

**EVALUATION OF IMPLEMENTATION OF FREE EDUCATION POLICY:
CASE OF SELECTED PRIMARY SCHOOLS IN MOROGORO
MUNICIPAL, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: **Evaluation of the Implementation of Free Education Policy in Primary schools in Morogoro District: A Case of Selected Primary Schools in Morogoro, Tanzania.** In partial fulfilment of the requirements for award of the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania

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Date

DECLARATION

I, **ANITHA GEORGE KIHIO**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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DEDICATION

This dissertation is dedicated to my late father George Kuziwa and my late mother Josephina Agustino Kipakula who laid be foundation to my education through their encouragement, guidance, counseling and moral support until I managed to rich the level of education. Likewise I dedicate this work to my beloved brother Franco Kuziwa and my grandmother Mabel Alice Mzumba (RIP). I am grateful for their encouragement, kind and moral support as well as to my beloved son Credowater Mabugo who endured loneliness when I was being away from home.

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ABSTRACT

This study evaluated the Implementation of Free Education Policy in Primary schools in Morogoro Municipal, Case of Selected primary Schools. Three objectives: were; to analyse the perception people have over the free education policy in primary schools in Morogoro Municipal, to analyze the challenges of the implementation of free education policy in primary schools in Morogoro Municipal and to explain achievements of the implementation of free education policy in selected primary schools in Morogoro Municipal. Mixed methods design guided the study. Questionnaire, interview, focus group discussion and documentary review were used to collect the data. The result indicated that the community perceptions on the implementation of free education policy were not very positive. This is because the parents were charged some contribution e.g. sport and stationery money. This is contradicting the basic principle of the concept of free education policy in Tanzania. The study also revealed that, the policy created a lot of challenges; some of them were congested classrooms, shortages of classrooms, teachers fail to manage classrooms, students subjected to double shift and food not supplied in schools. This has affected ability of students failing to follow lesson and focus on studies. Lastly, the study found interesting findings on the achievements of the implementation of free education policy in primary schools in Morogoro. These were availability of capitation funds, increase of enrolment in primary schools, improved in-service training for teachers and more purchase of textbooks. In order to implementing FE policy in Morogoro Municipal, the study recommended that, Government should relax its guidelines to allow parents to contribute small amount of money for meals at school, Congestion should be addressed by constructing more classrooms and parents need to be involved in this innovation of education, as they are key stakeholders in education system and Government has to realize that increase in a number of students requires deploying more primary school teachers so employing teachers is essential.

Keywords; *Free Education Policy, Secondary Education, Tuition Fee*

TABLE OF CONTENTS

CERTIFICATION	ii
DECLARATION.....	iii
COPYRIGHT	iv
DEDICATION.....	v
ACKNOWLEDGMENT	vi
ABSTRACT	vii
LIST OF TABLE	xii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND.....	1
1.1 Introduction	1
1.2 Statement of the Problem	2
1.3 Main Objective.....	5
1.3.1 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Scope	6
1.7 Limitations of the Study.....	7
1.8 Definition of Terms.....	7
1.8.1 Free Education	7
1.8.2 Implementation	8
1.8.3 Quality Education.....	8
1.9 Conceptual Framework	9
CHAPTER TWO	10

LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Theoretical Studies Related to the Study	10
2.2.1 Human capital Theory	10
2.3 Impirical Literature Review	11
2.3.1 Perception of Community on the Implementation of free Education Policy .	11
2.3.2 Challenges of the Implementation of free Education Policy in Primary	14
2.3.3 Achievements of the Implementation of the free Education Policy in	17
2.4 Research Gap	18
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Study Area.....	19
3.3 Research Approach	19
3.5 Population	21
3.5.1 Sample.....	21
3.5.2 Sampling Techniques	21
3.6 Data collection Methods	22
3.6.1 Interview	22
3.6.2 Focused Group Discussion (FGD)	23
3.6.3 Questionnaire	23
3.6.5 Documents	24
3.7 Data Analysis	24
3.8 Reliability and Validity	24

3.8.1 Reliability	24
3.8.2 Validity.....	25
3.9 Ethical Issues.....	25
CHAPTER FOUR.....	26
DATA PRESENTATIONS.....	26
4.1. Introduction	26
4.2 Demographic Information.....	26
4.2.1 Sex:.....	26
4.2.2 Work Experience.....	26
4.4 Interview Data.....	27
4.4.1 Perceptions on Implementation of free Education Policy.....	27
4.4.2 Challenges of the Implementation of free Education Policy in Morogoro	28
4.4.3 Achievements of Implementation of FE Policy in Primary Schools in	30
4.5 Questionnaire Data.....	30
CHAPTER FIVE.....	39
DISCUSSION OF THE FINDINGS.....	39
5.1 Introduction	39
5.2 Perception of People have Implementation of free Education Policy in	39
5.2.1 Parents Paying Fees.....	39
5.2.2 Classroom Congestion	40
5.2.3 The Availability of Textbooks and Teacher Supply	40
5.3 Challenges Resulted from FE Policy Implementation in Morogoro.....	41
5.3.1 Stopping Lunch /Porridge at School	41
5.3.2 Shortage of Classroom	42

5.3.3	Double Shift	43
5.4	Achievements of Implementation of FE Policy in Morogoro.....	44
5.4.1	Pass Rate	44
5.4.3	In Service Teachers Training	45
CHAPTER SIX	46
SUMMARY, CONCLUSION AND RECOMMENDATIONS	46
6.1	Introduction	46
6.2	Summary of the Study.....	46
6.3	Summary of Findings	46
6.3.1	The First Research Question	47
6.3.2	The Second Research	47
6.3.3	The Last Research	48
6.4	Conclusion	48
6.5	Recommendations	49
6.6	Recommendation for Further Studies	49
REFERENCES	51
APPENDICES	54

