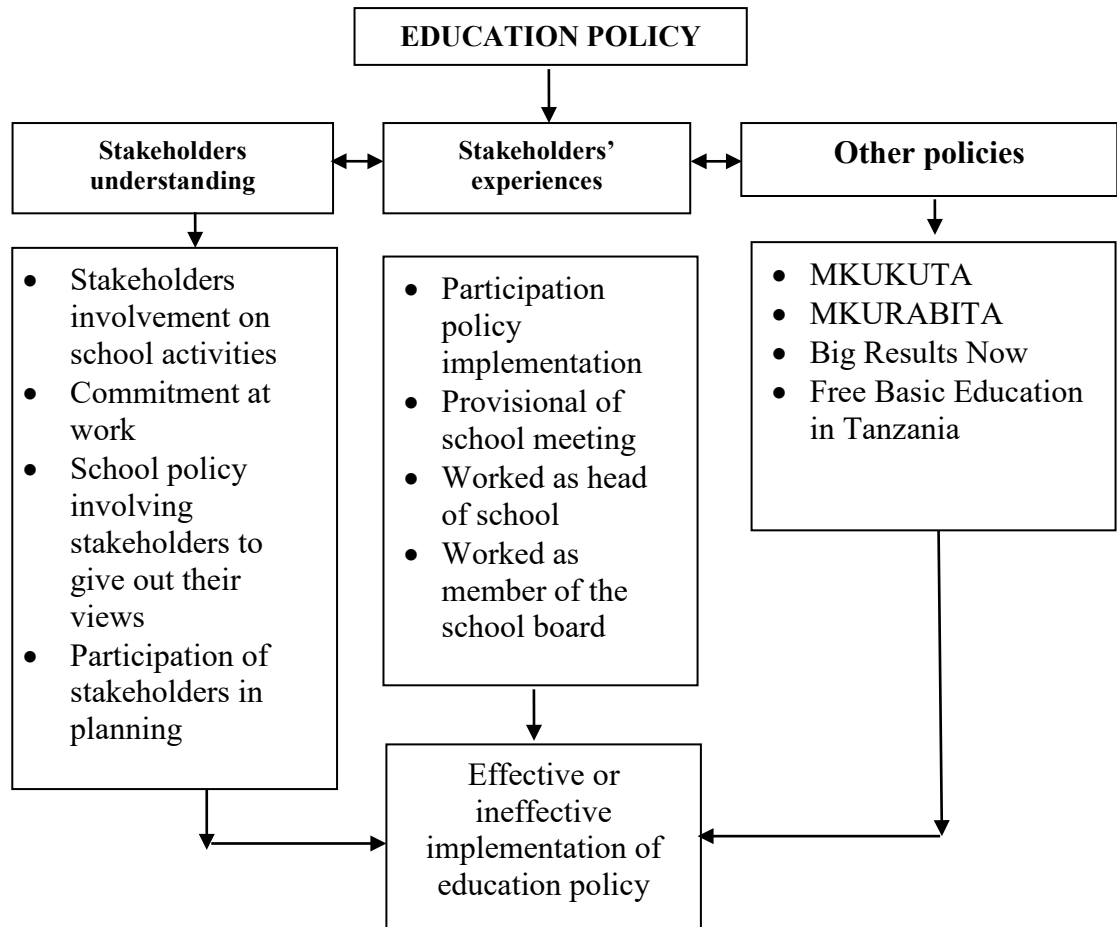


Figure 2.1: Conceptual framework

Source: Researcher's Own Model (2022)

Figure 2.1 above indicates that education policy is conceived in terms of the appropriate stakeholders understanding the policy, experiences in implementation of the policy and relationship of the policy with other developmental policy. These three aspects depended on one another in such a way that the presence or absence of one would affect the implementation of the policy. Appropriate understanding of

education policy is defined to include stakeholder's involvement on school activities, commitment at work, school policy involving stakeholders to give out their views and participation of stakeholders in planning; it cannot function in the absence of the stakeholders' experiences with the policy which is reflected in how long one has participated in implementation of the policy. All these two depend on but also affect other developmental policies. Lastly, effective implementation of education policy is a result of stakeholders' participation in implementing the policy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the methodological procedures that were applied while conducting the research. It contains a research philosophy and approach, study area, target population, sample size and sampling procedures, instruments of data collection, data collection procedure, reliability, validity, data analysis, presentation and ethical considerations.

3.2 Research Philosophy

The selection of an approach to be employed in any research normally rest on nature of the question under consideration and specific objectives of the research itself (Best & Khan, 1993). There are two basic approaches to research, i.e. the quantitative approach which involves the generation of data in a quantitative form and qualitative research which involves the subjective assessment of attitude, opinions, and behavior) (Kothari, 2009). Both the quantitative and qualitative research approaches were adopted in this study to complement each other. Creswell (1994) asserts that, although triangulations an important reason to combine qualitative and quantitative methods.

3.3 Research Approach

This study chooses a qualitative research approach as the dominant methodological strategy to explore stakeholders, understanding. According to Creswell (2007) &

Stake (2010), the procedures and processes of qualitative research, or its methodology are characterized by: (i) it collects data in participants' natural contexts; (ii) it considers researcher as a key instrument of collects data himself; (iii) it involves multiple sources of data gathered through multiple methods like interviews, observations, and documents; (iv) it uses the participants' meanings hold about the phenomenon under research; (v) it is an emergent design and process; (vi) it is an interpretive inquiry; (vii) it is a holistic account, that, it reports multiple perspectives in wholeness.

The choice of qualitative approach was neither based on personal bias, nor any conviction regarding the qualitative approach, but rather the nature of the topic and objectives under study. Thus, it is important to employ the qualitative study approach to gain an understanding of the education policy. Thus; this qualitative approach allows the researcher to collect multiple qualitative data through interview and documentary analysis.

3.4 Research Design

According to Kothari (2009), the research design is defined as a framework that shows how problems under investigation will be solved. It is an arrangement or settings for gathering and investigative data in a manner that aims to combine relevance with the research objectives (Orodho, 2003). The research design, which was used in this study, is an exploratory case study. This type of case study used to explore those situations in which the intervention being evaluated has no clear, single

set of outcomes (Yin, 2003). Consequently, this study used an exploratory case study to explore understanding, which has many sets of results.

