

**THE EFFECTS OF FEE FREE EDUCATION POLICY IN PUBLIC
SECONDARY SCHOOLS ACADEMIC PERFORMANCE: A CASE OF
KISARAWA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER'S DEGREE OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED-APPS)
DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION
OF THE OPEN UNIVERSITY OF TANZANIA**

2023

CERTIFICATION

I certify that I have read and hereby recommend for examination by The Open University of Tanzania a dissertation entitled 'The Effects of Fee Free Education Policy in Public Secondary Schools Academic Performance: A Case of Kisarawe District'', impartial fulfillment of the requirement for the award of Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

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Date

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DECLARATION

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

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Signature

.....

Date

DEDICATION

I dedicate this work to God the Father, and to my husband Mr. Clement Joseph.

ACKNOWLEDGEMENTS

In a special way, I thank the Almighty God for His guidance from the beginning of my studies to the time of finishing this dissertation. Without Him, I would not have accomplished this work. However, the list is too long for everyone to be listed but this does not mean I don't appreciate their contributions. It is indeed my pleasure to extend my appreciation to few individuals who, in one way or the other, contributed in the success of this dissertation.

Firstly, I thank my supervisor Dr. Flora Mercury Kiwonde for her advice in making sure that I have a complete dissertation that subscribes to academic standards. To her I say thank you so much.

Secondly, special appreciation is extended to my beloved stakeholders Mr. and Mrs. Clarence Mwinuka, my siblings (Elisha, Samwel, Ahazi and Leonia). Their words of advice, encouragement, spiritual and material support will never be forgotten.

Lastly but not least, great appreciation goes to my workmates for their encouragement and hope during the whole period of my study. May God bless them all.

ABSTRACT

The main objective of this study was to investigate the effects of fee free education policy (FFEP) on public secondary schools academic performance in Tanzania. The study used snowballing sampling to obtain 150 respondents where as descriptive research design as well as mixed approach (qualitative and quantitative approaches) was employed in the study. Primary data were collected through questionnaires and interview guides while secondary data were collected through documentary review. Findings of the study indicated that the policy has increased access to education, improved students' examination performance, improved transition rate and it has reduced the burden parents had in paying tuition fees to their children. The study further observed that FFEP has become one of the efforts of the country to implement the Education for All (EFA) philosophy. On the other hand, the findings indicated that there are some challenges associated with the implementation of the policy including congestion of students and food shortage. The study argues that the policy should not be taken as a political panacea rather an effort of Tanzania to increase access of education to all people regardless of their financial status; whether rich or poor. In ensuring commitment of teachers and heads of schools to implement FFEP in schools, the study recommends that the working conditions should be improved through remunerating teachers properly, building houses for teachers, ensuring transport for students and teachers, establishing sanitary services, ensuring in-service teachers training, and availing them with teaching resources. Also, the study recommends that community participation should be increased to minimize challenges in school related activities in the implementation of FFEP.

Key words: *Fee free, Education, Learning, Environment, Quality education*

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
FFEP	Fee Free Education Policy
FGD	Focus Group Discussion
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
NGO	Non-Governmental Organization
SPSS	Statistical Package for Social Science
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children Emergency Fund
URT	United Republic of Tanzania
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter introduces the study on the effects of Fee Free Education Policy (FFEP) on public secondary schools academic performance in Tanzania. In its introduction, it includes background of the study, statement of the problem, objective of the study, research questions, scope of the study, significance of the study and limitation of the study.

1.2 Background of the Problem

Fee free education policy in public secondary schools in Tanzania was implemented strictly from January 2016(Mashala, 2019). In November 27, 2015 the Tanzanian government issued circular number 5 to implement the 2014 [education and training policy](#) and it directed public bodies to ensure that secondary education is fee free for all children. This includes the removal of all forms of fees and contributions. As the circular reads, provision of fee free education means secondary students will not pay any fee or other contributions that were being provided by parents or guardians before the release of the new circular. However, while some fees are covered under this policy including examination fees, some indirect costs were not touched hence parents went on paying fees related to school sports and games, uniforms and learning materials such as exercise books and pens(Ntulo & Nawe 2020).

According to Universal Declaration of Human Right of 1948 (Article 26) education is the basic right that shall be free to everyone at least at fundamental and elementary

stages. Education forms the complimentary base which the country economy, social and political development is founded. UNESCO (2009) argues that the level of the country is one of the key fundamental indicators of its level of development. It has been identified that illiteracy is the factor that impose both absolute and relative burden in the economic wellbeing of the nation. Hence, every government is trying to reduce the level of illiteracy to the people by providing education for all to ensure that every person within the country has equal access to education.

UNESCO has been given the mandate to implement the movement and coordinate international efforts to reach Education for All. This decision was reached during the 56th General Assembly of United Nations Annual conference when they were discussing on the implementation of Millennium Development Goals (MDG's) especially Goal number 2 of Universal Primary Education and number 3 on gender equality in education by 2015 (Njunwa,2010).

Many countries have been investing in education sector particularly in primary, secondary and tertiary education and they regard it as a fundamental right that every government should guarantee to her citizens (Godda,2018).The government of the United Republic of Tanzania through the Ministry of Education, Science and Technology (MOEST) in collaboration with President's Office implements this policy in a way that guarantees every Tanzanian to have an access to basic education.

The local government is committed to ensure that citizens have enough knowledge, skills, and are competent enough to champion the social and economic development of

the nation as well as ensuring that societies are secured, sustainable and independent (Mashala, 2019).

In developing countries, the implementation of FFEP concentrated much on alleviation of poverty. Tanzania for instance introduced fee free education in 1963 from primary to the university level and it was made purposefully to lessen the gap between who have and who do not have (Hakielimu, 2017). Similarly, in recent years' fee-free secondary education has continued to be more focused for the same purpose as it was before. In some of the African countries such as Central Africa and Ghana, the goal is the same to enable children from poor families to attend secondary education (Martinez, 2012; Wedgwood, 2005).

Underdeveloped and developing countries have failed to meet the targeted goals. Karenga (2008) and Wangari (2009) state that in 2000, the international community met again at the World Education Forum in Dakar, Senegal (April, 2000) on the event which drew 11,100 participants and they agreed on the Dakar Framework Action which re-affirm their commitment to achieve Education for All by the year 2015.

Development of the Education and Training Policy of 2014 in Tanzania was a result of several influences, key among them being the recognition of the United Nations General Declaration of Human Rights (Article 26) of 1948 and Convention of the Right of the Child (Article 28). These articles consider education as a right of every child and young people regardless of who they are and must be fee free and compulsory (Hakielimu, 2017). Moreover, the other key factor was agreement of the vision of 2030 Agenda for Sustainable development about education that ensures equitable and quality education to all girls and boys and lead to relevant and effective outcomes (MoEVT, 2014).

Therefore, the Education and Training Policy of 2014 was introduced to increase education opportunities for Tanzanians, efficiency as well as to provide fee free and quality education with a view to attain the required human resources for a middle-income economy by 2025 (MOEST, 2014).

The Ministry of Education, Science and Technology (MOEST) makes deliberate efforts to improve the quality of secondary education curriculum and academic environment in general (MOEST, 2014). The government of Tanzania is making significant progress in pursuing its national goals within the context of the global goals and has so far shown commitment to operationalizing the new goals by developing an education sector Development Plan 2016/17-2021/22 (Ntulo & Nawe, 2019). Education and Training Policy 2014 was developed as a key for encouraging universal secondary education to conform with the commitments made by countries in the Sustainable Development Agenda (Mit, 2019).

The Ministry of Finance (2016) described the 2025 Tanzania's vision aiming at total elimination of poverty among Tanzanians as well as uplifting the country into middle economy class. More specifically, it emphasizes on the creation of a better-educated citizens with a high-quality life and welfare. The government of Tanzania is currently implementing Education and Training Policy (ETP) of 2014 which among other common things it has embedded in the provision of fee free education. Also, the government is implementing SEDEP which change the financing system of basic education. The policy directs the government to finance education through capitation grants. This contributes much to the improvement of learning and teaching environment in schools and this comes as the alternative to former financing system where the

government contributed part of the running costs and the rest were contributed through fees and stakeholder's contributions (MOEST, 2014).

Therefore, this study intends to investigate the effects of fee free education policy in public secondary schools in Tanzania and provide recommendations to education stakeholders on smooth implementation of the promised FFEP of 2014 in public secondary schools.

Fee free education is a one strategy to eliminate the problem of exclusion and marginalization of children, youths, and adults to have access to education. The strategy responds to the global declaration of human rights and opportunities to have access in education (UNESCO, 2009). For example, the strategy is one of the 2000 Dakar's objectives as put forth to achieve universal primary education and the development and education strategy reforms of Millennium Development Goal focus on poverty alleviation (Mbawala,2017). Thus, the emphasis is on inclusion education that responds to different learning needs and removes exclusion to ensure equity and equality for children from the poor and disadvantaged communities.

There has been a successive increase of students' enrolment year by year in public secondary schools since the establishment of FFEP as the table below illustrates.

Table 1.1: Trend of Enrolment in Government Secondary Schools Form 1-4

Year	2012	2013	2014	2015	2016	2017	2018
Total	1,542,687	691588	1,870,280	1,774,383	1,675,593	1,767,890	1,991,021

Source: Basic Education Statistics 2018.

Table 1.1 shows that there has been an increase in Tanzania enrolment from 1,542,687 in 2012 up to 1,991,021 in 2018 (URT, 2018). This increase was the outcome of

significant efforts deployed by the government to eliminate direct costs required to be covered by parents or guardians for their children to proceed with schooling.

Many studies expose the impact and challenges experienced by different countries in the process of implementation of free education in secondary education (Davis & Bauman, 2013; Khamati & Nyongesa, 2013; Mbawala, 2017; Muindi, 2011). Less is known in the context of Tanzania about how the implementation of this policy has brought some effects to public secondary schools. This study intends to fill that gap.

1.3 Statement of the Research Problem

Fee free education policy intends to abolish secondary school fees and all monetary contribution that were once paid by stakeholders or guardians to secondary schools in Tanzania (MOEST, 2020). The policy was implemented following the National Education Circulars (Number 5 and 6 of 2015 and 6 of 2016) which directs the implementation of free education to public secondary schools in Tanzania (MOEST, 2014). The circulars made clear that the government has the responsibilities in purchasing textbooks, laboratory chemicals and equipment's, furniture, sports gear, repair of machines, construction and repair of school infrastructures, provision of meals in boarding schools and any other recommended education facilities (Masue, 2015).