LIST OF TABLE

Table 3:1 Respondents for Data Collection	22
Table 4.1: Parents still pay some cost like Stationery and Sport Funds Despite	31
Table 4.2: .Free Education Policy has Created Tension on the few Classrooms	31
Table 4.3: The Students are forced to Pay Sport Money	32
Table 4.4: Students learning is in Trouble due to Congested Classrooms	32
Table 4.5: Books are very Available due to new free Education policy	33
Table 4.8: The FE has resulted to shortage of Classroom due to High	34
Table 4.9: The teachers have been failing to Manage Overcrowded Classrooms	34
Table 4.10: Students are Subjected to Double shift in Schools	35
Table 4.11: Students are not given Lunch due to Abolishing of Contribution for	35
Table 4.12: Pass rate has been improved due to FE Policy Implementation in	36
Table 4.15: The school dropout has dropped due to FE Policy Implementation	37
Table 4.16: Increase in Enrolment in Primary Schools in Morogoro	38

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

In 1995 the world summit held in Malaysia came up with the declaration for the education for all (EFA) UNESCO (2000). Major philosophy of the education summit was to ensure that all human beings should get access to education by whatever costs. So countries like Tanzania in 2002 adopted the Primary education development plan to ensure the quality of education in primary schools is improved. Adoption of this plan was also geared to ensure that many children at the school age go to school and the intention of the plan was to increase the enrolment.

The primary education plan had the objectives of improving the school administration, improve the curriculum, improve the teacher professionalism (teacher devotement) build teachers' houses, build classrooms, improve students teacher ratio, improve the quality of teaching and learning materials and improve the school curriculum. At this era teachers were trained on the teacher competence based curriculum to be used in primary schools (Feida, 2018).

Although many countries in Africa like Tanzania abolished school fees in early 2000's practice of the school inside had some reflection of the high cost of schooling such that many learners were not attending the school at the age they were expected to attend. This was seen by many scholars as a failure for Tanzania to attain the universal primary education and EFA. Under the umbrella of the no school fees and other mandatory contributions in primary schools in Tanzania which was introduced

under PEDP in 2001, parents were still contributing to sport money (unitashumta), security guards expenses, examination fees, uhuru torch, lunch or polidge, school uniform, remedial classes charges, toilet construction and school shamba dresses (t-shirts). This annoyed the current President of the United Republic of Tanzania, His Excellency late Dr. John Pombe Magufuli, so in 2015 when he took power directed the Ministry of Education and the Ministry of Local Government to ensure that there is no student in primary schools and secondary schools that can be expelled from the school because of the tuition fees and other mandatory contributions.

The new direction in education in Tanzania was taken with the clear directives on the free education in primary schools. With this regard the Government of Tanzania issues 18 billion every month to cover the schools running costs to the individuals' schools and persons. There two years of the operation of the free education in Tanzania. The questions to ask are; what perceptions the community has over the plan of free education in primary schooling, what are the challenges of the implementation of the free education plan in primary schools, what are the achievements of the free education plan in primary schools and last what impacts the free education plan has brought on the improvement of the quality education and attainment of the education for all (EFA).

1.2 Statement of the Problem

In recent times, Tanzania has emphasized the adoption of a free education policy, where parents are expected to incur almost zero costs for facilitating their children's attendance at primary schools. Under this policy, parents are not charged any

mandatory contributions. Instead, they are expected only to cover the costs of maintaining their children at home. All school fees and other contributions have been abolished, and the costs associated with school administration are covered by the central government (Mkali, 2021). For instance, since 2016, the allowances for school heads, ward education officers, and the training costs for teacher development have been fully funded by the central government each month.

Following Tanzania's 2015 fee-free education policy, primary school enrollment surged nationally. Reports indicate overcrowding in regions such as Morogoro, where a (2016) HakiElimu report highlighted a 70% increase in enrollment, leading to class sizes exceeding 100 students in some cases. Teachers have noted significant difficulties in maintaining educational quality under these conditions.

Moreover, the Tanzanian government's budget allocation for primary education after the policy implementation has been inadequate. A (2018) World Bank study found that per-student funding in Morogoro lagged behind actual needs, resulting in shortages of textbooks and teaching materials. Consequently, schools have relied on community donations to fill these gaps, as reported by local NGOs like Twaweza.

The Tanzania Teachers' Union reported in (2019) that Morogoro faced a teacher-student ratio of 1:75, far exceeding the recommended 1:40. Teacher strikes in 2020 protested unpaid salaries and poor working conditions, reflecting systemic underfunding (BBC Swahili, 2020). Additionally, a (2021) audit by the Morogoro Municipal Council revealed that 60% of primary schools lacked adequate

classrooms, forcing students to learn outdoors. Sanitation facilities were also insufficient, with only 30% of schools meeting minimum standards.

Observations in primary schools in Morogoro Municipal indicate that the free education policy has led to high enrollment, creating significant tensions concerning the quality of education. Schools have resorted to double shifts, and the availability of teaching and learning materials is inadequate. Classroom congestion is prevalent, and there is evidence that primary school graduates are entering secondary school without proper reading and writing skills, indicating poor cognitive development. This situation calls into question the effectiveness of the free education policy and undermines the nation's ambition to achieve universal primary education, as stated in Millennium Development Goal 5. It also distances the country from attaining quality education and the philosophy of Education for All (EFA) (Yusuph, 2019).

Although administrative funds exist to manage schools, the challenges persist due to the extensive administrative burdens resulting from large student populations. As the free education policy is implemented in primary schools in Morogoro, there is insufficient documentation regarding the community's perceptions of this implementation, the challenges faced by education implementers, and the achievements that the free education policy has established within the primary education system. This study, therefore, intends to investigate the implementation of the free education policy with a specific focus on selected primary schools in Morogoro Municipality.

1.3 Main Objective

To investigate on the implementation of the **free education policy** in selected primary schools in Morogoro Municipal.