3.4.1 Location of the Study

This study was conducted at Bukombe District in Geita Region. Bukombe is one of the five districts in Geita Region of Tanzania. The headquarters of Bukombe District is the town of Ushirombo and it is located at latitude 3⁰ 31" S and longitude 32⁰ 2" E. Bukombe District was chosen for some reasons. First, there was no study conducted to investigate understanding of education stakeholders on the 2014 education policy. Secondly, enrollment of primary pupils has increased after the introduction of the 2014 education policy. The increase of enrollment has led to increase number of pupils in schools while the resources such as classrooms, tables and chairs are unsatisfactory. However, parents fail to make contributions on school matters due to their belief that the education is free and completely funded by the government. Due to this, this study is significant to be conducted in Bukombe District and discover the understanding of education stakeholders on the 2014 education policy in implementing primary education system in this district.

3.4.2 Population of the Study

According to the conceptual framework, this study is intended to address the population of education stakeholders in Bukombe District. Therefore, it is necessary to set the limit from which a sample of the study will be drawn. Thus, the targeted populations of this study were Primary Educational Officer, all Ward Education Coordinators, all Head of Primary schools, all teachers and all parents found in

Bukombe District. Education officers and coordinators were involved in this study because of their management roles in education administration. Head of schools are involved for their administration roles in their schools. Teachers are engaged since they are implementers of education policy. Parents are part of the study population because they are directly affected by the implementation of education policy.

3.4.3 Sample

According to Blankenship (2010) sample is a subset of the population selected for the investigation purpose which involves the processes which the researcher extracts from the population a number of individuals so as to represent the adequately large population. Using the entire population to obtain information is expensive. It is better to use a sample from the entire population to obtain the data (Carroll, 2014). Thus, this logical evidence directed the use of the sample than the entire population. The sample of the study is drawn from five wards of Bukombe District. These are Uyovu, Namonge and Butinzya the sample size is from five primary schools; whereby two schools are from rural and other three are from urban.

3.4.3.1 Sampling Techniques

Sampling techniques assist the means in collecting objective information intended in the research. The study used purposive sampling technique that allow researcher to select the sample regarding the objectives (Cohen, Manion & Manison, 2007). A purposive technique will be used to select Ward Education Coordinator due to their roles in education supervision, Primary Education Officer were selected because of their management roles, Head of schools are selected due to their administrative roles

in schools, teachers were selected regarding to their experience in work while parents selected were those who live close to the schools. According to Macnee and Susan (2008) the advantage of using purposive sampling in qualitative study is actively seeking to enrich the data by including participants who have particular type of experiences, characteristics or understanding to share.

3.4.3.2 Sample Size

In this study, the sample size of 113 people was considered to be reasonable and affordable. The respondents who participated as sample of the study include Primary Education Officer, Ward Education Coordinators, Head of Schools, classroom teachers, parents/members of school committee. Stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Tanzania.

Table 3.1: Sample selection

Type of respondents	Sample size
1. Primary Education Officer	3
2. Ward Education Coordinators	10
3. Head of schools	20
4. Classroom teachers	40
5. Parents/members of school boards/ committee	40
Total	113

Source: Researcher

3.5 Data Collection

Primary and secondary data was collected from different sources. The study used a semi-structured interview to collect primary data and documentary analysis to collect secondary data on stakeholders' perception on 2014 education policy.

3.5.1 Primary Data

Primary data were collected by using interview and the key respondents. Thus, a semi-structured interview was used to collect primary data from the education stakeholders and the key respondents from this method are educational administrators, head teachers, classroom teacher, pupils and parents. These data were collected by interview and documentary analysis.

3.5.2 Secondary Data

The researcher was review journals, books, papers, articles and other publications from the internet and other supporting documents were used to collect secondary data. Also, documentary review was used to collect data from publications about perception of education stakeholders on a new education policy.

3.5.3 Collection Data Tools

The study used open-ended questionnaire, semi-structured interview and documentary review to collect data.

3.5.3.1 Open-Ended Questionnaire

Open-ended questions are questions that allow someone to give a free-form answer. The most important advantage of open-ended questions is that they allow people to share motivations that you did not expect and mention behaviors and concerns that you knew nothing about (Foddy, 1993). In this study, the researcher used open-ended questions and they are administered to classroom teachers. Open-ended questionnaires were used to collect information about their understanding on the

implementation of 2014 Educational policy, challenges that hinder implementation and strategies used to improve the implementation of 2014 Education policy. The strength of questionnaire is that many people can be tested quickly and easy to analyze. The weakness of this study was that people may provide bias information, and questions may mislead the respondents. To cure the challenge, the findings were collaborated by information obtained in other methods such as interview and documentary review.

3.5.3.2 Semi-Structured Interview

The study adopts a data collection form to gather secondary data on stakeholders' understanding. However, a semi-structured interview was used to collect primary data from the respondents. According to Bernard (1995), a semi-structured interview was best used when researcher won't get more than one chance to interview someone when he or she were sending several interviewers out into the field to collect data. In this study, a semi-structured interview was used to collect information from Primary Education Officer, Ward Education Coordinators, Head teachers and parents about their understanding on educational policy. The strength of this method was that detailed information and openness of answers can be obtained. The weakness of this method was time consuming, costly and interviewers provided responses of questions in different aspects making it hard to present the data without analysis.

3.5.3.3 Documentary Review

Document review is a systematic collection, documentation, analysis and interpretation, and organization of data as a data collection method in research. There

are many types of documents that can be used in a document review. For the purpose of this study, researcher was review documents like dissertations, theses, articles and books related to implementation of educational policies in different countries. Other documents were 2014 educational policy, educational reports and other related documents.

3.6 Data Analysis

Flick (2013) describes qualitative data analysis as the category and clarification of language or optical material to make accounts about implied and unambiguous scopes and structures of material and what is represented in it. It is a route of construing the data obtained during interviews and observation during data collection. The data that were collected in this study is qualitative in nature. These data were analyzed thematically and coding in order to get clear picture on the understanding of education stakeholders on implementing education policy in public primary schools.

The analysis was done using the Huberman and Miles strategy. Whereby the Huberman and Miles (1994) strategy involves three steps of data reduction, data organization and data interpretation. In the data reduction, the researcher reads and re-reads the text. For the tape recorder data, the researcher listened to them several times. The researcher of this study spent time to reading and re-reading the information taken during the research study. In the data organization, the researcher identified themes such as ideas, concepts, behaviors, terminologies or phrases used in the study. The themes were organized logically categories that summarize and bring

meaning to the text. Subsequently, the researcher provided a descriptive label for each category, which were created. In data interpretation, the researcher was use themes to explain the findings of the study. In this study, thematic data analysis method was used to analyze data collected through semi-structured interview and documentary analysis.

3.7 Reliability of the Tools

Reliability refers to whether or not you get the same answer by using an instrument to measure something more than once (Patterson, et al, 2018). In simple terms, research reliability is the degree to which research method produces stable and consistent results.