The main reason for abolishing school fees and other monetary contribution is to enable children to have equal opportunity to secondary education, regardless of the family background. School fees and other direct costs that stakeholders or guardian must bear were an obstacle to secondary school enrolment particularly for the poor and most

vulnerable children (Mberegge and Rwechungura 2018). Abolishing school fees simplified and lowered the cost for these children to join and continue with secondary education; thus accelerating progress towards achievement of education for all goals. Indeed, one of the most visible impacts of fee free education is the surge in enrolment in secondary schools (Sumra and Rajani 2018).

Since the introduction and implementation of FFEP in January 2016, there are various impacts that have been witnessed in Tanzania (Mit, 2019). Despite the significant growth in the overall school-age population, gross enrollment rates in secondary schools rose from 12 to 28 percent between 2016 and 2018. Inequalities in access to secondary education have also narrowed. Overall, the number of graduates entering the labor force with either lower or upper secondary education has increased by 150,000 to 420,000 between 2009 to 2018 adding to the existing stock of skilled workers (Presidents Office Regional Administration and Local, 2016).

Basically, before its introduction and implementation in Tanzania, many stakeholders/guardians faced challenges in supporting their children financially. The rate of school enrollment secondary schools was not satisfying which in turn led to failure in preparing youth towards the industrial economy (Komba, 2017). Stakeholders, guardians, education officers, school committee members were previously not included in giving their perception, suggestion on the implementation of FFEP.

As a way of filling this knowledge gap by including the perception and suggestion of different stakeholders, this study is set to examine the effects of fee free education policy for public secondary schools for the past six years since the government decided to implement the policy in Tanzania, using Kisarawe District Council, Coastal region,

as a case study to represent other districts in the region. It specifically focuses on perception of stakeholders on students' enrollment in public secondary schools as well as students' learning environment.

1.4 Research Objectives

The main objective of this study was to investigate the effects of fee free education policy on public secondary schools academic performance in Tanzania. The specific objectives of the study were as follows.

- i. To find out the perception of education stakeholders on the academic performance during implementation of FFE policy.
- ii. To explore the enrollment trend versus academic performance during implementation of FFE policy.
- iii. To examine students' learning environment versus academic performance during implementation of FFE policy.

1.5 Research Questions

The study answered the following general research question. What effects does FFEP pose on public secondary schools in Kisarawe District Council? The main research question was addressed by answering the following specific research question.

- i. What are the perceptions of education stakeholders on the academic performance during implementation of FFE policy.
- ii. What is the enrolment trend versus academic performance during the implementation of FFE policy.

- iii. What are the students' learning environments versus academic performance during implementation of FFE policy.

1.6 Significance of the Research

The researcher investigates the effects of FFEP in public secondary schools academic performance Tanzania basing on the perception of education stakeholders on free education, enrollment of students and the learning environment. The findings of this study are expected to contribute enough to the existing body of literature and general knowledge in understanding the effects of FFEP in public secondary schools in Tanzania.

The study was taken during the time when there is a great emphasis and efforts made by the government through the Ministry of Education (MOEST) on the provision of free education in public secondary schools after abolition of fees and all monetary contributions that once hindered many children's access to secondary education. Also, it was during the period when the President's Office-Regional Administration and Local Government was committed to ensure enough classrooms are constructed, more children are enrolled, and all children have access to secondary education freely. Thus, the findings of this study will enable education stakeholders to increase their efforts in supporting the government on the implementation of free secondary education.

1.7 Limitations and Delimitations of the Study

The researcher faced communication problems when collecting data from some parents or guardians whose language is not English and Kiswahili and not able to read and write. The researcher used local translators from the area that could speak local

language and Kiswahili. The research instrument was written in Kiswahili and English language versions. The version enabled the researcher to collect information from respondents who could only speak any one of the two languages.

1.8 Delimitations of the Study

The study investigated the effectiveness of FFEP in secondary schools in Tanzania especially schools in Kisarawe District Council. However, the results could be generalized in Coastal region. The respondents included parents and stakeholders, secondary school teachers as well as students

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study that outlines the effects of FFEP in public secondary schools in Tanzania. Literature review provides an in-depth familiarization of the theoretical perspectives for the study, the problem under the study and how other studies have addressed the problem, the emerging gaps in the body of existing studies that are yet to be bridged to solve the problem and the conceptual framework of the study.

2.2 Definitions of the Key Study Concepts

In this study, various concepts were used to enrich the study. Their operational meanings are as indicated below.

2.2.1 Education Policy

Policy is defined as a course of action or inaction chosen by the government to examine a given problem or interrelated set of problems, or the way in which the courses of action for achieving the appropriate goals are determined (Cochran and Malone, 2014). The term policy can also be defined as “deliberate action of government that in some way alters or influences the society or economy outside the government. It includes, but it is not limited to, taxation, regulation, expenditures, information, statements, legal requirements, and legal prohibitions (Skopje, 2007). On the other hand Mackay (2005) clarifies more on policy that it often comes in the form of general statements about priorities, written regulations or guidelines, procedures and/or

standards to be achieved. In its simplest form, policy refers to a distinct path of action which is suitable for the pursuit of desired goals within a particular context, directing the decision making of an organization or individual. From these definitions of policies, the study used a definition by Cochran and Malone (2014) who defined policy as a course of action or inaction chosen by the government to examine a given problem or interrelated set of problems, or the way in which the courses of action for achieving the appropriate goals are determined. This definition appears to cover a wider and general knowledge on policy, and it fits well in this study.

2.2.2 Fee Free Education

Fee Free education refers to initiatives taken by the government to ensure that, every child has access to basic education free of charge Godda (2018). In this study, free education refers to a form of education that the enrolled secondary students obtain it without paying or contributing any fee formerly paid by parents or guardians.

Al-samarrai and Tamagnan (2017) define fee free education as the one that does not require payment of school fees or any other contributions in public schools, both primary and lower secondary schools. In some countries, fee free education includes elimination of school fees, but stakeholders continue to make payments for other school contributions. Many sub-Saharan countries which implement the FFEP have achieved in eliminating school fees.

However, stakeholders continue to use some amounts of money to pay for other school contributions to cover for textbooks, uniforms, and other school requirements. Again, Riddell et al., (2016) defines free education as the provision of education costs such as school fees, national examination fees, stationeries and other contributions by the

government with some costs such as uniforms and stationeries by the students sponsors, that is, parents and other stakeholders.

2.2.3 Secondary School

According to URT (2015), secondary school refers to the post-primary school that offers formal education to individuals who have completed primary education. In Tanzania, secondary schools are classified into two groups, ordinary level secondary schools (O-LEVEL) and advanced level secondary schools. Secondary school is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres Jacob (2019). In addition, for countries to compete in the global economy its youth must access secondary education in order to acquire specific skills and aptitudes necessary for an increasingly technology driven marketplace.

2.2.4 Education Stakeholders

According to Mbawala (2017) education stakeholders refers to anyone who invested in the wellbeing and achievement of a school including education administrators, parents, teachers, students, and school board members. In this study education stakeholders will include parents, head of schools, teachers, and students.

2.2.5 Quality of Education

According to UNESCO (2000) quality education refers to a tool which satisfies the anticipated values of skills or knowledge appropriate for the time being. In this study, quality education refers to the education expected to have positive impacts on the learners.

2.3 Theories Relating to the Study

A theory is a perceived cause effect relationship of an issue after a number of systematic observation (Kothari, 2008). This study was centered on determining the effects of implementation of FFEP in public secondary schools in Tanzania. This study is based on two theoretical frameworks, the demand and supply theory and the structural - functionalism theory.

2.3.1 Demand and Supply Theory

This theory was developed by Fontana (2014) and it states that as the price of service fall, a larger quantity will be bought. Also, as the price of service rises, a smaller quantity will be bought. Therefore, in relation to this study, the demand for education is always likely to be affected by the costs involved and the number of school desired as well as the prospects of earning higher income. With the introduction and implementation of FFEP in public secondary schools in Tanzania, it seemed that the demand for education would rise as a response to the relatively lower cost of schooling. Moreover, according to this theory, at higher prices, a lower quantity of service would be supplied. Again, at lower prices, a higher quantity of service would be supplied.

2.3.2 Structural – Functionalism Theory

Structural-functionalism theory goes back to the ancient Greek and the writing of Aristotle (Susser, 1992). The theory of structural-functionalism is based on the ideas of cause-and-effect part-whole and necessary conditions. In structural-functionalism, the part-whole idea is a system consisting of a larger number of action (or actors) as elements, each in interdependent relationship with all other elements.

In this regard, the functionalist theory of Durkheim focuses on the way that universal education serves the needs of the society. Education manifests the role of conveying the basic knowledge and skills to the next generation (Muhindi,2012). The major strength of functionalism assumes that the society is made up of integrated parts that are tied together. Thus, if something is wrong, it will affect others as they function like the organs of one body.

2.3.3 Goal Setting Theory

Goal setting theory was established by Dr. Edwin Locke in 1968. The theory clarifies the effects of setting a goal in successful performance. Locke insists that, a specific and difficult goal leads to better performance than general and simple goals. The theory also mentions the principles of how to set a goal or goals that are clear. These principles have a positive, linear relationship between them (Crocker, 2015). This implies that, the goal must be clear to be well attained; the goal must have a level of difficult to encourage individuals' efforts towards it. Similarly, commitments and effort of individuals are needed to achieve the goal. Hence, the proper channel to receive feedback is important that people can get progressive information on achieving the goal (Ambler, 2015).

The goal setting theory notion has been used in educational fields to make advance on students' performance in academic. Locke and Latham (2006) explain that goal is an aim of action that desires to be intentionally increased and attained. It involves diverse levels namely, goal difficulty, performance, and sum of efforts needed to attain the anticipated outcomes in teaching and learning practices. This implies that, the linear relationship between these principles, if followed correctly in setting and performing the

goal in education system makes beneficiaries work effectively than influencing them to do their best.