1.3.1 Objectives of the Study

1. To analyse the perception people have over the free education policy in primary schools in Morogoro Municipal
2. To analyse the challenges of the implementation of free education policy in primary schools in Morogoro Municipal
3. To assess achievements of the implementation of free education policy in selected primary schools in Morogoro Municipal.

1.4 Research Questions

1. What perceptions people have over the implementation of free education policy in primary schools in Morogoro Municipal?
2. What are challenges of the implementation free education policy implemented in primary schools in Morogoro Municipal?
3. What are achievements of implementation of free education policy in selected primary schools in Morogoro Municipal?

1.5 Significance of the Study

The school is said to be the part and parcel of the community. The way the community thinks and act towards the school has significant impact on the school development

of the school. Thus this study is likely to yield significant findings on the way the community perceive the free education policy thus gives the education authority information on the major improvements the community wishes the plan to deliver.

As the free education policy is implemented there always challenges, the study is expected to reveal these challenges and thus they will guide the policy makers and other authorities to identify ways to overcome the challenges as the implementation continues.

The study will inform the achievements that have been experienced in the course of the implementation of the free education plan in primary schools. This will further guide on the future education planning in policies related matters in primary schools.

The study will be in the position to identify the extent to which the free education policy implementation has brought about attainment of quality education in selected primary schools thus provide a base for the evaluation of the policy in Tanzanian education system.

1.6 Scope

The study on the assessment of the free education policy implementation in Morogoro District primarily focused on the primary school level. It covered primary schools to evaluate how they have been implementing this policy since 2015, when the education and training policy was announced, specifically stating that fees would be removed to allow parents to send their children to school. The focus is on primary schools, as the intention is to assess the implementation at that level before

considering the implementation at the secondary school level, which will require another study.

1.7 Limitations of the Study

During this study, several limitations were encountered. One limitation was difficulty in accessing school heads to obtain data on the free education policy implementation, as they were concerned that the researcher had other intentions. However, through persuasive skills and a clear explanation of the research purpose, respondents eventually agreed to cooperate with interviews and questionnaire filling.

Another challenge was a shortage of time to reach respondents for data collection. To address this problem, I had to adjust the timetable, and in some cases, modify my schedule to obtain access to these respondents. Additionally, respondents were hesitant to answer questions due to fears that security officers might scrutinize their opinions about the policy. Furthermore, teachers were often engaged in teaching, making it difficult to access them for data collection, which forced me to revise my data collection plan multiple times.

1.8 Definition of Terms

1.8.1 Free Education

A philosophy adopted by many African countries to try to weaver fees and other mandatory contributions from the parents to allow the kids at basic education to attend schooling. The philosophy is seen as an approach to allow high enrollments in schools and allow those parents with poor income to afford schooling. In this

study free education will mean students at primary level attending schooling without paying fees and other mandatory contributions like sport money, stationary contributions, no examination fees payment and no contributions to school furniture.

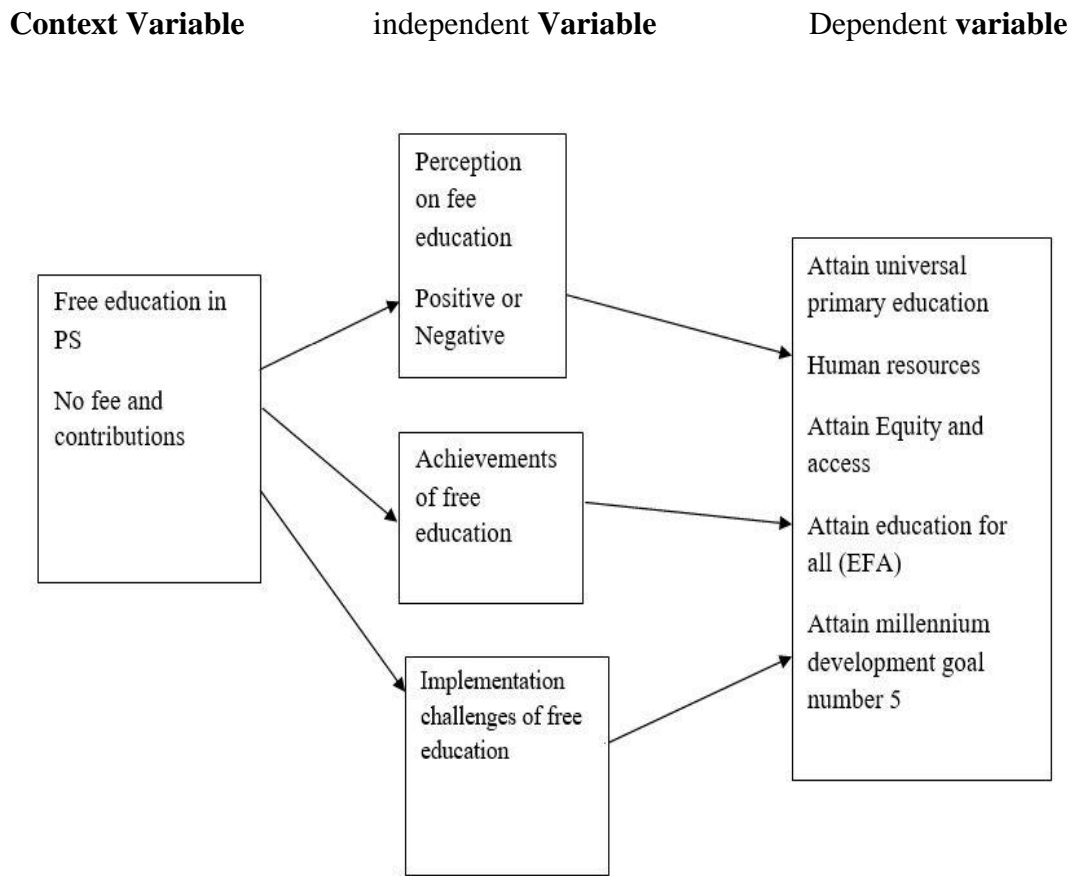
1.8.2 Implementation

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

1.8.3 Quality Education

According to UNESCO (2000), quality education is a tool which enables the learner to acquire knowledge, values, attitudes and skills needed to face challenges of the contemporary society and globalization. In this study, quality education refers to education which is expected to have positive impact to the learners. It creates well-educated people with a high quality of life to solve problems and come out with solutions for the current development challenges. At primary level outcomes of the graduate to manage communication, acquire cognitive skills, royalty, and hardworking skills are some of the identification of quality graduate attributes at primary level.