Thus, the reliability of a standardized test is usually expressed as a coefficient where the reliability co-efficient reflects the extent to which a test is free of error variance. The study was use ‘split-halves’ and ‘internal consistency’ method to measure reliability. The ‘Split-halves’ method was used by comparing the two halves of the responses to each other and similarities identified.

3.8 Ethical Issues

Research ethics is the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research. This study was observed the confidentiality and privacy of respondents. Consent was required from all respondents before data collection. Human treatment was observed throughout the study. The researcher ensured nothing from the study findings was

traced back to any of the respondents. In adherence to research ethics, the researcher was found the approval letter from the Director of Postgraduate Studies of the Open University of Tanzania. The letter introduced the researcher to authorities and his respondents. Moreover, the researcher was expecting to obtain informed consent from all those who were directly participated in the research. The researcher was offer respect and protection to research participants through the assurance of confidentiality of information shared and anonymity by not revealing the identity (ensuring anonymity) of the individuals and institutions involved. Furthermore, the researcher won't expect to harm the participants physically or emotionally. The researcher was considering writing a letter of acknowledgment to the participants and the institutions. Also, the researcher was obeying to the plagiarism policy whereas the study was sent for plagiarism checker before final submission.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The findings were structured into three mainly objectives corresponding to research questions on an assessment of stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Bukombe in Tanzania. The study was conducted in mainly three wards from Bukombe District including Uyovu Ward, Namonge Ward and Butinzya Ward. These findings were obtained from 6 Primary Education Officer, 3 Ward Education Coordinators, 6 Head of Schools, 51 Classroom Teachers and 40 members of school committee making a total of 113 respondents. The data of this study were collected from the informants through questionnaires, interview and observation.

4.2 Demographic Information of Respondents

The section comprises the overview of the teachers and students all together as participants of the study using three main variables of age, working experiences and the level of education for that matter. The description is therefore presented as follows.

Table 4.1: Showing the summary of demographic information of respondents

Age group	Frequency (F)	Percentage (%)
15- 25	2	2%
26-35	65	58%
36-45	40	35%
45 and above	6	5%
Total	113	100%
Working Experiences		
0-5	13	12%
6-10	68	60%
15 above	32	28%
Total	113	100%
Education Level		
Primary education	19	17%
Secondary education	25	22%
Higher education	69	61%
Illiterate (no education)	0	-
Total	113	100%

Source: Field Data (2022)

The finding obtained was as follows; age group of the respondents, the data from the fielded indicated that 2% of respondents their age ranged between 15-25, 58% of the respondents they were aged between 26-35, 35% of the respondents their age ranged between 36-45 and 5% of the respondents their age ranged between 45 and above. The implication of this finding is that the majority of respondents were aged between 36-45; this is due to fact that it's the right age to undertake several activities for development.

Working experiences of the respondents, the findings indicated that 12% of the respondents had working experiences of 0-5 years, 60% of the respondents had working experiences of 6-10 years and 28% of the respondents had working experience of 15 years and above. For that reason, it is meaningful to conclude that majority of respondents had sufficient experiences in the work and this assisted them to be able to cope the 2014 education and training policy at implementation level.

Academic teachers' opinions were very essential in the study since are the one who run daily academic activities of the school. Therefore, most of them had understanding related to the 2014 education and training policy at implementation level in Bukombe -Tanzania.

Educational levels of the respondents, the finding indicated that 17% of the respondents has primary education, 22% has secondary education, 61% of the respondents has higher education and none of had no education, this implies that most of respondents have the required knowledge to be able to cope with the 2014 education and training policy at implementation level (See table 4.1).

4.3 Results and Discussions

The findings of the study are guided with three specific objectives of the study presented in chapter one, which are: first to assess educational stakeholders' understanding on the dimensions of ETP 2014; second to evaluate the stakeholders' experiences in implementing of 2014 education policy and third to analyze how ETP 2014 is related to other policies and guidelines in education sector and public services in general. This chapter, therefore, presents the study findings based on the three specific objectives mentioned above. The data presented are organized into categories and subcategories. Three main categories, based on the study of specific objectives as follows:

4.3.1 Educational Stakeholders' Understanding on the Dimensions of ETP 2014

The first research objective sought to assess educational stakeholders' understanding on the dimensions of ETP 2014. With regard to this objective, the study revealed that

the majority of education stakeholders had various understanding with regards to dimensions of ETP 2014 as being implemented in Bukombe District. Respondents had varied understanding on education policy which is implemented under the ETP of 2014 specifically fee-free education. Most of them say that the policy is good. That is, it aims at improving education to the great extent and increase access to all. On the other hand, there were some who said that they were not satisfied with the education policy which is implemented under the ETP of 2014. This implied that to them the policy was not good. Those who understand the policy as good, had idea that the policy itself with its statements shows the clear goal of improving education in Tanzania through adopting strategies which touch various aspects like gender, special groups, teaching-learning equipment as well as teachers. For instance, the Education Circular no. 3 of 2016 which was issued on 25th May 2016 states that the government shall pay the school fees which were formerly paid by parents (p.2). Furthermore, the Circular shows its vivid goal of increasing the access to education among all children who are school aged as it has been the ETP of 2014. However, the problem is its implementation. That is, the policy and circulars are not implemented as they are stated.

The questionnaire findings included 53 teachers out of 113 respondents from selected schools as follows. Respondents were asked if they have understanding with the 2014 education and training policy. The questionnaire tools reported that 80% (41) of the teachers responded that, they have understanding with 2014 education and training policy while 20% (10) of the teachers disagreed that they were not fully aware with 2014 education and training policy. On the written questionnaire one

teacher from school A acknowledged that: the 2014 Education and Training Policy were mainly established to help children from poor family to acquire education for free. Also, another teacher from school B on questionnaire described that, the main aim of 2014 Education and Training Policy was to increase the number of enrollments with the intention of helping children from rural area to have opportunity to get education free in order to increase the number of educated people in the society. Therefore, from this it can be concluded that most of respondents had understanding with 2014 Education and Training Policy and understand the policy as good. In addition, another teacher from school C on questionnaire described that:

“The 2014 Education and Training Policy should be practiced simply because it brings equality in accessing education but the government together with the minister of education and vocation training should collaborate together to make follow-up on its progress...”

Another teacher on the advantages of implementing 2014 education and training policy revealed that the 2014 education policy is good especially in enabling children from lower family to get chance for education because some parents are even not able to send their children to school due to poverty. Therefore, from these findings it is realized that the majority of stakeholders understanding of the 2014 education policy that declared education to be free from primary level to secondary level. Likewise, in literature review its reported by Nigicser (2017) so as to improve the nature of instruction, the investigation prescribed that, Tanzania needs to characterize a reasonable vision and qualities for instruction that aides need in asset distribution just as educator preparing.