The goal setting theory is related to this study because the provision of fee free education in Tanzania is a specific goal set by the government to be achieved in the period of eleven years. The government is committed to providing this education in public schools from pre-primary to ordinary secondary school. It aims to have highly educated human resources with required skills in hastening Tanzania's economic growth towards a middle economy country. The community has been shown to accept the fee free education by sending their children to school. This has resulted to various challenges like school scarcity, insufficient classrooms, and shortage of teaching and learning materials. This situation brings about the decrease in the quality of education and misconception among education stakeholders. Thus, misunderstanding among stakeholders on the effects of fee free education policy on public secondary schools especially at Kisarawe District Council is the results of inattention in executing of this goal set by the government.

2.4 Empirical Literature Review

The researcher presents an overview of the academic literature with a focus on empirical findings from quantitative and qualitative studies in the fields.

2.4.1 Stakeholders' Perceptions

Mkonyi (2017) conducted a study on the "Significance of Stakeholders' Awareness and Participation in the Implementation of 2014 Education and Training Policy in Karatu District Council". The study used a sample of Head Teachers (HTs), Ward Education

Officers (WEOs), and District Educational Officer (DEO). Data were collected using observations and interviews. Collected data was analyzed by using SPSS and the findings revealed that, education stakeholders have different opinions and perception on FFEP that has increased access to schooling for youth who would otherwise have missed a chance to receive secondary education. However, stakeholders suggested that there is a mismatch between policy statement and actual implementation of the policy due to government's poor involvement of stakeholders in the planning processes. The findings also realized that poor planning had resulted into challenges during the implementation of FFEP and demoralization of community. The study concludes that there is a need to consider policymaking as an inclusive process that involves all stakeholders from policy formulation to its implementation.

Godha (2019) investigated the Management Capacity of Heads of Public Secondary Schools in the Implementation of FFEP in Singida Municipality. The study was a descriptive in nature and it employed both qualitative and quantitative research designs. Questionnaires and interviews were used to collect data from 200 teachers, 10 school heads and 5 municipal secondary education officers. PSS application was used to analyze data by editing, coding, classification, and tabulation. Pie-charts and histograms were also used to form the basis of report. The findings indicated that heads of public secondary schools in Singida Municipality possessed managerial skills to run their schools effectively despite being faced by several challenges. These challenges include inadequate funds to cater for some of the school needs, misconception by stakeholders and guardians on the FFEP catered for school fees and rapid increase of student enrollment. The findings further revealed that school heads use informal and formal

coping strategies like community participation and informal peer coaching to manage the challenges of FFEP. This enabled to get perception of various stakeholders about the policy.

Another study was conducted by Muchiri (2012) in Kangame District, Kenya on the influence of the implementation of free secondary education. The study employed a descriptive survey design whereby data was collected using questionnaires and interview. The study established that, the community supported the schools by contributing financially, disciplining the students, and sometimes donating physical resources such as desks and building materials.

However, the study revealed the existence of inadequate classrooms and desks and shortage of secondary schools to accommodate all those qualifying for secondary education. The head of schools also was forced to enroll students according to the resources they have. This shows that, although the community contributes for betterment of schools, still it is difficult improving the quality of education provided. Hence, effective implementation of FFEP in improving quality is uncertain.

Mbawala (2017) conducted a study in Tanzania assessing the implementation of free basic education. The study employed mixed research approaches and methods like questionnaires, semi- structured interviews, and documents' reviews to collect data. The findings showed that, the parents/ guardians and teachers contributed to improving the quality of education. For example, parents engage in economic activities to sustain their children's school needs and insist their children to go to school. Teachers were found teaching with confidence since students attend classes regularly. However, there were

observed challenges like lack of motivation among teachers, shortage of teaching and learning facilities and misconception among parents that free basic education covers everything. The evidence shows that stakeholders' contribution in improving quality education is still a problem. Thus, the effective implementation of FFEP in improving quality is not yet justified.

2.4.2 Students' Enrollment

The implementation of FFEP was associated with a large increase in enrollment in sub-Saharan Africa as a result, it created pressure to secondary schools whereby the number of students' entry had increased, but secondary school enrollment was limited by tuition fees and other school expenses (Lucas and Mbiti, 2012). The adoption of education for all in sub-Saharan Africa for secondary schools has been fueled by the achievement of Universal Primary Education (UPE) where it created impact and increased the number of students' enrolment in secondary schools in Tanzania.

However, the adoption of education for all in poor countries has gone slowly with very stubborn effort to achieve. UNESCO (2015) reported that in poor societies, free education will be a long-term process, requiring tenacious effort, strong and sustained political will, and perhaps brighter economic prospects. Also, UNESCO (2015) had identified five obstacles that delay the achievement of education for all namely; political factors, economic and financial factors, lack of adequate demand for education, weak capacity in managerial terms for implementing the broad concept of EFA; and heavy inactivity within the existing education systems (UNESCO 2015).

Education for all (primary universal education) increases the rate of student enrolment in many countries. The world has witnessed an increase in enrolment in primary level of schooling whereby, according to the UNESCO (2015) report, primary schools had adjusted net enrolment ratios that improved significantly, rising at 20 percentage point from 1999 to 2012 in 17 countries, 11 of which were from sub-Saharan Africa. The improvements in access to education at primary school are one of the leading successes of the EFA movement. However, other scholars had reported that student enrolment can be influenced by many factors.

Abolition of school fees in primary schools because of the implementation of Primary Education Development Plan (PEDP) resulted in a significant increase in enrolment in primary schools. In one year, the enrolment in standard one increased from 1,139,334 in 2001 to 1,632,141 in 2002; an increase of whopping 43.3% (HakiElimu, 2017). However, the focus of fee reduction, or abolition, has always been to increase enrolment without similar attention being paid to the improvement of quality education.

Boyle in UNICEF (2005) report had articulated the major determinants that influence student enrollment which are household income, schooling costs, presence or absence of schools, community involvement, transportation, education quality and relevance, parental education, having a learning or physical disability, cultural values and norms, and the opportunity costs of attending school. This report reveals that not only free education can impact student enrolment at school but there are other factors like political, social, traditional, demographic, and economic factors that can influence student enrolment at school.

Also, this can be revealed in the Tanzania government report of 2016, which shows that the student enrolment at secondary school from 2013 to 2016 had fluctuated. The most remarkable fluctuation is that which happened in 2016 when free education at secondary school was introduced because of political influence and UNESCO movement of education for all. Furthermore, POLARG (2016) reported that in the years 2013 to 2016 the trend of secondary school enrolment was fluctuating, for instance, gross enrolment ratios (GER Form 1 to Form 4) were 51.4, 45.5, 52.0, and 48.1.

Kind yamtima (2017) examined the perceptions of heads of schools and teachers on free education reform in secondary schools. Specifically, the study aimed at identifying the challenges facing heads of schools in managing public secondary schools and identifying the strategies they use in subsidizing grants given by the government in managing the schools in Dodoma region, Tanzania.

The study adopted mixed research approach which employed descriptive survey design to accomplish the objectives of the study. A total of 8 respondents were selected among secondary school teachers of Dodoma Municipality and Kondoa District,(SPSS) application was used to analyze data by editing, coding, classification, and tabulation. Pie-charts and histograms were also used to form the basis of report and the study found that free education has led to increase in enrollment in public secondary schools. Consequently, the increase in enrollment rate accelerated the challenge of scarcity of teaching resources and facilities such as books, classrooms, and libraries.

According to Asankha (2011), girls from poor households are more likely to be enrolled for the public secondary schools after introducing Universal Secondary Education

policy in 2007. Free education tends to remove barriers of not sending students to schools, especially those coming from poor backgrounds, and it also helps to intervene gender equality in acquiring education. Indeed, one of the most visible impacts of free education was the surge in enrolment in standard one. At the pre-primary school level, the total enrolment increased from 1,069,823 in 2015 to 1,562,770 in 2016, that is, an increase from 21 to 46%. Nationally, in 2016 standard one enrolment rose by 38.4 percent over the standard one enrolment in 2015 (Hakielimu, 2017).

Muindi (2011) reported that many of the teachers observed in Kisarawe District Council were using types of teaching methodologies which were not suitable for the students because they were not trained. 65.5% of all the teachers in all the visited schools were untrained and most of these were teaching the senior forms. Also, academic infrastructure was not supporting the number of students increased due to the impact of free secondary education, for instance, books and toilet ratio. More than five out of ten citizens think that the quality of education in private secondary schools is good compared to two out of ten who think the same about public schools (Twaweza, 2017).

2.4.3 Students' Learning Environment

Muindi (2011) conducted the study on the impact of introduction of free education in Katangi Division, Yatta District, Kenya. Specifically, the study aimed to analyze the effects of free secondary education on physical facilities and teaching learning materials. The study was based in Katangi Division of Yatta District, Kenya, and was undertaken in six public secondary schools. The study adopted an exploratory approach using a descriptive survey. The target population included head teachers, education

officers, teachers and students. The target population was 1,692 in the following sample size: Headmaster 6 out of 12, Teachers 36 out of 240, Students 192 out of 1,440 and one Area Education Officer.

Questionnaires and interview questions were used to collect data. Piloting was carried out in two schools not in the sample. Headmasters, teachers, and students answered questions in the questionnaires and the area education officer was interviewed. SPSS application was used to analyze data by editing, coding, classification, and tabulation. Pie-charts and histograms were also used to form the basis of report. The study also found that FFEP led to understaffing, poor teaching, overcrowded classes, inadequate books, heavy workload due to understaffing and student indiscipline. The study concluded that the school environment in Katangi division is presently under pressure from the high number of learners. The study recommends that the community at large should support construction of more schools by providing land and labor to reduce high enrollment rates in the existing schools in the Katangi division.

Khamis (2017) assessed the challenges facing headmasters in implementing FFEP in public secondary schools in Unguja, Zanzibar. To achieve the objective, the study gathered opinions from teachers. Qualitative method of data analysis was used. The results revealed that teachers faced a few challenges in implementing free education. Such challenges include stakeholders' misconceptions about free education policy, delays in provision of teaching materials, poor teaching and learning environment and deteriorated school infrastructure.