1.9 Conceptual Framework



Source: Literature Review 2025

Conceptual Framework

The context covers that Government directive to direct all primary schools administration that since 2016 the primary art schools will be free. The independent variables are perceptions the challenge and achievements that the policy is expected to face and attain in a course of free education policy implementation. The dependent variables are attaining human resource due to skills to children they acquire, attain education for all (EFA) and attain the goals of universal primary education and attain the millennium development goals of education no 5.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section covers the literature review done related to the free education plan in African countries. It starts with the discussion on the theory human capital followed the perception on the implementation of fee free education policy, the challenge of the implementation of fee free education policy and the achievements of the implementation of the fee education policy.

2.2 Theoretical Studies Related to the Study

2.2.1 Human capital Theory

Bercker (1963) came up with the theory of human capital theory. Theory of human capital emphasizes that investing in human has return and it is an investment. The theory assumes that investing in education has the benefits to increase human knowledge and skill that boost their sector of the economy. The theory holds further that investing in human has the advantage of increasing citizens' royalty, democratic participation and encourages stability in the production of the economy. Since the investment in human is advantage, this is the basic reason why there is need to cut education cost to allow massive training. So many countries reduced cost of schooling especially in primary school to allow many people to attend school. So the argument here is that that many countries weaved school fees in primary schools or basic education to allow formation of knowledge and skills capital to fasten their economic development in their respective countries. Thus using the theory of human capital one can understand why African countries like Malawi, Kenya, Tanzania,

Lesotho, Uganda and Zambia adopted the free education in their basic education system.

2.3 Impirical Literature Review

2.3.1 Perception of Community on the Implementation of free Education Policy in Schools

Shukia (2020) employed qualitative research methods to examine the implementation of the fee-free basic education policy in Tanzania. The study reveals that, the policy is **misapprehended, and causing confusion and dissonance among key implementers** including heads of schools and parents, and it is threatening the quality delivery of education. However, there is no doubt that the implementation of the fee-free education policy has significantly promoted access to basic education for children from various socio-economic backgrounds. Thus, this paper argues that the implementation of the fee-free basic education policy, albeit commendable, it is not a panacea to achieving equitable access and quality education delivery for all. Hence, the policy and its implementation is a ‘phenomenon’ worth rethinking for Tanzania to realise equitable and quality universal basic education.

Lazaro (2022) investigated on the stakeholders, perception on the freeness of Fee-Free Education among Ordinary Secondary Schools in Rombo District, Tanzania through the mixed research design where both qualitative and quantitative data were collected and analysed concurrently. The population of the study included teachers, heads of schools and parents as they are directly responsible to day to day implementation of fee free education. The study established a need for financial

contributions from parents and the community at large because the amount of fund that is allocated by the government is not sufficient. Parents indicated financial difficulties and that the contributions were too high. Therefore there is a need to create a better way of involving parents and the community in supporting education financially. The study further established that politicians kept on interfering with the success of the contributions from parents and the community for them to gain popularity on the argument that education is free, hence parents should not contribute anything. The study recommends that the government needs to establish a proper involvement mechanism that will be a guide to finance basic education.

Shaban (2020) explored the influence of the current fee free education policy implementation to the parents' participation in education of their children using Morogoro District Council as a case study. The study was conducted in five purposively selected secondary schools from five wards of Morogoro District Council including Mvuha, Selembala, Mkuyuni, Kinole and Kiroka secondary schools. The sample size was 21 participants including the DEO, 5 WEO, 5 HoS, and 10 Parents whereby 2 parents from each school whose students in sampled schools were purposively selected in consideration of gender equality. The study's specific objectives were to explore the influence of FEP on parents' participation in academic matters; explore parents' participation in decision making in educational activities of the school and; explore parents' participation in school development activities. The study adopted qualitative approach under exploratory research design. Purposive sampling technique was used to select the study sample. Both primary and secondary data were collected through triangulation method whereby data collection techniques

used are semi structured interview, FGD, Observation and documents review. Raw data gathered and analyzed through induction analysis.

The study results show that, a large proportion of parents are not participating in the education of their children. Reasons for the unsatisfactory parents' participation in their children's education include extreme poverty, ignorance of parents on education matters, intense political interventions and mistrust between parents. Others relate to school leaders' misconception on fee free education policy to the parents' participation and lack of enough skills for convincing parents' participation by the teachers. The study recommends that, the government should organise trainings to enhance teachers' capacity to address parent's participation and provide more education to the parents on their roles to their children's education. Moreover, Government should make strategies to reduce the parents' economic poverty and ignorance to so that they could participate to the education of their children. Then, the government should increase budget (capitation grant) to the schools to decrease the burden of the parents' monetary contributions

Nsororo(2020) investigated on the evaluation of free education implementation practice in secondary schools in Ngara district. Four objectives guided the study: to investigate the perceptions parents have over the free education implementation practice in secondary schools in Ngara district; to investigate the challenges facing the implementation of free education in secondary schools in Ngara district; to determine the achievements that have resulted from free education implementation practice in secondary schools in Ngara district and to establish strategies that can be

used to improve free education implementation practices in secondary schools in Ngara district. A mixed method design was used. Questionnaire and interviews were data collection methods. The findings showed parents who felt that FE is a blessing and a good policy because it has allowed many young learners to access school and learn relevant skills leading to self-employment, however, the parents who revealed that still parents are required to pay funds to cover extra studies at school.