Likewise, interview administered to the head of school from three wards; Uyovu

Ward, Namonge Ward and Butinzya Ward in Bukombe District. In understanding the knowledge of education stakeholders of the 2014 education policy that declared education to be free from primary level to secondary level, apart from teachers' researcher found that it was necessary to hear the understanding of the District Primary Education Officer (DPEO). He pointed out that the policy was good and desirable. But he provided some ideas which he thought would be better considered in improving the policy. The following is the quotation which is the part of what was conveyed by him:

“The policy is better especially compared to the previous ones but it contradicts itself especially in circulars which are aimed at directing and implementing the policy. There must be some amendments. It has to be 100 percent free as it is named. Local communities do not understand it well. They think that there is no any kind of contribution in it”.

This is also argued in literature review, that the ETP 2014 lacks commitment to policy strategies to control public funds allocated for education, such as having a financial information management system that would have been relevant to facilitate the current Fifth Government effort to control public funds from being misused. This would reduce the misuse and misallocation of state funds allocated for education which has been a problem for many years. Although ETP has a section of the educational management information system, it is not clear how this would be useful to facilitate the management of this important resource, not only for the education sector but also for all sectors of the economy (HakiElimu, 2014). In adding another head of school from school “B” had the same remark:

“The policy is fine as it allows children from poor households to get education although the trouble is that; there is scarcity of text books. For example, a teacher supposed to teach class of more than 60 students with

only 3 text books, the only option is to use teacher centered method which is not good for acquiring lifelong learning”

Similar situation has been revealed by UNESCO (2011) during the assessment on effects of free education under PEDP where concluded that education policies have great influence in academic performance of the pupils.

Likewise, members of the school committee also had diverse understanding on education policy which is implemented under the ETP of 2014. They were asked to provide their understanding on the education policy which is implemented under the ETP of 2014. Most of them said that education policy was a good policy and they saw some good things with its results such as equal access to education to all pupils based on gender and special groups including nomads, the problem of desks in schools have been solved no parents who contribute for desks. On the other hand, they did not hesitate to provide the ill side of the education policy of 2014. Some few quotations below are their own word providing their views.

“The policy is good but the only thing is that I do not understand the way it is implemented. I think it is contrary to the expectations of many parents. Most of the parents thought that education to their children would be 100 percent free. But we have to pay for some contributions; In fact, it is a must. We have children studying in different schools around here, in all schools the situation is just the same”.

This is similar to what was found by Mwanga (2015) who indicated that, at school-based factors infrastructures especially fittings in most of the schools seem to be a very big challenge. Other challenges are poor teachers to student ratio, poor teachers’ professional qualifications, inadequacy of learning materials, and to some extent shortage of students’ accommodation at schools. For the case of the government

factor it was revealed that, congruence of the textbooks was a problem, teachers are not satisfied with their job and language of instruction was problems that require attention and most respondents suggested using Kiswahili as language of instructions at school.

Moreover, another member of the school committee was quoted saying; the policy is very good if it will be implemented effectively. This means if there will be no any kind of contribution at all...that will mean ... With these perceptions, it is obvious that there is a positive regard on what the policy itself is about. But the crisis lies on the way the policy is implemented. On the other hand, there were members of the school committee who had understanding with the policy in negative way. That is, they do not understand it as a good thing at all. In their own words some were quoted saying the following.

“I don’t see anything which is good about this policy. This is because my child used to come with many tests done at school previously. But nowadays he does not come with any tests. I went to school one day to ask but the answer I got just made me surprised. One of the teachers told me that they do not have enough money to provide as many tests as it was done previously...when we were contributing for these internal and mock examinations”.

This is similar to what was found by HakiElimu (2017) in their study in eight districts of Tanzania. In this, the funds provided by the government were not enough to the schools which were studied. Another parent asserted that the policy was not a good one to him but he pushed the blame to parents themselves. Another, head of school from school D in expressing this he said the following:

“The policy to me is not good. The reason is that it does not make parents feel the sense of responsibility because costs are covered by the

government. Sense of responsibility drives parents to make a follow up on their children's academic progress".

But now they don't pay and they leave everything in the hands of teachers.

Following these understanding of the 2014 education policy that declared education to be free from primary level to secondary level is understood both as good or desirable and undesirable. But even those who point it out as the desirable one still have some kind of negativity over the policy. The negativity heavily lies on the way this policy is implemented.

It was surprisingly, that some of the head teachers argued that it is not true that the government has not build a single classroom since the implementation of free education policy. On the contrary, the government has built classrooms in some of the studied schools but the classrooms build is still not adequate to suit a number of pupils available in such schools. One of the head teachers from school "F" was quoted speaking about this as follows.

"...honestly, I cannot tell a lie. The government has done something to this school. We have been provided with money which helped us to add more classrooms...about two. I cannot say that they have done nothing. The problem is with inadequacy of classrooms in that; they do not suit a number of pupils who are at school. We just force to keep them in classrooms which are present".

Under this objective it was found that respondents had varied understanding on education policy which is implemented under the ETP of 2014 specifically fee-free education. Most of them say that the policy is good. That is, it aims at improving education to the great extent and increase access to all. On the other hand, there were some who said that they were not satisfied with the education policy which is

implemented under the ETP of 2014. This implied that to them the policy was not good. Those who understand the policy as good, had idea that the policy itself with its statements shows the clear goal of improving education in Tanzania through adopting strategies which touch various aspects like gender, special groups, teaching-learning equipments as well as teachers. For instance, the Education Circular no. 3 of 2016 which was issued on 25th May 2016 states that the government shall pay the school fees which were formerly paid by parents (p.2). Furthermore, the Circular showed its vivid goal of increasing the access to education among all children who are school aged as it has been the ETP of 2014. However, the problem is its implementation. That is, the policy and circulars are not implemented as they are stated. These findings are supported by Mollel (2015) who investigated quality of education practices in Tanzania with reference to community secondary schools in Arusha region, his findings indicated that the community and teachers in Arusha District are aware of the indicators of quality education such as textbooks, nutrition and infrastructure also the study indicated the practice to attain quality education in the district are hindered by the problem of science laboratory and science text books, furthermore the study recommended on the strategies that could improve the quality of education in Arusha to be: reviewing TRCs (as the centers function to improve teaching abilities), improve fund raising, improve teachers' motivations and parent school relationship. Similarly, these results were conjugated with Nigicser (2017) so as to improve the nature of instruction, the investigation prescribed that, Tanzania needs to characterize a reasonable vision and qualities for instruction that aides need in asset distribution just as educator preparing. Likewise, interview administered to the head of school from three wards; Uyovu Ward, Namonge Ward and Butinzya