The gap in secondary enrolment in Sub Saharan Africa and the rest of the world is rising tremendously. Many governments in the Sub-Saharan Africa have been considering abolishing secondary school fees to meet the target of EFA and the Millennium Development Goals (MDGs). School fees and other expenses at secondary education are the major hindrances for some children to access secondary education. Evidence indicates that secondary enrolment in SSA continues to be the lowest in the world (Ohba, 2009). Kenya was the second nation in East Africa to adopt EFA by introducing fee free education.

In Kenya fee free secondary education was introduced in 2007 to reduce cost-sharing which was a burden to parents and students joining secondary education (Newman, 2017). Moreover, fee free secondary education in Kenya encouraged rural poor families to send their youngsters to secondary schools after accomplishment of primary education (Adan & Orodho, 2016). This entails that, the FFEP has been declared not only to cover all required direct costs especial fee that could be paid by parents or guardians from pre -primary to lower secondary but also to increase students' enrolment and lessen the gap between who have and who do not have.

2.5 Research Gap Identified

Various research based on different parts of the globe provide information about the status of implementing free secondary education in the question of factors, challenges and ways of improving it since its inception in 2015. Few existing studies focus on investigating the achievement of provision of free secondary education towards developing community secondary and primary education. Here is limited research

focusing on Kisarawe District Council in relation to how the fee free secondary education policy is implemented.

Therefore, this study is set to examine the effect of free education in Tanzania by focusing Kisarawe District Council as a case study to represent other districts in the Coast Region in Tanzania. To achieve this goal, this study established three independent variables (Learning environment, Students' Enrollment, and Stakeholder's perception) to investigate categorically the effects of fee free education policy on public secondary schools since its introduction and during implementation in Kisarawe District Council.

2.6 Conceptual Framework

This part presents the figure which shows the predicting variables, intermediate variable and an outcome variable which will be under the study. The predicting variables include stakeholder's perception, students' enrollment and learning environment, intermediate variable is secondary education, and the outcome variable is free education policy.

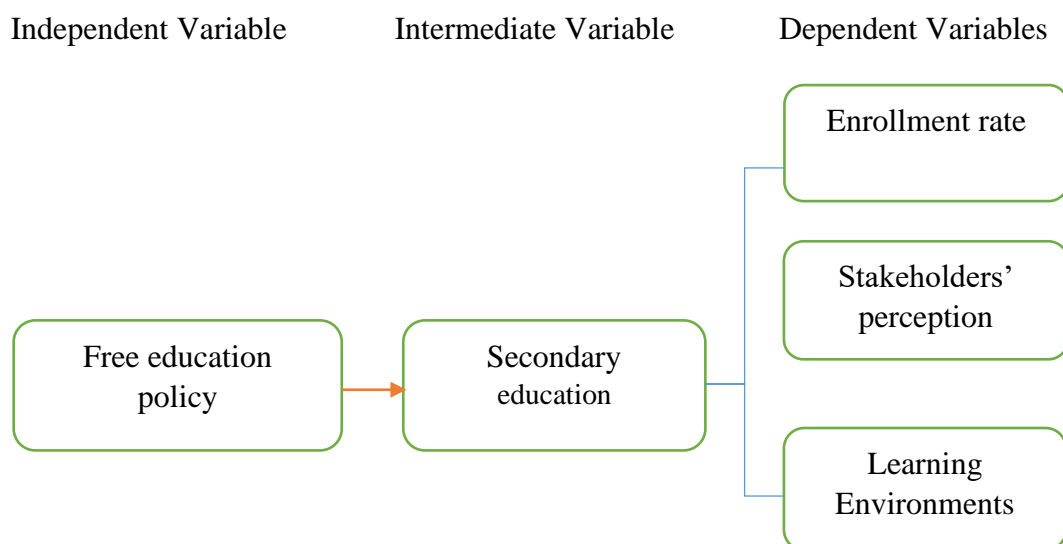


Figure 2.1: Analytical /Conceptual Framework

Source: Developed by the Researcher (2022)

Figure 2.1 indicates the variables which are used to measure FFEP in public secondary schools namely learning environment, stakeholders' perception and students' enrollment. For the government to implement the policy effectively, stakeholders of education should thoroughly understand and support the policy on its implementation. Also, a positive perception by stakeholders of the policy will help in joining efforts to supporting the government initiatives in the implementation. Learning environment also favors the implementation of education policy as the environment itself extends not only to school building but also other academic infrastructures needed by student to learn such as desks, books, laboratory equipment, sports and games kits. Also, the increase in annual secondary students' enrollment is important in the process of implementation of therefore free education policy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study. It provides various procedures used during the study. It clearly describes the research strategies, survey population, area of study and procedures, variables and measurement procedures, methods of data collection, data processing and analysis.

3.2 Research Approach

Research approach is a plan and procedure that extend steps from assumptions, values and concepts which help to develop the study (Williams, 2011). This study employed mixed approaches (quantitative and qualitative approaches) because it obtained numerical data, opinion, and attitudes. This implies that, the study obtained participants' conceptions, opinion, attitudes and understanding about the effects of FFEP in public secondary schools in Tanzania, and how they can be involved in improving quality of education.

The qualitative approach used both narrative and written forms involving interviews, focus group discussions and documents review. By using these methods, each participant was allowed to use either English or Kiswahili language to construct the reality on the phenomena depending on the way that he or she experiences, understands, deals or interprets it in his or her everyday life. Saturation process of collecting data was involved as it allows the participants to explain everything, they know about the phenomenon hence, provide clearly understanding on it.

3.3 Research Philosophy

The study used a descriptive research design. Descriptive research philosophy is a type of research design that aims to collect data in order to describe a phenomenon, situation, or population in a systematic way (Gupta & Gupta, 2022). Because the research is conducted in the respondent's natural context and no factors are altered, this design has a high level of external validity (Kumar 2011). Therefore, this high level of external validity reveals that the selection of this research design was suitable to provide an insight into understanding the sustainability of water supply schemes in rural communities. Therefore, this research design was selected as it supports the nature of the study.

3.4 Study Population

As indicated by Gupta and Gupta (2022), “population” is the total number of elements from which the researcher expects to select a sample. Therefore, the target population size in this research comprised head of schools, secondary teachers, students, stakeholders (such as parents, and NGO’s that are involved in secondary educational matters) in Kisarawe District Council.

3.5 Sampling and Sample size

3.5.1 Sample Size

Sample refers of items or objects selected from a large population (Saunders et al., 2008). Sample size should be small enough to be convenient for data collection and large enough to be a true representative of the population in which it has been drawn. The study used a sample size of 150 respondents.

3.5.2 Sampling Methods

Purposive sampling was used to select 150 respondents who were asked to participate in data collection. Since this technique depends on the researcher's knowledge or judgment to select the sample, it was useful to get the relevant information from the specific respondents that have adequate information regarding the topic.

Table 2.1: Sample Size and Sample Design

S/N	Participants	Respondents
1	Head of Schools	3
2	Secondary Teachers	29
3	Stakeholders/Parents	24
4	Students	94
	Total	150

Source: Developed by the Researcher (2022)

3.6 Study Area

This study was conducted in Kisarawe District Council, in Coastal because the district before establishment of free education its habitants seemed to adore and spend more money in their tribal rituals than for education of their children. Many parents believed that putting their children in an enclosed yard after started menstruation would help them to learn basic values of performing their duties as wife (Swantz, 2018). This for many years ago made them see no importance of education hence failed to send their children to secondary schools. After the establishment of FFEP students' enrolment have been proved to increase. This table below shows the trend of enrolment to join form one before and after establishment of fee free secondary education in Kisarawe District Council.

Table 3.2: Trend of students enrolled to join form one in Kisarawe public secondary schools.

Year	Student enrolment to join form one		
	Boys	Girls	Total
2013	713	682	1,400
2014	686	744	1,430
2015	722	796	1,578
2016	814	810	1,624
2017	938	932	1,870
2018	1,041	1,153	2,194
2019	1,171	1,300	2,471

Source: District Secondary Education Office (DSEO), 2019.

The district has recorded an increase in enrolment from 400 in 2013 to 2,471 in 2019. Also, academic performance for public schools in Kisarawe District Council has been unsatisfied; for example, from 2014 to 2019 only 86 students succeeded to join form six out of 5,880. Similarly, among these 86 students 40 scored division one the rest division two and three (DSEO, 2019). Furthermore, the dropout was reported to be 345 due to various reasons including pregnancy (34 girls) and truancy for 311 students (URT, 2018). These reasons made this study to be conducted in Kisarawe District Council so as to explore on how stakeholders accepted, understand experience and value free education. Also, to know how free secondary education is effectively implemented in the district. This study also was suitable for representing other districts with the same characteristics.

3.7 Data Collection Methods

A method of data collection refers to the procedure which the researcher uses to obtain research data from the research participants (Gupta & Gupta, 2022). The choice of the techniques that was used in this study was dictated by the tasks and key questions for which data and an answer was gathered by a particular instrument. During the study the

researcher employed both primary data collection and secondary data collection techniques as explained here under;

3.8 Primary Data Collection

Primary sources that availed quantitative information was collected in raw form after direct contact with the respondents. Primary data was collected through both questionnaires and interview to some respondents in order to get more insight on their response.

3.8.1 Questionnaires

A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired (Roopa, 2012). The questionnaires that were used to collect data in this study were divided into two sections. Section A was made up of eight questions which collected respondent's demographic and other basic information, Section B was composed of Likert scale statements where for each statement respondents were required to indicate their level of agreement. Likert Scale had five points which are 1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; and 5-Strongly Agree. The questionnaires were administered directly to the targeted respondents in order to get first-hand information. Section C was made up of open-ended questions. The researcher decided to use questionnaire as one of the tool for data collection simply because it enabled the collection of data in a relatively short period of time (Hughes, 2003).

3.8.2 Interviews

According to Gupta and Gupta (2022), an interview is a session in which oral questions and answers are given between the interviewer and the respondent. In this study, the researcher used this method to collect qualitative data. The interview method was used to collect data from the head of schools and other education stakeholders. The researcher preferred this technique in order to obtain in-depth data with great flexibility.