2.3.2 Challenges of the Implementation of free Education Policy in Primary

Schools

Mwanza(2020) in this study, investigated the implementation of Free Primary Education Policy in selected primary schools of Kafue district of Zambia. The study's objective was to determine the possible conflicts that had arose between learners' access to education and supply of quality education. As a descriptive survey, the study population consisted of one hundred and twenty (120) teachers, twenty-four (24) head teachers one (2) Ministry of General Education (MoGE) officials. The teachers responded to a questionnaire while the head teachers and MoGE officials were interviewed using structured interview schedules. An observation checklist was used to record the schools' enrolments, equipment and facilities that were available. Data was analyzed thematically as themes and sub themes emerged from the data.

Finding showed that there were high enrolments in Kafue primary schools, an indication that many learners had free access to education but this led to a number of challenges such as: inadequate educational supplies, low staffing levels, inadequate

classrooms and desks. Teachers were being overworked and were unable to attend to individual needs of pupils. They also could not manage to give adequate homework and remedial work due to large classes. Consequently, the Zambian government seems to have failed to meet the needs of primary schools in Kafue due to the surge in enrolments. Scholars in this study recommended that the Ministry of General Education should evaluate the practicality and sustainability of the Free Primary Education in all primary schools in Kafue district. Furthermore, additional funds should be allocated for schools to enable them buy teaching and learning materials.

Nsororo 2(020) holds and revealed that the Implemented free education policy in Ngara has resulted to a problem of meals to learners and classroom congestion. This was due to the Government abolishing contribution from parents.

Suzana(2019) the study aimed at assessing the challenges facing delivery of free primary education in Tanzania, A case of Tunduma Town Council”.The research report comprises three objectives which are: To evaluate the challenges facing delivery of free primary education system in Tanzania; To assess the roles of Government in regards to sustainability of the free primary education in Tanzania and to establish the impact of availability of adequate classrooms as school infrastructure on high student enrolment as a result of introduction of Free Primary Education in Tanzania. The study was conducted at Tunduma Town Council. The study used a sample size of one hundred and twenty (120) respondents who are the staffs from different departments. Data collection was been done by the use of documentation, questionnaire and interview then analyzed by qualitative and

quantitative method since the study was a case study design. The findings of the study were that there are many challenges facing the government of Tanzania in delivering a free primary education.

The study reveals some of those challenges are the insufficient funds allocated to primary school, shortage of buildings for examples classes. The low ratio of teachers to students, poor infrastructure and the poor administration system of the free education system in Tanzania. Then the researcher recommends that the Government should increase the funds to primary schools and should recruit many staff i.e. teachers in order to have a good ratio between teachers to students. Furthermore, the staff who have the duty and authority to supervise the FPE policies in Tanzania should adheres the policies, process and procedures of the implementation of FPE in Tanzania.

Yusuph (2019) analyzed the impact of the implementation of the Free Education Policy on Secondary Education in Tanzania. The study collected secondary data from ministries and other government institutions. Data were statistically analyzed and presented. Four assumptions related to enrollment rate, number of teachers, students pass rates and dropout rates guided data collection, presentation, and discussion. The findings demonstrate that the government decision to implement free secondary education policy on secondary education is the wisest one. However, since its inception in 2015, the Free Education Policy in many areas has found to have a slight impact on secondary education in Tanzania. The study, however, informs the

government to put more efforts to effectively implement the promises of the policy without compromising the quality of education.

2.3.3 Achievements of the Implementation of the free Education Policy in

Primary Schools

Mbawala (2017) the study investigated the effectiveness of fee free basic education provision in Tanzania Ruangwa District, Lindi region in Tanzania. The study was guided by four objectives including: Assess the stakeholder's conception of fee free basic education, assess stakeholder's implementation of fee free basic education in schools, investigate the challenges facing stakeholders in the implementation of fee free basic education in schools and find out ways to improve the future of fee free basic education provision in Ruangwa District schools. A sample of 130 participants was involved in the study. Three data collection methods included; questionnaires, semi-structured interviews and documentary reviews. Data analysis employed NVIVO 10 for qualitative data and Statistical Packages for Social Science (SPSS) version 20 for some quantitative data. Analysed data were presented in different formats such as graphs, quotes and tables.

Findings revealed that 80% of teachers were aware of the innovation. Results indicated that stakeholders were involved in the implementation of FFE in many ways including educating parents, pupils, and community concerning the innovation, encouraging parents to send their children to school, and making sure that fee is not paid in schools, improving academic performance of pupils. The study revealed changes due to the implementation of FFE in Ruangwa. For example, it noted an

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

2.4 Research Gap

Shukia (2019) has revealed that the implementation of the free education policy in Tanzania secondary schools is still to impact significantly on bringing quality learning in schools. The studies both by Nsororo (2020) and Mkali (2021) indicated that there were serious problems in implementation of the free education policy in secondary schools being in Ngara and Mafia respectively. Mbawala(2017) on the other side commented positive on the introduction and implementation of the free education in in Ruangwa by showing the schools had improved in its enrolled students, drop in dropout, improved teaching and learning materials, and improved capitation supply, than before. These mixed feelings on the free education policy implementation calls for a study at the Morogoro district to assess the implementation of the free education policy with focus on the primary schools in Government sector.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology applied in the study. It presents the study area, approaches, design, population sample and data collection methods are also presents and finally the data analysis, validity, reliability and ethics are presented.