Ward in Bukombe District. In understanding the knowledge of education stakeholders of the 2014 education policy that declared education to be free from primary level to secondary level, apart from teachers' researcher found that it was necessary to hear the understanding of the Primary Education Officer (DPEO). He pointed out that the policy was good and desirable. This is also argued in literature review, that the ETP 2014 lacks commitment to policy strategies to control public funds allocated for education, such as having a financial information management system that would have been relevant to facilitate the current sixth Government effort to control public funds from being misused. This would reduce the misuse and misallocation of state funds allocated for education which has been a problem for many years. Although ETP has a section of the educational management information system, it is not clear how this would be useful to facilitate the management of this important resource, not only for the education sector but also for all sectors of the economy (HakiElimu, 2014). Similar situation has been revealed by UNESCO (2011) during the assessment on effects of free education under PEDP where concluded that education policies have great influence in academic performance of the pupils.

Likewise, members of the school committee also had diverse understanding on education policy which is implemented under the ETP of 2014. They were asked to provide their understanding on the education policy which is implemented under the ETP of 2014. Most of them said that education policy was a good policy and they saw some good things with its results such as equal access to education to all pupils based on gender and special groups including nomads, the problem of desks in

schools have been solved no parents who contribute for desks. This is similar to what was found by Mwanga (2015) who indicated that, at school-based factors infrastructures especially fittings in most of the schools seem to be a very big challenge. Other challenges are poor teachers to student ratio, poor teachers' professional qualifications, inadequacy of learning materials, and to some extent shortage of students' accommodation at schools. For the case of the government factor it was revealed that, congruence of the textbooks was a problem, teachers are not satisfied with their job and language of instruction was problems that require attention and most respondents suggested using Kiswahili as language of instructions at school. Therefore, from these findings it was concluded that majority of respondents (stakeholders) understand 2014 education and training policy basing on its impacts to education in general. Thus, some respondents could express their understanding of the policy basing on its goodness and badness.

4.3.2 Stakeholders' Experiences In Implementing of 2014 Education Policy

The second research objective of the study was extended into evaluating stakeholders' experiences in implementing of 2014 education policy. The researcher found it important to understand these aspects since they are in one way or another related to implementing of 2014 education policy. With this regard, informants were asked to state out their experiences in implementing the 2014 education and training policy. Along with these, the participants were asked to say how their status affected the implementation of 2014 education and training policy, while the heads of school and teachers were asked to say how long they have been in a field of teaching,

understanding that stakeholders' experiences in implementing 2014 education and training policy have great influences in achieving the education goals intended.

The following are the findings of the study with regard to these variables. The studies found that majority of the respondents have enough experiences in implementing 2014 education and training policy. This was evidenced from study as majority of the respondents agreed that they have been involved in implementing the programme in various ways such as being head of school, as parents and as part of school committee in which each experiencing different difficult in implementing the policy. In addition, the following quotations obtained from interview conquer with the findings from questionnaire. As one head of school from school "E" during the interview with the researcher revealed that:

"I have been in this position at this school for some years...about ten years now. And I am in position as a head teacher for eighteen years. Talking about the current school, we don't have enough houses for teachers. We have only three of them out of twenty required...and the government had not built any house since the implementation of free education under the ETP of 2014. ..."

The above data reveal that despite the implementation of ETP of 2014 teachers' houses are not enough because the schools have more than three teachers. Among all teachers in schools, those who do not stay in school houses some stay in their own houses while others stay in rental houses.

Another, head of school from school "F" added that:

Previously examinations frequently but now days it is impossible due to the budget limitation. Frankly speaking this affects school academic performance especially in national examinations.

In one of the interviews, a head of school from school B in explaining his experiences on the 2014 education and training policy reported that 2014 education and training policy project of fee-free basic education would affect the quality of the teaching and learning process, pointing out that:

“In previous years, we had panels for different subjects. These teachers used to meet and discuss how to improve the teaching of these subjects. These teachers were provided with transport and meal allowances. We cannot do that now. Similarly, the heads of schools cannot attend meetings of all heads as there is no budget for that...we’ve been instructed that we can’t use school funds to pay for...travelling allowances”.

The findings suggest that 2014 education and training policy is commendable. However, it has led to overcrowded classrooms and increased teacher workload without increase of extra manpower. Similarly, another head of school stated that there were positive aspects of the previous policy that allowed parents easily to contribute viably to their children’s education,

“The previous policy created a relationship between parents and schools, and the parents realized that they have a responsibility for their children’s education by ensuring that the schools functioned properly. I saw the greater involvement of parents; this, I believe, was very positive”.

Another head of school commented,

“In the past, parents used to come to school to ask how their children were progressing at school. With the implementation of fee-free education, the parents seem to feel that they have no responsibility at all for the education of their children. Hardly any parent comes to enquire about the progress of his or her children”.

The overall impression is that the parents’ engagement with their children’s schooling has declined due to a belief that the government’s fee-free basic education

was taking care of everything. This misconception threatens the parents-teachers/school accountability relationship, which could be detrimental to the quality delivery of education and, hence, the country's overall quality education provision in the long-run.

The finding from chapter four regarding qualitative analysis indicated that majority of the respondents have enough experiences in implementing 2014 education and training policy. This was evidenced from demographic information of respondents that 60% of the respondents had working experiences of 6-10, 12% of the respondents had working experiences of 0-5 years, and 28% of the respondents had working experience of 15 years and above. For that reason, it is meaningful to speak that majority of respondents had sufficient experiences in the work and this assisted them to be able to cope with the 2014 education and training policy at implementation level. The results are supported by Goal Setting theory propounded by John Locke in 1968 (Yearta et al, 1995) which calls for educational policy implementers to have awareness of the challenges that might be experienced in the process of implementation and be able to recognize them and find out the way to tackle them. For example, the achievement of Fee-free Education policy in Tanzania, commitments as bases of stakeholders towards involvement in an implementation must be employed and the achievement of those set goals must provide feedback of the education program particularly in education policy achievements. A number of implementation difficulties face the educational policy.