3.9 Data Collection Instrument Procedures

Marshall and Rossman (2006) defined data analysis as process of bringing order, structure and meaning to the mass of data collection. Qualitative data involved ideas and opinions which were categorized into themes to be analysed. These kinds of data are analysed using verbal/statements or explanations. Hence, they were coded, and then categorized using content analysis techniques. This helped to give in depth information to determine themes so that to describe findings. The quantitative data were collected using questionnaires. Data were edited, coded, and analyzed using statistical package for social science (SPSS) software and excel to compute percentages and tabulation. The percentage was calculated according to the number of frequencies after the interpretation of the data and was presented quantitatively by means of tables.

3.10 Reliability and Validity

3.10.1 Reliability

Taherdoost (2017) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study and if the results can be reproduced under similar methodology, then its instrument is considered reliable.

This was done to students' enrolment, stakeholders' perception and learning environment as predictor variables and FFEP in public secondary schools as an outcome variable to ensure that results gathered from the field for the study were consistent and relevant for conducting further descriptive analysis. This was done by using Cronbach Alpha test measurement.

3.10.2 Validity

Validity explains how well the collected data covers the actual area of investigation. Validity basically means "measure what is intended to be measure (Taherdoost, 2017). In order to prove the validity, various tasks will be performed. There will be availability of multiple sources of data and avoidance of any contradictory statement, checking of prepared instruments by both supervisor and others colleagues.

3.11 Ethical Consideration

Ethical consideration was granted during the study period; the researcher maintained high degree of ethical behavior. Whereby permission was requested from the Open University of Tanzania to carry out the research. The request showed an approval from the Open University of Tanzania with relevant letters which introduces researcher and sites of interest in the study. During the study and after the study high ethical behavior was observed such as confidentiality, anonymity, and privacy issues of respondents. The researcher introduced the objectives of the study and informed the respondents about selection procedures before gathering any required data. This study generally expected to ensure that all obtained information is treated confidential and will not be divulged to any third part.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter devoted to results and discussion of the research findings reflected in the research objectives which were presented in chapter one. The study aimed at determining the perception among education stakeholders on FFEP in public secondary schools in Kisarawe District Council. The study was guided by specific objectives, which were to determine the perception among education stakeholders on FFEP in public secondary schools in Kisarawe District Council, to examine the extent of students' enrollment during implementation of FFEP in public secondary schools Kisarawe District Council and examine students' learning environment during the implementation of FFEP in public secondary schools Kisarawe District Council.

The findings of this study were analyzed based on the research objective chronologically from the first objective to the last objective.

4.2 Demographic Characteristics of the Participants

This part presents the demographic characteristics of the participants in the study based on the age, sex, level of education and working experience, depending on the participants' category. The demographic information of participants was significant to assist the researcher in knowing the competency and ability of the participants whether they can provide relevant information required by the study. The participants were divided into three categories namely teachers, stakeholders (parents), and students. Table 4.1 provides the demographic information of the respondents.

Table 4.1: Teachers' Demography

Participants Information	Frequency	Percentages
Role		
Secondary Teachers	16	50.0
Head masters	4	12.5
Second masters	4	12.5
Academic masters	4	12.5
Ward Education Officer	4	12.5
Gender		
Male	14	43.7
Female	18	56.3
Age		
20-30	9	28.1
31-40	13	40.6
41-50	6	18.8
51-60	4	12.5
Education Level		
Diploma	4	12.5
Bachelor	26	81.3
Masters	2	6.3
Working Experience		
1-5	8	25.0
6-10	11	34.4
11-15	4	12.5
16-20	5	15.6
21-25	4	12.5
Total	32	100

Source: Field data, (2022).

Table 3 tracks teachers' demographic profile in sections of role, gender, age, education attainment, and work experience. Concerning teachers' roles, half of them (50%) were in teaching roles and another half (50%) were in administrative roles (headmasters, second masters, academic masters and school project masters). Gender distribution for teachers was 56.3% female and 43.7% males. Thus, females outnumbered males by 12.6% which was significant. Teachers' age groups were distributed as 20-30 (28.1%), 31-40 (40.6%), 41-50 (18.8%), and 51-60 (12.4%). Thus, a larger group belongs to young adulthood and middle age categories while a small proportion belong to the old age group. The educational attainment of teachers was such that majority (81.3%) had bachelor level education, 12.5% had diploma education, and 6.3% had master's degree.

Thus, the education at higher level was slightly higher (59.4%) and was slightly lower at lower levels (40.6%). Regarding working experience, the overall work experience of all teachers was 25 years whereby majority of them had worked for either between 6 and 10 years (34.4%) or between 1 and 5 years (25.0%). In addition, 15.6% had worked between 16 and 20 years while 12.5% had worked between 11 and 15 years. Thus, the overall work experience was enough to enable participants provide relevant answers to the researcher.

Table 4.2: Parents/Guardians Demography

Participants Information	Frequency	Percentages
GENDER		
Male	10	41.7
Female	14	58.3
Total	24	100
AGE		
20-30	4	16.7
31-40	6	25.0
41-50	9	37.5
51-60	5	20.8
Total	24	100
EDUCATION LEVEL		
Primary education	3	12.5
Form 4/ Certificate	11	45.8
Form 6/Diploma	6	25.0
Bachelor	4	16.7
Total	24	100

Source: Field data, (2022).

As table 4.2 indicates, parents' gender distribution consisted of more females (58.3%) than males (41.7%). This more females and less males' trend were more likely due to reasons associated with gender roles for males and females, which in turn affected their availability or accessibility at the time of the study. In the aspect of age distribution majority were young adult and middle age (16.7% for 20-30; 25.0% for 31-40; 37.5% for 41-50). About one-fifth of parents (20.8%) belonged to age group 51-60. Age distribution was modulated by whether the individual had grown enough (biologically)

to have children who can attend secondary schools and whether they had other resources (other than tuition fee) to support the schooling of those children. Parents' education level was distributed as: Primary education (12.5%), Form 4 or Certificate education (45.8%), Form 6 or Diploma education (25.0%), and Bachelor education (16.7%). Thus, all the parents had some formal education, with the majority belonging between ordinary secondary and bachelor education and the minority (9.4%) having only primary education. Higher education attainment (bachelor or above) among parents was very low (12.5%).

Table 4.3: Students' Demography

Participants Information	Frequency	Percentages
Gender		
Male	60	63.8
Female	34	36.2
Total	28	100
Age		
16-17	34	36.2
18-20	60	63.8
Total	28	100

Source: Field data, (2022).

As shown in table 4.3, students' demographic profile was captured in areas of gender and age. For schooling grade, all students belonged to secondary schools. Majority of students in this study were males (63.8%) and female students were 36.2%. This variation depended on the gender distribution of students' population in the selected schools. The age distribution was such that about one quarters of students (36.2%) belonged to the 16-17 age group or childhood and 63.8.0% belonged to age group 18-20 or early adulthood. Age distribution was dependent on both the formal age of beginning schooling at primary level and the age at which a particular student begun secondary education. Usually, early beginner starts primary education at age 6 (the formal age

being 7) and finish at age 13. So, usually secondary education begins at age 14 and for late beginners it mostly ends at age 20.

4.2.1 Results with Respect to the Research Objectives

Since the questions for the specific objectives were set in Likert scales, their analysis involved the use of percentages and frequencies and thus, the results are presented in the percentage and frequency tables. This subsection presents the education stakeholders responses about the policy, the enrollment trend and the learning environments during the implementation of the FFEP.

4.2.1.1 Stakeholder's Perceptions

Stakeholder's perception (such as parents and NGOs members who are involved in educational matters) was measured by using five points Likert scale to seek education stakeholders' responses about their perception of the implementation of FFEP. Table 4.4 reveals frequency and percentage distribution of the respondents

Table 4.4: Stakeholder's Perceptions (N=150)

Statements		1	2	3	4	5
I understand the meaning of free secondary education policy	N	15	36	16	34	49
	%	10	24	10.7	22.7	32.7
I am satisfied with the procedures used to implement the free secondary education in Tanzania's schools.	N	3	74	15	27	31
	%	2	49.3	10	18	20.7
Free education helps to reduce street children in street	N	22	48	15	20	45
	%	14.7	32	10	13.3	30
Free secondary education leads to rise of good relationship between teachers, students and stakeholders	N	19	34	10	47	40
	%	12.7	22.7	6.7	31.3	26.7
Free education increases load to teachers	N	7	65	10	36	32
	%	4.7	43.3	6.7	24	21.3

Source: Field Data (2022).

Note: 1= Strongly disagree, 2=Disagree, 3=Uncertain, 4= Agree, 5=Strongly agree

Table 6 above presents the summary of participants' responses to the question items on stakeholders' conceptions on the implementation of FFEP. From the above findings it was found out that a good number of participants had positive views on the perceptions of FFEP. Majority of the respondents (32.76%) understand the meaning of FFEP at Kisarawe district, followed by 30% who supported that, free education helps to reduce street children in the society, followed by 26.7% who responded that free secondary education leads to rise of good relationship between teachers, students and stakeholders but on the other hand 43.3% of the respondents had disagreed on the assertion that free education increases load to teachers and majority of respondents understand the meaning of free secondary education policy at Kisarawe District Council.

The findings of this study are in line with that of URT (2016) which revealed that mind view among community dwellers on the FFEP was caused by politicians who always in their speech explained "free education" instead of "fee-free education". All the way through this misunderstanding, parent and student think that the FFEP ordered the government to provide accommodation and all the necessities considered necessary in public secondary schools in Kisarawe District Council.

The findings indicate that majority of the respondents have positive views on the contribution of FFEP strategy to the quality of education. This implies that majority of the respondents have clear perception on FFEP as it has exempted students to pay fees in secondary school and that this education policy allowed many students to access education in public secondary schools. The findings of this study correspond with Godda (2018) who found out that FFEP is the best initiative taken by the government to ensure that, every child has access to basic education free of charge. Among the

importance of FFEP was an increase in enrollment in public secondary schools in Kisarawe. The district has recorded an increase in enrolment from 1,400 in 2013 to 2,471 in 2019. Also, academic performance for public schools in Kisarawe District Council is not satisfactory because, from 2014 to 2019 only 86 students succeeded to join form six out of 5,880. Similarly, among these 86 students 40 scored division one the rest division two and three (DSEO, 2019).