3.2 Study Area

The study was conducted in Morogoro where the investigation on the implementation of free primary education was the focus. The schools selected were Kigurunyembe, Mchikichini, Chamwino, Mkwajuni and Kilakala primary schools. The researcher had the experience of teaching in those schools for some times and this was termed as a reason for the researcher to believe that it would necessitate data collection and reduce time for data collection and reduce cost as the current researcher is sponsoring the project. It was also believed that schools with high population have stated to absorb the advantage of increased the enrollment so the effect of the free policy could be noted and assist the current researcher to do proper data collection which could inform the study, hence, their choice was considered.

3.3 Research Approach

The research approaches are the procedures and guidelines that direct how the research activities will be conducted Bogdan and Bicklen (1998).The Qualitative research Approach first guided that the research will be conducted by using

interviews and probing questions to ensure that the experience of people are captured from the grass root Patton (2009). The interest is to generate meaning from individual people and making people experience meaningful. The quantitative approaches uses survey where the principle focus is to acquire opinion from the large sample to make conclusion Silverman (1997). The quantitative approach holds that it focuses on the association of variables and testing of hypothesis. The current study used the mixed research approaches as this allowed the current researcher to have benefit delivered from both approaches and bring the strong results to inform the audience on the implementation of free education policy in Morogoro district.

3.4 Research Design

Bogdan and Biklen (1998) hold that, research design is the plan on how the research will be conducted, it covers the choice of the site, the sample and the methods of collecting data and how the data will be analyzed. Basically, there several designs in education research, for example, Creswell (1998) holds that quantitative design is interested in measurement and testing of the hypothesis and using numerical indices to test relationship of variables. While qualitative design is interested in personal experiences on how they experience the phenomena out there. The major stand of the qualitative is to use words to represent the personnel experiences and creation of meaning from the person experience (Gray, 2009; Patton, 2009)).

This study used combination of the two designs to get mixed method design where the qualitative design will be complemented with survey. Looking at the research objectives of the study it is obvious that there objectives which suit their

investigation using qualitative design , when investigating about perceptions and when the objective requires to investigate on the extent, the survey design is suitable. So the choice of the design is directed by the demand of the research objectives (Bhalalusesa, 1998), thus, qualitative and quantitative (survey) designs will be employed in this study as suggested by the Tashakkorri and Teddlie (2009). The use of mixed methods design has advantage of bringing more and credible results as compared to choice of a single design in the study.

3.5 Population

Population is the total number of objects or people that the sample of the study is drawn for investigation (Kohen, 1996). Population of the study comprise of the primary school students, parents, education officers and teachers from Morogoro district.

3.5.1 Sample

Sample is representation drawn from the population to represent the population. The study used ten students from each school, four parents from villages near the schools, two education officers and two teachers from each school. This sample was for interview purpose. The questionnaire used twenty students, four education officers, twenty parents and twenty teachers.

3.5.2 Sampling Techniques

It is apparent that the study employed two designs in a single study. So the parallel sampling methods was applied where purposeful sampling and random sampling

methods were used in a single study as recommended by Tashakkori nad Teddlie (2003). Purposeful sampling methods was used for the interview where the respondents were selected because they were sought to have information about free education practice in primary schools as they are involved in the implementation of the plan. Random sampling method is applied when the researcher believe that the respondents are likely to have equal chance of information to address the objective of the study,

Table 3:1 Respondents for Data Collection

Sn	Type Of Respondents	Interview	Questionnaire	
1	Students	02	20	22
2	Parents	04	30	34
3	Teachers	02	27	29
4	Education Officers	02	13	15
Total		10	90	100

3.6 Data collection Methods

3.6.1 Interview

Interview is the methods of conversation between the interviewer and the interviewee (Gray, 2009). Interview has the power to gain deep insight on the phenomenon of investigation, it allows the interviewee to explain free on the case asked and it suits even for those who cannot read and write (Patton, 2009). However every method has its short fall as the respondents can hide the information due to personal reasons and it takes time to conduct the interviews. The interview method has been selected to collected data as they have power to elicit responses with use of probe questions on the issues related to opinion. So the interview was seen relevant than any method on

exploring the experience and opinion on the free education implementation in Morogoro primary schools, hence used in the study.

3.6.2 Focused Group Discussion (FGD)

Focused group discussion was used to collect data on the free education provision in primary schools in Morogoro. The method takes a group of six people to be asked a theme in this sense, the discussion on the provision of the free education in primary schools. Responses are recorded and combine with other form of data to improve the research results. Usually the researcher takes the position of the mediator to control the group so that it cannot be a story telling which are nonreflecting the purpose of the investigation.

3.6.3 Questionnaire

Silverman (1997) holds that questionnaire is a method of data collection which involves a list of questions for the respondent to respond on the topic of investigation. The questionnaire has the power to explore the opinion of the respondent in the quickest and less cost (Omari, 2011). The questionnaire can be filled by distant respondents and in many numbers so capturing huge data at a low cost. The questionnaire on the issues of provision of free education was given to the respondents. The questionnaire covered understanding of the community on the free education, level of implementation of the free education in primary schools and the indicators of the operation of the free education in primary schools in Morogoro municipal.

3.6.5 Documents

Documents method has the advantage as the method of data collection because the data are available for use. The researcher has just to select the documents that will be relevant to inform the purpose of the study. Thus the document on the past school mandatory contribution, circulars to abolish fees and mandatory contribution and the record of the fund flow in each month were reviewed to see the position of the free education in the primary schools of Morogoro municipal.

3.7 Data Analysis

Data analysis followed various plan to code and present data for the findings. The qualitative data analysis according to Bogdan and Bicklen (1998) and Kvale (2007) involves the process of reading data, getting the picture, synthesis, condense and generating themes and decide what to tell the audience and what not to inform the audience. This method uses thematic approach to analyze data as suggested by Bogdana and Bicklen (1998). So the data of the topic of investigation was be read, condensed, developing categories and themes and use the objectives guided to develop meaning of the data. Questionnaires were analyses by using table and frequencies under the guide of the research objectives. SPSS version 20 was used to run the data and support the data analysis.