4.3.3 Relationship of ETP 2014 with Other Policies and Guidelines in Education

Sector and Public Services in General

The ultimate purpose of this objective was to analyze the relationship of ETP 2014 with other policies and guidelines in education sector and public services in general. It is an obvious fact that all developmental policies and programme integrate one another. Therefore, under this study the researcher thought to check out the relationship of ETP 2014 with other policies and guidelines in education sector and public services in general. As to achieve the needs of this objective the researcher conducted in-depth interview with respondents. During the study the majority of informants gave different view regarding to relationship of ETP 2014 with other policies and guidelines in education sector and public services in general. These views were clearly quoted by the researcher as follows. One head of school from school “B” among the visited schools affirmed that:

*“The policy is unique in a way that its vision and mission allow for the emphasis on **attitudes** of learning, which is very important. A good education is that which produces citizens with a right attitude. This is also relating to education for self-reliance which is applicable to the 21st century. In the learning literature, it is called ‘soft skills. It has also looked at the security issues in the eyes...”*

From the quotation above it’s clearly that in order to achieve and provide quality education there is need of integrating education system with various developmental programs. Also, the realization of an education system that will consider inclusive and equality matters in education will be taken into consideration. The current mode of education emphasizes that any form of education or method of delivering knowledge that occurs in any setting, must consider the importance of accommodating all types of learners and educators as they are the implementers of

the actual learning and teaching process. These findings are also mentioned in other studies (Braunsteiner & Mariano-Lapidus, 2014; Lusigi, 2019; Pather & Slee, 2018; Walters, Yang, & Roslander, 2012). These studies have pointed out the importance of having an educational policy that supports gender equality and inclusive education at all levels. This is also in line with the United Nations' Sustainable Development Goal 4, which lays emphasis on inclusive and equitable quality education (United Nations, 2015; UNESCO, 2015). In addition, District Primary Education Officer (DPEO) during the interview acknowledged that:

“The policy has many other impressive and progressive areas. Abolishing of school fees in primary education is an appropriate move towards reducing poverty by ensuring access to many citizens. Reading that was a consolation that different voices are heard in Tanzania policy-making tables towards a better utilization of enormous resources we have”.

Another informant came up with the view that:

“You know the issue is not implementation of the policies, but the money to make those things happen. You need all schools or hospitals to be networked, have an electronic way of supporting teaching and learning or sharing new treatment methods, but where is the money to implement that centralized network? Yes, some schools and colleges, especially those in private organizations are able to implement them, but government owned schools and universities rely on the government's provision of financial resources”

From the quotation above, it's cleared that integrating and networking developmental programs results into desirable development. But the problem remains to be the same that government have no funds of supporting all the programs at once. Therefore, this study calls upon stakeholders and individual people to help the government in achieving its planned goals and policy.

Similarly, the ETP 2014 acknowledges community contribution in education financing at all levels, which has been significant, especially for basic education since independence. Still, it does not provide a policy statement on how the community will continue to contribute to sustainable education financing for each subsector. The ETP 2014 Policy statement completely kicks the community out of the education financing framework. The ETP 2014 acknowledges the donor contribution in education financing, which has been significant, especially for basic education but does not provide a policy statement on how the donors will continue to contribute to sustainable education financing for each subsector. The ETP 2014 statement completely ignores donors' contribution to education financing policy. If they are no longer needed should be made clear through policy statements.

“...developmental policy should be integrated into a whole. The power of such integration doesn't come from intricate technology it comes from recognizing how much development is taking place in the common tasks”

Similarly, the ETP 2014 describes the current situation and challenges of education sector financing in Tanzania. It is stated that the education sector is being jointly financed by the state, domestic and external stakeholders, and the communities. This section identifies challenges facing the education sector financing, including inadequate funding as education sector budget estimates are usually greater than the actual disbursement. They do not meet the actual needs for quality education provision. The Policy states that funding for the education sector will be from multiple sources, including the state, donors, private actors, and contributions from households. The challenges in the ETP 2014 do not specifically assign respective financing responsibilities to these identified stakeholders. Regarding the basic

education sector, for instance, the policy has insisted on the Government giving ‘fee-free education’, which is a misleading statement because the government is financing that. It would have been appropriate if the policy stated that basic education will be financed by the Government and also highlights the roles and responsibilities of parents and other actors. Sustainable education financing policy has to be clear on sources of funds for the education sector. Sustainable education financing policy has to be clear on sources of funds for the education sector. Moreover, these findings are similar to the findings reported by Abdul (2019) in his study entitled “An assessment of the implementation of 2014 education policy in attaining quality education in Tanzania” pointed out that the National Education Policy, 2014 is related to the Vision 2025 which focuses on quality livelihood, peace, stability and unity, good governance, a well-educated and learning society and strong and competitive economy. The new 2014 policy is also linked to MKUKUTA 1 and MKUKUTA 2 which thrust for poverty reduction strategy. MKUKUTA 1 and 2 interventions in Cluster II focused on reducing inequality in education.

The results from descriptive analysis showed that majority of the respondents gave their views that in order to achieve and provide quality education there is need of integrating education system with various developmental programs. Also, the realization of an education system that will consider inclusive and equality matters in education will be taken into consideration. The current mode of education emphasizes that any form of education or method of delivering knowledge that occurs in any setting, must consider the importance of accommodating all types of learners and educators as they are the implementers of the actual learning and

teaching process. These findings are also mentioned in other studies (Braunsteiner & Mariano-Lapidus, 2014; Lusigi, 2019; Pather & Slee, 2018; Walters, Yang, & Roslander, 2012). These studies have pointed out the importance of having an educational policy that supports gender equality and inclusive education at all levels. This is also in line with the United Nations' Sustainable Development Goal 4, which lays emphasis on inclusive and equitable quality education (United Nations, 2015; UNESCO, 2015). Similarly, the ETP 2014 acknowledges community contribution in education financing at all levels, which has been significant, especially for basic education since independence. Still, it does not provide a policy statement on how the community will continue to contribute to sustainable education financing for each subsector. The ETP 2014 Policy statement completely kicks the community out of the education financing framework. The ETP 2014 acknowledges the donor contribution in education financing, which has been significant, especially for basic education but does not provide a policy statement on how the donors will continue to contribute to sustainable education financing for each subsector. The ETP 2014 statement completely ignores donors' contribution to education financing policy.

Moreover, these findings are supported by Abdul (2019) in his study entitled "An assessment of the implementation of 2014 education policy in attaining quality education in Tanzania" pointed out that the National Education Policy, 2014 is related to the Vision 2025 which focuses on quality livelihood, peace, stability and unity, good governance, a well-educated and learning society and strong and competitive economy. The new 2014 policy is also linked to MKUKUTA 1 and MKUKUTA 2 which thrust for poverty reduction strategy. MKUKUTA 1 and 2

interventions in Cluster II focused on reducing inequality in education. Likewise, Stakeholder theory 1984, insists that in order for any organization to succeed it requires the corporation to act in the interests of not only the shareholders and not just a few of the stakeholders, but all of the stakeholders. The educational stakeholders should be able to find the ways to eliminate educational barriers. Thus, the misunderstand and among the educational stakeholders on education policy are the results of carelessness in understanding the stakeholders' theory.