4.2.1.2 The Stakeholder's Perceptions about the Policy

The study reports that a good number of participants demonstrated an understanding of the concept FFEP. Several respondents failed to define it correctly and others argued to have no idea with the concept. For example, some of the teachers defined free education as,

“an education policy which reduced some responsibilities of a parent to her/his child from standards one to ordinary level of secondary education but the real meaning does not meet the meaning of the policy due to the shortage of funds provided by the government which brings failure to meet the children requirements includes teaching and learning materials”.

This is government program that is designed to support student important needs such as fees, books, notebooks, for the purpose of simplifying teaching and learning process.

Another teacher after experiencing the current education policy of 2014 that issued circulars number 5 and 6 of 2015 and number 2016, had this to explain

“Free education has been a remedy to majority of the poor families that were unable to accommodate school fees of their children, now they are happy their students go to school freely from any payment of school fees. School fees follow-up acted as a barrier for students' retention in secondary schools but now all students' access education freely without any disturbance” (Interview with one of the teachers at school).

In addition, student on focus group discussion reported that.

“Implementation of FFEP is a gift to poor families because our parents or guardians are exempted to pay fees by the United Republic of Tanzania, and we are free to come to school without any restriction”

Also, a ward education officer at Kiluvya B commented that.

“Our nation has already fulfilled what was stipulated in her constitution by ensuring that every child has the right to access education. The introduction of FFEP in public secondary schools has eliminated classes that existed in the education system between the poor and the rich. For this occasion, no one is excluded except those who failed in primary school leaving examination” (Ward Education Officer at Kiluvya B, 2021.)

This is in line with the findings by Kaonga (2016) who draws experience from developing countries such as Kenya, Zimbabwe, and other African countries where school fees and other costs are common. The study by Kaonga (2016) reported that children from poor households are less likely to enroll in schools. The findings of this study imply that fees hinder children to acquire education.

The participants of the study further stated to be willing to provide monetary and material supports to school for the purpose of improving the quality of education. This was evidenced by the response of one of the students in a focused group discussion who stated that:

“My parent contributes voluntarily without being forced. He buys ream papers, chair, and table and sometimes contributes money used for constructions of infrastructures in schools
“(FGD, March 2020)

Teachers further added that the FFEP is well known and observed by implementer. They informed that since when the FFEP directives were received by several educational officers and teachers in Kisarawe District Council no parent/guardian paid

school fees. Each month the government of the United Republic of Tanzania brings money through capitation grants that were used to run the school services. The general interpretation of the revealed findings is that big loads in running the schools are done by the government of Tanzania in terms of paying teachers' salaries, building infrastructures and providing capitation grants every month used for buying books, maintenance, management, examinations and sports.

Moreover, one of the parents interviewed added that:

“Although our children are being helped by the government, we are ready to solve small challenges that face public secondary schools through money and manpower contributions.” (One of the parent Parents, on July,2021).

Furthermore, the ward education officer had this to say;

“The directives in FFEP were fully implemented in public secondary schools. Voluntary contributions in my ward are regularity and well observed by both citizens and teachers although it is difficult to reach the objectives of voluntary decisions”.

Based on the findings above, it was revealed that the community contributes on the building of classes, provision of tables and chairs and school lunch for students in some schools like Makurunge secondary school and Jokate Girls secondary school. Also, the findings revealed that the FFEP has reduced the level of illiteracy and street children in the district since many of the children now have the opportunities to study without paying school fees.

“That situation increases the literacy level in the country and reduces street children because before the FFEP some of the student aged children were on streets with nothing where others particularly girls were getting into early marriage, but now they have the chance to study and change their lives”(One of the Education Officers in Kisarawe District, July, 2021).

The implications of this quotation were that the government justified practically the main objectives of FFEP by giving the opportunity for all Tanzanians to enjoy education without payment to increase the level of literacy and reduce street children.

However, the other student had this to say:

“I am very happy for the free education because, myself, it has helped me to continue with my dreams. My parents were unable to pay school fees for me and after the implementation of FFEP I was able to continue with education again” (July, 2021)

Furthermore, the other female student added that:

“The policy has reduced discrimination in the family between the female and the male children; we now have the same rights in obtaining education. Before the policy in families if both male and female child have passed to join secondary school, the male child was paid for education whereas the female child had to remain at home or sometimes forced to engage in childhood marriages” (July, 2021).

Also, one parent added that:

The response from the participants indicates that the policy itself is good but there is no efficiency, in its implementation. The respondents revealed that the fee free education is not free for hundred percent. There are some of the contributions that still exist, like buying children books, uniforms and sometimes food for lunch especially for examination classes such as form two and form four.

Not only that but also, one of the parents interviewed added that:

“We have seen the introduction of FFEP allowing many children to be in school, for those without economic ability to pay for tuition fees, this is a good thing to us parents and it has also reduced the number of street children”.

So, the researcher may find that in implementation of the policy it bears some difficulties since the funds do not meet all the requirement of the student and schools in general.

4.2.1.3 Enrolment Rate

Enrolment rate was measured by using five points Likert scale to seek responses from respondents as to whether FFEP affects the enrolment rate in secondary schools. Table 4.5 reveals frequency and percentage distribution of the respondents.

Table 4.5: Enrollment Rate (N=150)

Statements		1	2	3	4	5
Free secondary education increases annual student enrolment	N	31	39	13	26	41
	%	20.7	26.0	8.7	17.3	27.3
Free education increases accessibility on equality and equity education for all.	N	3	60	20	27	40
	%	2.0	40.0	13.3	18.0	26.7
Heads of schools ensure proper school records like attendance registers and student enrolment	N	7	21	17	60	37
	%	4.7	14	11.3	45.3	24.7
Appropriate classroom arrangement to accommodate new arrivals	N	15	33	15	47	40
	%	10	22	10	31.3	26.7

Source: Field Data (2022)

Note: 1= Strongly disagree, 2= Disagree, 3=Uncertain, 4= Agree, 5= Strongly Agree

Table 4.2 reveals that four assertions were reported to have varied frequencies that were related to respondents' perception on enrollment rate.

From the result above, respondents had provided their views on the factors that influence students' enrollment at secondary schools. About 27.3% of the respondents agreed that free secondary education is the major factor that influence students' enrollment at school, followed by 26.7% responses who said free education increases accessibility on equality and equity education for all, then followed by 24.7% who responded that heads of schools ensure proper school records like attendance registers

and student enrolment. Moreover 26.7% responded on appropriate classroom arrangement to accommodate new arrivals at secondary schools in Kisarawe District Council.

Generally, the study revealed that free education has a positive impact on students' enrolment in secondary schools particularly for form one entry and for those who managed to pass form four exams and then admitted in form five studies in Kisarawe District.

The respondents also stated that the policy has brought high enrollment of students in schools than during the cost sharing policy. The head teachers from Makurunge secondary school had this to comment:

“Fee free education has increased enrollment in secondary schools because the number of students enrollment in form one increased from 400 in 2013 to 600 in 2019 after the commencement of the FFEP implementation” (Interview with head teacher at Makurunge Secondary School July, 2021).

Moreover, for teachers, there was no common acceptance in supporting policy perfection. Firstly, they agreed that education policy provides a chance, motivates parents and guardians to enroll their children to join secondary education. That is, poor families do not fear to pay school fees. However, the teachers added that the policy increases students' enrolment, which on the other hand brought impact on teachers in terms of quality and quantity due to inadequate supply of teachers in secondary schools particularly science teachers.

Validation of the Law of Demand from the Findings of Research

Free education falls under categories of public good. A pure public good is conventionally defined as a good which has two characteristics: the marginal cost of an

additional person consuming it as zero; the cost of excluding an individual from its benefits is infinite (prohibitive). So free education is a public good whereby all cost of schooling is cut down which allow people to send their children to school irrespectively of their income ability to pay the schooling cost (Clackson, 1962).

“The theory of demand on free education states that. “If other factor remains constant the free education has an impact on increasing student enrolment at secondary school”.

The findings of the study reveal that free education allows all people to access education irrespectively of their ability to access education. This leads to the increase of number of student enrollment in the secondary schools after the introduction of free education program in 2016.

4.2.1.4 Learning Environments

Learning environment was measured by using five points Likert scale to seek responses from respondents as to whether FFEP affects the learning environments in secondary schools. Table 4.6 reveals frequency and percentage distribution of the respondents

Table 4.6: Learning Environments (N=150)

Statements		1	2	3	4	5
Heads of schools make available facilities accessible to all teachers and students	N	10	42	14	32	52
	%	6.7	28	9.3	21.3	34.7
Learning materials are available and accessible to all	N	4	36	28	27	55
	%	2.7	24	18.7	18	36.7
Learning materials are sufficient and the environment in general is safe	N	7	55	19	22	47
	%	4.7	36.7	12.7	14.7	31.3
Sciencesubjectteachers are available and sufficient	N	15	33	15	47	40
	%	10	22	10	31.3	26.7

Source: Field Data (2022).

Note: 1= Strongly disagree, 2=Disagree, 3=Uncertain, 4= Agree, 5= Strongly agree

Table 4.5 reveals that five assertions were reported to have varied frequency that were related to respondents' perception on learning environment. Majority of the respondents (36.7%) agreed that learning materials are available and accessible followed by 34.7% who stated that heads of schools make available facilities accessible to all teachers and students. On the other hand, 31.3% respondents stated that learning materials and the environment in general is enough and safe for teaching and learning process. Other respondents (26.7%) stated that the availability of science subject teachers have been brought by the availability of free secondary education.

Generally, the findings had shown that about 36.7% of the respondents argue that learning materials are available and accessible at secondary school. In this study it was revealed that in school areas where there is large population, heads of schools were struggling to make available the facilities to be accessible to all teachers and students. Good surrounding environment encourage more people to send their children to get education. Also, in schools where there are good schooling facilities like library, laboratory, availability of teachers, enough toilets and classes the enrollment record is good as compared to schools without those facilities. For instance, at Makurunge secondary school the learning environment is conducive hence their enrollment rate is very high compared to other schools.

Teachers through interview were asked to comment on the achievement of quality secondary education in Kisarawe District. The question was: What does the FFEP have contributed to the quality of education in this school? Some of the responses were as follows:

“There is some improvement in the provision of fee free education in government schools. The government provides books in some of the subjects, which increase personal skills; the books are also used in various clubs like mathematics club and other clubs introduced in the school” (Teacher A in school B July,2021)

These findings suggest that there is a need to dedicate more facilities including books in order to enable friendly school environment. The policy should also ensure adequate facilities for inclusive education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendations of the study as well as areas for further studies.