3.8 Reliability and Validity

3.8.1 Reliability

Reliability refers the consistency of the research awaits Bodgan and Bicklen (1998). The currents research used triangulation methods to attain the reliability of the

research. First it used multiple methods like interviews, focus group discussion, and questionnaire to bring multiple data that improved the reliability of the study results. Second it used multiple sites this made the researcher to collect and compare result on the implementation of the free education policy over and across centers (Kilakala, Mkwajuni, Chamwino and Mchikichini sites primary schools).

3.8.2 Validity

Validity refers to the thoroughness of the research results Patton (2009). Validity of the study was done through piloting the study. This enabled the research to understand what the problem in questioning was and corrections was done accordingly. The study was subjected to peer review particular to the master of education students who were able to read and provided comments how to improve the work.

3.9 Ethical Issues

Any effective research must consider the research ethics if it has be judged as credible research. The research ethics for this study followed the channel of asking permission from the open university of Tanzania to conduct research in Morogoro in the schools of Kilakala, Chamwino, Mchikichini and Mkwajuni primary schools in Morogoro. During data collection the respondents were not required to identify themselves, this is the way of hiding respondents' identity so that in the future to avoid harm of the respondents by the senior staff. Lastly consent note from the respondent was asked so that to avoid harassing people and interference of the personal life during research process.

CHAPTER FOUR

DATA PRESENTATIONS

4.1 Introduction

The chapter presents the data gathered from the field through questionnaire and interviews. The data are presented in series starting with questionnaire then followed by the interviews and with guide of the objectives.

4.2 Demographic Information

4.2.1 Sex:

The sex characteristics of the study sample comprised of 60 male (60%) and 40 (40%) female respondents. This almost equal balance of sex was expected to provide equal and balanced opinion about what community perception about implementation of free education policy in Morogoro district.

4.2.2 Work Experience

The proportion of population sample indicated that there were almost equal distribution of segment of population. Age with more percentage of people having age above 30 and 40, being mature to respond to sensitive issues related to cost of education and the need for better education for our kids in schools and being in a position to advice better ways to improve the free policy implemented in schools.

1	Sex	Male	60	60
		Female	40	40
2	Age	Years	Frequency	Percentage
		30	20	20
		30-40	40	40
		40+	40	40

4.4 Interview Data

The interview questions asked were generated from study objectives. Themes of questions for interviews were to ask perception of the implementation of free education policy in Morogoro district, ask on challenges of the implementation for free education policy in Morogoro district and to explore the achievements of the implementation of free education policy in Morogoro district primary schools.

4.4.1 Perceptions on Implementation of free Education Policy

The standard seven students who was asked during interview on their perception on FE policy had this to say about FE:

“During this era of free education policy our parents yes are relieved of some cost, e.g. they do not contribute for stationery. We are given uniform and other support by parents. We have supply, yes books are enough”

A parent at Kigurunyembe school, said that the free education policy has created good teaching and learning environments. Schools income, money, they purchase books and the students are studying in good condition.

The head of Kilakala primary school was very positive about the benefits of FE policy in primary school. He said during the FE policy implementation in 2019 to date the school have been receiving capitation for buying teaching and learning materials. This is good effort in improving quality of learning in primary schools.

The teacher at Mkwajuni primary school said during this interviews on the FE policy implementation, the government has stopped all forms of contributions, so such

contribution which was meant for lunch and polidge has stopped. This has affected student learning and resulted to slow learning in classrooms.

A parent at one of the street in Morogoro has revealed that “FE policy has created high enrolment in primary schools. We get report from our children that there is more than 100 students in a single classroom which could have accommodate 45 students only”.

The education officer had this perception about FE Policy implementation in Morogoro district:

“We have noted that enlorment increase due to FE policy implementation. The policy plan has enabled the community to increase motivation to send their children to school and dropout has been greatly reduced. This is good interviews of increasing transitional rate and make that nation train its people in basic education. This has been fueled due to abolishing of many contributions that were charged to parents like stationery and whacmen funds.”

4.4.2 Challenges of the Implementation of free Education Policy in Morogoro

Primary Schools

A teacher during interview held at Kigurunyembe primary school revealed that about FE policy challenges:

“We have adopted the free education policy, during implementation we are noting high enrolled students. The high number of enrolled hinder teachers to manage class well. The result students learning has been affected with high number of students per class. The students may go above 100 students in a single class”

A students of standard seven at Kilakala primsry primary school showed that FE policy has created problem of double shift. This is because there are many children enrolled compared to school buildings.

A head teacher during interview responded that, FE policy has created challenge in managing the students learning. We have more enrolled students this has made some classes to have more than 100 students in the classroom. The way teacher teaches this type of overcrowded class is very un-conducive. It makes only frontline students to hear and benefit the teacher instructions. Those at the back fail due to conjestion.

A ward education officer had this to say about FE policy implementation schools:

“We have seen overcrowded classes in primary schools. Teaching is affected and things like books are purchased but they are not enough due to still high number of the enrolled students”

A DEO during interviews revealed that, FE policy implementation has caused other schools to adopt doubles shift to accommodate the large number of enrolled students. We need too understood during this shift, it is the same who teaches in the morning session and the one who also teaches in the afternoon. This effective learning among our students.

A parent during focus group discussion in Chamwino Street revealed that, the government has introduced the PE policy in school with good reason but some of its directions such as abolishing contribution for food, has caused children to go hunger during school day. This hinders their learning at the classroom.