4.4 Chapter Summary

This chapter presented findings of the study based on research objectives and questions. to assess educational stakeholders' understanding on the dimensions of ETP 2014, to evaluate the stakeholders' experiences in implementing of 2014 education policy and to analyze how ETP 2014 is related to other policies and guidelines in education sector and public services in general.

CHAPTER FIVE
SUMMARY OF THE MAJOR FINDINGS, CONCLUSION AND
RECOMMENDATION

5.1 Introduction

This chapter provides the description on the summary of the major findings, conclusion and recommendation. Summary of the major findings provides overall overview of the study and what has the researcher discovered. Conclusion part provides overall remarks of the research objectives with the reflection to study findings and recommendation of the study gives advice to stakeholders such as, government, policy makers and future researchers.

5.2 Summary of the Major Findings, Conclusion and Recommendation

The aim of this study intended to give analysis of stakeholders' understanding on issues related to 2014 education and training policy at implementation level in Bukombe District. The study was guided with three specific objectives;

5.2.1 Educational Stakeholders' Understanding On The Dimensions of ETP 2014

The first specific objective intended to assess educational stakeholders' understanding on the dimensions of ETP 2014. It was found that 80% (41) of the teachers responded that, they have understanding with 2014 education and training policy while 20% (10) of the teachers disagreed that they were not fully aware with 2014 education and training policy. Also, respondents had varied understanding on

education policy which is implemented under the ETP of 2014 specifically fee-free education. Most of them say that the policy is good. That is, it aims at improving education to the great extent and increase access to all. On the other hand, there were some who said that they were not satisfied with the education policy which is implemented under the ETP of 2014.

5.2.2 Stakeholders' Experiences In Implementing Of 2014 Education Policy

The second specific objective intended to evaluate the stakeholders' experiences in implementing of 2014 education policy. It was found that majority of the respondents have enough experiences in implementing 2014 education and training policy. This was evidenced from the finding that at least majority of the respondents had worked and been involved in the implementation of the policy. For that reason, it is meaningful to speak that majority of respondents had sufficient experiences in the work and this assisted them to be able to cope with the 2014 education and training policy at implementation level.

5.2.3 Relationship of ETP 2014 With Other Policies and Guidelines in Education Sector and Public Services In General

The third specific objective intended to analyze how ETP 2014 is related to other policies and guidelines in education sector and public services in general. It was found that in order to achieve and provide quality education there is need of integrating education system with various developmental programs. Also, it was agreed by the majority of the respondents that the realization of an education system

that will consider inclusive and equality matters in education will be taken into consideration.

5.3 Conclusions of the Study

This study aimed at giving an investigation of stakeholders' understanding on issues related to 2014 education and training policy at implementation level in Bukombe District. From findings, it can be concluded that there is various understanding with regards to dimensions of ETP 2014 as being implemented in Bukombe District. Respondents had varied understanding on education policy which is implemented under the ETP of 2014 specifically fee-free education. Most of them say that the policy is good. That is, it aims at improving education to the great extent and increase access to all. In addition to that understanding about ETP 2014 varies across stakeholders towards provisional of education. Two patterns were realized with good and bad views towards the ETP 2014 and its implementation. This is due to the fact that there is a high discrepancy between the ways it is implemented. With this, people obey to send children to school just because they want to get rid of legal measures and not because the education is provided especially when it appeals to their full understanding about ETP 2014.

5.4 Recommendation for Policy Action

- i) The findings from this study showed that some stakeholders are not fully aware with the ETP 2014, immediate action should be taken from grassroots to the top level to make sure that stakeholders are involved in implementation

of the policy to ensure effective yield because are the main key for the success of the policy.

- ii) It is also indicated that experiences on implementation of the Education and Training Policy of 2014 varies from one stakeholder to another and hence causing ineffective of implementation of the policy. Therefore, its recommended that policy planners and implementers of the policy should put clear ways and strategies on how the policy should be implemented.
- iii) It was also found that the ETP 2014 has no direct link with other developmental programmes when it comes to provision of education. Therefore, the governmental and policy planners together are advised to gather together and propose policies that integrate one another in order to increase the effectiveness of the implementation of the policy and development in general.

5.4.1 Recommendations for Further Study

The current study tried to investigate stakeholders' understanding on issues related to the 2014 education and training policy at implementation level in Tanzania. Further studies should particularly put attention on the following:

- i) Since this study was conducted in Bukombe District only the researcher suggests more studies to be conducted in other Districts in Tanzania on the same topic.
- ii) This study was too qualitative study other studies to include quantitative and qualitative should be conducted to check correlations of the current findings

- iii) This study based much on checking stakeholders understanding of ETP 2014, other study should be conducted to assess perception of local communities toward 2014 education and training policy.

5.5 Chapter Summary

This chapter presented the summary of the major findings, conclusion and recommendation. The summarization was done in line with findings which observed the objectives set. Conclusions were made basing on the findings and generalization was done. Lastly, recommendations on the way 2014 education and training policy can be improved were provided by the researcher. In addition, there were recommendations for further research.

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APPENDIXES

Appendix I: Questionnaire for Teachers

I SUNGURA, Matatizo. F a student from the Open University of Tanzania undertaking Master in Education. I am conducting research about “**An Investigation of Stakeholders’ Understanding on Issues Related To 2014 Education and Training Policy at Implementation Level In Bukombe District**” and therefore the purpose of this questionnaire is to capture information that will reflect the study topic. I kindly ask you to support me in my study by answering the following questions. I promise you that your information provided here will be confidential.

Kindly give your views and opinions on this important issue in education. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

1. Age _____
2. Name of the school _____
3. What is your level of education? _____
4. For how many years have you been working as a teacher? _____
5. Do you understand a 2014 education and training policy? _____

If YES mention some issues related with this policy:

6. Do you think 2014 education and training policy should be practiced in your school? YES/NO Give reasons:

Do you think the 2014 education and training policy is well implemented in your school? YES/NO. Please explain:

7. What do you think are the advantages of implementing a 2014 education and training policy in your school?

8. What challenges do you think are already evidenced in the implementing 2014 education policy in your school?

9. Which strategies do you employ to improve the implementation of 2014 education policy in your school?

Thank you for your cooperation

Appendix II: Interview guide for Head of Schools

I SUNGURA, Matatizo. F a student from the Open University of Tanzania undertaking Master in Education. I am conducting research about “**An Investigation of Stakeholders’ Understanding on Issues Related To 2014 Education and Training Policy at Implementation Level in Bukombe District**” and therefore the purpose of this questionnaire is to capture information that will reflect the study topic. I kindly ask you to support me in my study by answering the following questions. I promise you that your information provided here will be confidential.