5.2 Summary of the Study

The study aimed at determining the effects of FFEP in public secondary schools academic performance in Tanzania with a case from Kisarawe District. Specifically, the objectives of the study were to determine the perception among education stakeholders on the effects of FFEP in public secondary schools in Kisarawe District Council. The study went on to examine the extent of students' enrollment during implementation of FFEP as well as students' learning environment during implementation of FFEP in public secondary schools in Kisarawe District.

The study used cross sectional design where data were collected from 150 respondents in Kisarawe District. The respondents were various educational stakeholders such as Heads of Schools, Ward Education Officers as well as teachers and students. Data collection techniques used was questionnaires (closed ended and open-ended questions) and interview guides whereas the response rate was significant good.

5.3 Summary of the Findings

The first research question inquired on the perception of stakeholders over the effects of FFEP in secondary schools in Kisarawe District. The findings in chapter four revealed

that the perception of respondent's towards FFEP implementation was that free education is a blessing and a good policy because it allowed many young learners to access school and learn relevant skills which assisted them to get employment or self-employment. Furthermore, the findings showed that the perception of respondents was good as the free secondary education has lessened the burden of parents to pay tuition fees. The parents are therefore able to solicit funds and engage in other developmental activities in the community.

The study used snowballing sampling to obtain 150 respondents where as descriptive research design as well as mixed approach (qualitative and quantitative approaches) was employed in the study. Primary data were collected through questionnaires and interview guides while secondary data were collected through documentary review. Findings of the study indicated that the policy has increased access to education, improved students' examination performance, improved transition rate and it has reduced the burden parents had in paying tuition fees to their children

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

The second research objective inquired the enrollment trend during the implementation of FFEP in public secondary schools in Kisarawe District. The study found that there was increase of classroom congestion following high response of parents/guardians to send their children to school. As a result, the classes were having large number of students, more than 60 students and in some cases up to 100 students in one class. The congestion has forced schools to adopt shifts. The shifts were seen to be solution for classroom congestion. However, the shifts created time cut and teachers are struggling to cover the required syllabuses. The findings further showed that the FFEP has resulted into problem of meals in secondary schools because since FFEP has been initiated, the heads of schools were burned to collect contributions from parents.

The third research objective examined students' learning environment during implementation of FFEP. The findings have shown that most prominent achievements were the raise of performance, thus improvement of transitional rate (from form four to advanced level). The policy also has improved education access to secondary schools students. This went hand in hand with the increase of number of students who knew how to read and write. The achievements are indicator for Tanzania efforts to attain (EFA)(1995) and Dakar framework for action (2000).

The results have shown with clear evidence that, the policy despite of being a blessing by improving education access, improve pass rate, improve infrastructure and improve quality of teaching, there is need for the policy review so that the policy makers can review some of its directives. For example, there must be permission to the heads of schools to allow them collect contributions from parents in order to make arrangement of availability of food (meals) for all learners in schools. It is nonsense to rejoice on

achievement of FFEP implementation while we see learners attending classes while starving.

5.4 Implication of System Theory to This Study

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

5.5 Conclusion

The study supports the justification for the government to introduce and implement FFEP in secondary schools in Tanzania. The study found that the policy has increased access, improved examination performance, improved transition rate and it has lessened the big burden stakeholders had in paying tuition fees to their children. An access is seen as an effort by the nation to attain EFA philosophy. Though some problems were noted such as congestion and food problem, the policy still has the room to improve by allowing education stakeholders, assist in building of classrooms, laboratories in the effort to improve the amount allocated for school (capitation funds). The policy should not be taken as a political panacea, but purely an effort of Tanzania to increase access to education and attain EFA philosophy.

5.6 Recommendations for Immediate Action

First, since food/meal was noted as challenge for FFEP implementation, government should adjust its guidelines to allow stakeholders to contribute small amount of money for meals at school.

Second, congestion should be addressed by constructing more classrooms to allow learners to study comfortably and cover the relevant syllabus in time.

Third, there are stakeholders who seem to be negative on the policy; they need to be involved in this innovation of education, as they are key stakeholders in education system. Their activeness will motivate the government and bring effective use of government recourses in schools.

Fourth, the government must realize that increase in number of students requires deploying more secondary school teachers so employing teachers is essential. This will allow teachers to work under conducive environment without excessive teaching load.

Fifth, to increase community participation in order to discuss and then minimize some of the challenges in policy implementation. There is a need to involve the surrounding community and parents during the implementation of the policy.

Sixth, in ensuring commitment of teachers and heads of schools to implement FFEP, the working conditions should be improved through remunerating teachers properly, building houses for teachers, ensuring transport for students and teachers, establishing sanitary services, ensuring in-service teachers training, and availing them with teaching resources.

Seventh, in eliminating the big teacher-student' ratio and shortage of teachers in schools, the government and non-governmental organizations should strive to train new teachers and employ them in schools. Also, the quality assurance and monitoring department in the district should be supported to visit schools regularly. Their regular visits are expected to provide support to teachers and schools in terms of technical and professional challenges in teaching and in operation of the school

5.7 Recommendations for Further Studies

The study on the effects of free education on secondary schools academic performance focused at Kisarawe District only, a new study is recommended to occupy much more study such as the whole region or the whole country.

Methodology used in this study was a cross section method design. Another study can be conducted whereas another study design can be employed.

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APPENDECIES

APPENDIX 1: RESEARCH QUESTIONNAIRE

Dear Respondent,

Thank you for your participation in this survey. The Effects of Fee Free Education Policy in Public Secondary Schools academic performance in Kisarawe District Council. Your responses will be treated as highly confidential. Your identity remains anonymous, and all data will be used for research and development purposes only. Please respond to all items in all sections. Thank you for your honest reflections and responses.

SECTION A: Biographical Data

Tick where appropriate

1. Occupation of the Respondent

- Head of School
- Teacher
- Ward Education Officer
- County Education Officer

2. Gender

- Male
- Female

3. Age of the Respondent

- 20-34 years
- 35-44 years

- 45-54 years
- 55 years and Above

SECTION B: Likert Scale Questions

Please put a tick (✓) in the space for your response against each item in the table below.

Read elaboration of acronyms for the response,

1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

S/N	Statements					
	Enrollment Rate	SD	D	N	A	SA
	Heads of school ensure proper records school like attendance registers and student enrolment	1	2	3	4	5
	Classroom arrangement appropriate to accommodate new arrivals	1	2	3	4	5
	Free education increases annual enrolment	1	2	3	4	5
	Free education increases accessibility on equality and equity education for all.	1	2	3	4	5
	Learning Environments	SD	D	N	A	SA
	Heads of school make available facilities accessible to all teachers and students	1	2	3	4	5
	Learning materials available and accessible	1	2	3	4	5
	Learning materials enough and safe to use	1	2	3	4	5
	The learning areas are well-organized.	1	2	3	4	5
	Stakeholders Perception	SD	D	N	A	SA
	I understand the meaning of fee free secondary education policy	1	2	3	4	5
	I am satisfied with the procedures used to introduce the fee free secondary education in Tanzania's schools.	1	2	3	4	5

Free education helps to reduce street children in street	1	2	3	4	5
Free education leads to rise of good relationship between teachers, students and stakeholders	1	2	3	4	5
Free education increases load to teachers	1	2	3	4	5
Teacher encourages active stakeholder engagement	1	2	3	4	5
Free Education Policy	SD	D	N	A	SA
The implementation of fee free secondary education has provided relief to stakeholders and guardians	1	2	3	4	5
The introduction and implementation of fee free secondary education is clearly understood by the local society	1	2	3	4	5
The implementation of fee free secondary education is well coordinated by to meet its goals	1	2	3	4	5
The current procedures of fee free secondary education should be maintained as it is	1	2	3	4	5
Free education encourage student to learn comfortable	1	2	3	4	5

SECTION C; Open Ended Questions

1. Do you know the meaning of Free Secondary Education? Yes () No ()

If the answer to question 1 is yes, explain please?

2. If the answer to question 1 is No, give reasons.

3. What do you think are the changes you have noted or received due to the introduction of fee free secondary education policy in Kisarawe District Council?
Please explain.

4. Are there any challenges in the implementation of fee free secondary education policy in Kisarawe? Yes () No ()
-

5. If the answer to question is YES, please explain the challenges
-

6. What do you think should be done to improve the implementation of fee free secondary education for future benefits of secondary schools in Kisarawe District Council ?
-

Mahojiano na MkuuwaShule

Ndugu Mkuu wa shule.

Mimi ni mwanafunzi wa Chuo Kikuu huria nafanya utafiti katika Wilaya ya Kisarawe katika Mkoa wa Pwani, juuya "**Matokeo yatokanayo na Utekelezaji wa Mkakati wa Sera ya Elimu Bure katika Shule za Sekondari za Umma.**". Nawaomba Kushiriki katika utafiti huu kwa kunipa maarifa, maoni uzoefu na mapendekezo juu ya suala hili muhimu la elimu. Taarifa zitakazotolewa zitatumika kwa siri na zitatumika kwa madhumuni ya utafiti huu tu si vinginevyo.

Jina la shule.....

Jinsi

Umri

Kiwango cha elimu.....

Uzoefu Kazini

1. Je, unaelewa nini kuhusu ya elimu bure?
2. Kama Mkuu wa Shule jinsi ya unatekeleza sera yaelimu bure?
3. Jinsi gain Elimu Bure imechangia na inaendelea kuchangia katika ubora wa elimu katika shule yako?
4. Ni changamoto gani unazo kumbana nazo katika utekelezaji waelimu bure?
5. Ni mikakati gain ambayo umepang aitayochangia katika kuboresha ubora wa elimu bila malipo katika shule yako?
6. Unashauri nini ili kuboresha Zaidi?

Appendix 2: Interview Schedule for Teachers

Dear teacher,

I am a student of Open University of Tanzania conducting research in Kisarawe District Council in Pwani Region, on “The Effects of Fee free education policy in Public Secondary Schools academic performance in Kisarawe District Council.”. I beg you to participate in this research by providing me with knowledge, views, and opinions on this very important education issue. The information given will be treated as strictly confidential and will be used for the purpose of this study only

SCHOOL NAME

1. Gender (tick one)

Male (.....) Female (.....)