Kindly give your views and opinions on this important issue in education. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

1. Age _____
2. Name of the school _____
3. What is your level of education? _____
4. For how many years have you been working as a head teacher? _____
5. Do you think 2014 education and training policy should be practiced in your school? YES/NO. Give reasons:
6. Do you think the 2014 education and training policy is well implemented in your school? YES/NO please explain:
7. What do you think are the advantages of implementing a 2014 education and training policy in your school?
8. What challenges do you think are already evidenced in the implementing 2014 education policy in your school?
9. Which strategies do you employ to improve the implementation of fee- free education policy in your school?

Appendix III: Interview for Ward Educational Coordinators

I SUNGURA, Mataizo, F. a student from the Open University of Tanzania undertaking Master in Education. I am conducting research about “**An Investigation of Stakeholders’ Understanding on Issues Related To 2014 Education and Training Policy at Implementation Level In Bukombe District**” and therefore the purpose of this questionnaire is to capture information that will reflect the study topic. I kindly ask you to support me in my study by answering the following questions. I promise you that your information provided here will be confidential. Kindly give your views and opinions on this important issue in education. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

1. Age _____
2. Name of the ward _____
3. What is your level of education? _____
4. Your working experience _____
5. Do you understand 2014 education and training policy? If YES give some issues mentioned in this policy.
6. Does 2014 education and training policy differ with other previous policies? If YES give some differences.
7. Do you think 2014 education and training policy should be practiced in public schools in your Ward? If YES/NO. Give reasons:
8. Do you think 2014 education and training policy is well implemented in public schools in your Ward? YES/NO Please explain:
9. Do you think the implementation of 2014 education and training policy has any importance to the community in your Ward? YES/NO
10. What challenges do you face in the implementing 2014 education and training policy in public schools in your Ward?
11. Which strategies do you employ to improve the implementation of 2014 education policy in public schools in your Ward?

Appendix IV: Interview guide for Primary Education officer

I SUNGURA, Matatizo, F. a student from the Open University of Tanzania undertaking Master in Education. I am conducting research about “**An Investigation of Stakeholders’ Understanding on Issues Related To 2014 Education and Training Policy at Implementation Level in Bukombe District**” and therefore the purpose of this questionnaire is to capture information that will reflect the study topic. I kindly ask you to support me in my study by answering the following questions. I promise you that your information provided here will be confidential. Kindly give your views and opinions on this important issue in education. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

1. Age _____
2. What is your level of education? _____
3. For how many years have you been working as a teacher? _____
4. Do you understand 2014 education and training policy? If YES give some issues mentioned in this policy.
5. Does 2014 education and training policy differ with other previous policies? If YES give some differences.
6. Do you think 2014 education and training policy should be practiced in public schools in your District? YES/NO. Give reasons:
7. Do you think 2014 education and training policy is well implemented in public schools in your District? YES/NO Please explain:
8. Do you think the implementation of 2014 education and training policy has any importance to the community in your District? YES/NO Why?
9. What are the challenges in implementing 2014 education and training policy in public schools in your District?
10. Which strategies do you employ in improving the implementing 2014 education policy in public schools in your District?

Appendix V: Interview guidelines for Members of School Committee

I SUNGURA, Matatizo. F a student from the Open University of Tanzania undertaking Master in Education. I am conducting research about “**An Investigation of Stakeholders’ Understanding on Issues Related To 2014 Education and Training Policy at Implementation Level In Bukombe District**” and therefore the purpose of this questionnaire is to capture information that will reflect the study topic. I kindly ask you to support me in my study by answering the following questions. I promise you that your information provided here will be confidential. Kindly give your views and opinions on this important issue in education. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

1. Age _____
2. What is your level of education? _____
3. Do you understand 2014 education and training policy? If YES give some issues mentioned in this policy.
4. Does 2014 education and training policy differ with other previous policies? If YES give some differences.
5. Do you think the 2014 education and training policy should be practiced in public schools in your community? YES/NO. Give reasons:
6. Do you think 2014 education and training policy is well implemented in public schools in your community? YES/NO Please explain:
7. Do you think the 2014 education and training policy is beneficial to your community? YES/NO why?
8. Are there any challenges, which you think occur because of implementing 2014 education policy in public schools in your community?
9. What do you do to improve the implementation of 2014 education and training policy in public schools in your community?

Appendix VI: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
 Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445
 ext.2101
 Fax: 255-22-2668759
 E-mail: dpgs@out.ac.tz

Our Ref: PG201907807
 District Administrative Secretary
 P.O. Box 03,
 Bukombe District.

Date: 22th February 2020

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st 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 1st January 2007. In line with the later, the Open University 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 **Mr. Matatizo Francis Sungura, Reg No: PG 201907807** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled *“An Investigation of Stakeholders’ Understanding of Issues Related to 2014 Education and Training Policy at the Implementation Level in Bukombe District”* He will collect his data in Bukombe-Geita Region from 27th February 2020 to 14th March 2020.

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 thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

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

Appendix VII: Permission Letter

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

GEITA REGION



DISTRICT COMMISSIONER'S OFFICE,
P.O. BOX 3,
BUKOMBE.

Email address: das.bukombe@geita.go.tz

In reply please quote:

Ref. No. AB.15/211/01/108

Date: 25th February, 2020

Ward Executive Officer,
Bugelenga, Bukombe, Busonzo, Butinzya, Igulwa,
Katome, Butinzya, Bulangwa & Bulega.
BUKOMBE DISTRICT.

RE: PERMISSION TO CONDUCT RESEARCH

Kindly refer to the heading above.

2. I would like to introduce to you **Mr. Sungura Matatizo, F** a student from Open University of Tanzania (Reg No. PG201907807) pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). He is expecting to conduct a Research on your Ward titled **"An investigation of stakeholders' understanding on issues related to 2014 education and training policy at implementation level in Bukombe District"**. He will collect data in your area from 2nd February, 2020 to 14th March, 2020.
3. Conducting a Research being one of the requirements for accomplishment of his studies, I kindly request your good Office to provide him with all necessary assistance so that He can achieve his Research objectives.
4. Thank you for your cooperation.


Ally R. Mkele

For: **DISTRICT ADMINISTRATIVE SECRETARY**
BUKOMBE

C.C: Vice Chancellor,
The Open University of Tanzania,
P.O. BOX 23409,
DAR ES SALAAM.

Mr. Sungura Matatizo, F
BUKOMBE.

KATIBU TAMALA MATAJIRA
BUKOMBE