2. Age (put a tick)

Below 30 (.....) 30- 40 years (.....) 40-50 (.....) Above 50 (.....)

3. Academic qualification (Specify).

4. What do you understand about free education policy?

5. As a teacher how do you implement FSE policy?

6. What does the fee free education policy have contributed to the quality of education in this school?

7. How can you explain your satisfaction with the provision of FSE?

8. How do they support?

9. What strategies have you planned as a teacher that will contribute to improving the quality of free education?

Mahojiano Na Walimu

Ndugum walimu.

Mimi ni mwanafunzi wa Chuo Kikuu huria cha Tanzania nafanya utafiti katika Wilaya ya Kisarawe Mkoa wa Pwani, juu ya ""Matokeo yatokanayo na Utekelezaji wa Mkakati wa Sera ya Elimu Bure katika Shule za Sekondari za Umma". Nawaomba Kushiriki katika utafiti huu kwa kunipa maarifa, maoni uzoefu na mapendekezo juu ya suala hili muhimu la elimu. Taarifa zitakazotolewa zitatumika kwa siri na zitatumika kwa madhumuni ya utafiti huu tu si vinginevyo.

Jina la shule.....

Jinsi

Umri

Kiwango cha elimu

1. Je, unaelewa nini kuhusu elimu bure?
2. Kama mwalimu unatekeleza vipi sera ya elimu bure?
3. Jinsi gani unaweza kuelezea kuridhika kwako na utekelezaji wa elimubure?
4. Ni mikakati gain ambayo umepanga kama mwalimu ambayo itachangia kuboresha ubora wa elimu hii bure ya sekondari?
5. Unashauri kipi kifanyike ili kuweza kutekeleza kwa ufanisi na kuboresha Zaidi?

APPENDIX 3

FOCUS GROUP INTERVIEW FOR PARENTS

Dear parents,

I am a student at Open University of Tanzania conducting research in Kisarawe District Council in Pwani Region, on *“The Effects of Fee free education policy in Public Secondary Schools academic performance in Kisarawe District Council.”*

I beg you to participate in this research by providing me with knowledge, views, and opinions on this very important education issue. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

SCHOOL NAME

Gender: Male Female..... Age

Marital status: Married..... not married..... Divorced

1. How fee free secondary education is free?
2. How do you participate to implement free education?
3. How fee-free education contributing to quality of education?
4. How do you satisfy with the provision of FSE?
5. What are your expectations when your child completes secondary education?
6. As parents what are the strategies you have planned to improve the quality of education in the context of free education?
7. What can you contribute to improve the quality of education?
8. What do you need to be improved in the implementation of free education policy?

Majadiliano Na Wazazi

Mpendwa Mzazi.

Mimi ni mwanafunzi wa Chuo Kikuu huria cha Tanzania nafanya utafiti katika Wilaya ya Kisarawe Mkoa wa Pwani, juu ya **""Matokeo yatokanayo na Utekelezaji wa Mkakati wa Sera ya Elimu Bure katika Shule za Sekondari za Umma"**. Nawaomba Kushiriki katika utafiti huu kwa kunipa maarifa, maoni uzoefu na mapendekezo juu ya suala hili muhimu la elimu. Taarifa zitakazotolewa zitatumika kwa siri na zitatumika kwa madhumuni ya utafiti huu tu si vinginevyo.

Jina la shule.....

Jinsi

Umri

Haliyandoa

Je, unaelewaninikuhusuelimubure?

Je kamamzazi au wazazimnashirikivipikatikautekelezajiwaelimubure?

Jinsiganiunaridhikanautolewajipamojanautekelezajiwaelimuburekatikashulezasekondari

?

1. Je unatarajianinibaadayamototowakokumalizaelimuhiiibureyasekonari?
2. Kamawazazinimfumoganiwakisheriamnaotumiakatikakuhakikishakuwawatotowen uwanapataelimuburena bora?
3. Nichangamotoganimnazokumbananazokatikautekelezajiwaelimuburekatikashulezas ekondari?

4. Kamamzazi unaweza kuchangiana ikiwa ni kuboresha uborawa elimu katika muktadha wa elimu mubure?

APPENDIX 4: FOCUS GROUP DISCUSSION FOR STUDENT

Dear students,

I am a student of Open University of Tanzania conducting research in Kisarawe District Council in Pwani Region, on “The Effects of Fee Free Education Policy in Public Secondary Schools academic performance in Kisarawe District Council.”.

. I beg you to participate in this research by providing me with knowledge, views, and opinions on this very important education issue. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

SCHOOL NAME

Gender: Male [] Female: []

1. What is free education?
2. How free secondary education is free?
3. How do you satisfy with the implementation of free education?
4. How the free education contributes to your education development?
5. What kind of changes you have noticed since the introduction of FSE in your school?
6. What do you need to be improved in the implementation of fee free education policy so as to be more quality and helpful to you students?

Majadiliano na wanafunzi

Mimi ni mwanafunzi wa Chuo Kikuu huria cha Tanzani nafanya utafiti katika Wilaya ya Kisarawe Mkoa wa Pwani, juu ya **""Matokeo yatokanayo na Utekelezaji wa Mkakati wa Sera ya Elimu Bure katika Shule za Sekondari za Umma"**. Nawaomba Kushiriki katika utafiti huu kwa kunipa maarifa, maoni uzoefu na mapendekezo juu ya suala hili muhimu la elimu. Taarifa zitakazotolewa zitatumika kwa siri na zitatumika kwa madhumuni ya utafiti huu tu si vinginevyo.

Jina la shule.....

Jinsi

Umri.

1. Elimu bure/ elimu bila malipo ni nini?
2. Jinsi gain elimu hii bure ya sekondari ni bure?
3. Kama wanafunzi mnatekelezaje será ya elimu bure/ elimu bila malipo?
4. Ni jinsi gain elimu bure imekusaidia au inakusaidia wewe kama wanafunzi wa sekondari?
5. Umeridhika vipi au jinsi gain unaridhika na utekelezaji na utolewaji wa elimu hii bure/ elimu bila malipo?
6. Je, mabadiliko gain ambayo umeona tangu utekelezwaji wa elimu bure uanze katika shule yako?
7. Kama mwanafunzi unatarajia nini baada ya kupata elimu hii ya sekondari?

APPENDIX 5: DOCUMENTS REVIEW CHECK LIST

Dear Head of school, Academic Master, Discipline Master and Ward Education Officer

I am a student of Open University of Tanzania conducting research in Kisarawe District Council in Pwani Region, on “The Effects of Fee free education policy in Public Secondary Schools academic performance in Kisarawe District Council.”.

I beg you to participate in this research by providing me with knowledge, views, and opinions on this very important education issue. The information given will be treated as strictly confidential and will be used for the purpose of this study only.

s/n	Verification category	Checklist item	Results		
1	Students record	-% of student’s enrolment before FFSE			
		-% of student’s enrolment after FFSE 2016			
		Number of students joined form I 2016	Boys		
			Girls		
		-%academic performance 2019			
		-%academic performance 2018			
		-%academic performance 2017			
		-%academic performance 2016			
		% of performance before FFSE,2014			
		% of performance before FFSE,2013			
		% of performance before FFSE,2012			
		Dropout	Pregnancy 2016 to 2019		
			Other reasons		
		Truancy			
		Number of Students completed form IV 2019	Boys		
Girls					
Students who joined form V 2016 to		Boys			

		2019	Girls	
2	Teachers	Availability in all subjects,		
3.	Finance	School budget		
		Amount of capitation grant received monthly		
		Other sources of funds		
4.	Legal frameworks	Availability, accuracy, are they current one, and adequacy.		
5	Teaching and learning materials.	Availability, quality, conditions and adequacy		
6.	Learning achievement and outcomes	Results of test, examinations and assessment.		.
7.	School and community interaction.	School management board meetings, parents – teachers association activities, school and community activities		

Appendix 7: Research Clearance letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

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



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

Our Ref: PG201705066

30th August 2021

District Education Officer,
Kisarawe District Council,
P.O. Box.28001,
COAST..

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 No55 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 Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. MWINUKA, Grace Clarence, Reg No: PG201705066 pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research titled 'The Effects of Free Education Policy on Public Secondary Schools'. She will collect her data at your office from 31st August to 30th September 2021.

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

Yours,
THE OPEN UNIVERSITY OF TANZANIA


Prof. Magreth S. Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.

Appendix 8: Research Permit Letter

HALMASHAURI YA WILAYA YA KISARAWÉ
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji (W))

Nambari ya Simu 023 2401045



Sanduku la Posta 28001,
Kisarawe,
PWANI.

Email: ded.kisarawedc@pwani.go.tz

Unapojibu tafadhali taja:

Kumb.Na.KDC/ED/E.4/06/16

20 Septemba, 2021

Makamu Mkuu wa Chuo,
Chuo Kikuu cha Huria Tanzania,
S.L.P 23409,
DAR ES SALAAM, TANZANIA.

YAH: UTAFITI

Rejea somo juu husika.

Ofisi ya Mkurugenzi Mtendaji Wilaya ya Kisarawe imepokea barua yenye **Kumb.Na.PG201705066** ya tarehe **30 Agosti, 2021**. Napenda kukujulisha kuwa, Kibali kimetolewa kwa **Ndg. Mwinuka, Grace Clarence** kufanya Utafiti juu ya **"The effects of free Education Policy on Public Secondary Schools"** katika Shule ya Sekondari Chanzige, Shule ya Sekondari Makurunge na Shule ya Sekondari Mloganzila kuanzia tarehe **31 Agosti, 2021** hadi tarehe **30 Septemba, 2021**.

Aidha, Mwanafunzi atalazimika kuzingatia Sheria, Kanuni na taratibu za Utumishi wa Umma.

Nakutakia kazi njema.

Kny: MKURUGENZI MTENDAJI (W)
KISARAWÉ

Juvenary P. Mpanga

KNY: MKURUGENZI MTENDAJI (W)
KISARAWÉ

Nakala kwa:

Mkurugenzi Mtendaji (W) - Aione kwenye jalada
KISARAWÉ.

Mkuu wa Idara,
Idara ya Elimu Sekondari.

Ndg. Mwinuka, Grace Clarence,
Mwanafunzi.