4.4.3 Achievements of Implementation of FE Policy in Primary Schools in Morogoro District

A primary school head of Mkwajuni responded this during intentions:

“FE has created relief to the school administration. The school receive capitation each month for managing and handle school administration costs such stationery, books purchase and rehabilitation, in fact the funds received now are of more and better than before”

A teacher at one of the Primary schools in Morogoro schools in Morogoro had this observation regarding the free education policy implementation:

“We have noted good progress for FE policy implementation in Morogoro primary schools. We have been considered for increase training for improving teaching skills, this has stimulated teacher morale and some if the students pass rate improved.”

A student during interview said that the free education policy has resulted to good attendance of their fellow students (drop out controlled). As parents have motive to send their children to school due to zero cost except food and uniform and excise books.

4.5 Questionnaire Data

Table 4.1 indicates that 87.8% agreed that parent still pay some cost like stationery, sport funds despite free education policy sport any kind of payment at school, 2.4% were undecided, 9.8% disagree on the statement.

Table 4.1: Parents still pay some cost like Stationery and Sport Funds Despite Free Education Policy to Stop any Payment at School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	42	46.2	51.2	51.2
	agree	30	33.0	36.6	87.8
	undecided	2	2.2	2.4	90.2
	disagree	4	4.4	4.9	95.1
	strongly disagree	4	4.4	4.9	100.0
	Total	82	90.1	100.0	
Missing	System	9	9.9		
Total		91	100.0		

Table 4.2 indicates that 85.4% of the respondents agreed that FE has created tension on the few classrooms available, 2.4% were undecided and 12.2% disagreed on the statement.

Table 4.2: .Free Education Policy has Created Tension on the few Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	45	49.5	54.9	54.9
	agree	25	27.5	30.5	85.4
	undecided	2	2.2	2.4	87.8
	disagree	9	9.9	11.0	98.8
	strongly disagree	1	1.1	1.2	100.0
	Total	82	90.1	100.0	
Missing	System	9	9.9		
Total		91	100.0		

Table 4.3 indicated that 97.6% of the respondents agreed with statement that the students are still paying sort funds, 1.2% of the respondents disagreed on the statement.

Table 4.3: The Students are forced to Pay Sport Money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	50	54.9	61.0	61.0
	agree	30	33.0	36.6	97.6
	undecided	1	1.1	1.2	98.8
	disagree	1	1.1	1.2	100.0
	Total	82	90.1	100.0	
Missing	System	9	9.9		
Total		91	100.0		

Table 4.4 indicated that 97.6% of the respondents agreed that students learning is in trouble due to congested in classroom, 2.4% were undecided on the student.

Table 4.4: Students learning is in Trouble due to Congested Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	60	65.9	73.2	73.2
	Agree	20	22.0	24.4	97.6
	undecided	2	2.2	2.4	100.0
	Total	82	90.1	100.0	
Missing	System	9	9.9		
Total		91	100.0		

Table 4.5 indicated that 7.5% of the respondents agreed that books are very available due to practice and implementation of the free education policy, 2.4% of the respondents were undecided

Table 4.5: Books are very Available due to new free Education policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	70	76.9	85.4	85.4
	agree	10	11.0	12.2	97.6
	undecided	2	2.2	2.4	100.0
	Total	82	90.1	100.0	
Missing	System	9	9.9		
Total		91	100.0		

Table 4.6 indicated that 97.6% of the respondent agreed that teachers are enough check FE policy while 2.4% undecided.

Table 4.6: Teachers are enough due to FE Policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	60	65.9	73.2	73.2
	agree	20	22.0	24.4	97.6
	disagree	2	2.2	2.4	100.0
	Total	82	90.1	100.0	
Missing	System	9	9.9		
Total		91	100.0		

Table 4.7 the table has indicated that 94.4% of the respondents agreed that FE has results to congestion of students in school, while 3.3 disagreed with the statement.

Table 4.7: The FE has resulted to Congestion of Students in Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	60	65.9	66.7	66.7
	agree	25	27.5	27.8	94.4
	disagree	2	2.2	2.2	96.7
	strongly disagree	3	3.3	3.3	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.8. The table has indicated that 88.9% FE agreed that results to shortage of classroom due to high amount, while 11.2% disagreed with the statement.

Table 4.8: The FE has resulted to shortage of Classroom due to High Enrolment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	70	76.9	77.8	77.8
	agree	10	11.0	11.1	88.9
	disagree	5	5.5	5.6	94.4
	strongly disagree	5	5.5	5.6	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.9 the table indicated that 88.9% of the respondent agreed that FE has resulted to teacher failing to manage overcrowded classroom, while 11.2% of the respondents disagreed with the statement.

Table 4.9: The teachers have been failing to Manage Overcrowded Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	33.0	33.3	33.3
	agree	50	54.9	55.6	88.9
	disagree	5	5.5	5.6	94.4
	strongly disagree	5	5.5	5.6	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.10. the table indicted that 87.4% of the respondents agreed that students are subjected to double shift in school while 2.2% were indicate, 10% of the respondent disagreed with the statement.

Table 4.10: Students are subjected to Double shift in Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	59	64.8	65.6	65.6
	agree	20	22.0	22.2	87.8
	undecided	2	2.2	2.2	90.0
	disagree	3	3.3	3.3	93.3
	strongly disagree	6	6.6	6.7	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.11 indicates that 77.8% of the respondents agreed that students are given lunch due to FE guidance to abolish contribution of food, while 22.3% of the respondent disagreed with the statement.

Table 4.11: Students are not given Lunch due to Abolishing of Contribution for Food

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	49	53.8	54.4	54.4
	agree	21	23.1	23.3	77.8
	disagree	5	5.5	5.6	83.3
	strongly disagree	15	16.5	16.7	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.12 indicated that 55.6% of the respondent agreed that FE has resulted to high pass rate, while 44.4% of the respondent disagreed on

Table 4.12: Pass Rate has been Improved due to FE Policy Implementation in Morogoro Primary Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	33.0	33.3	33.3
	agree	20	22.0	22.2	55.6
	disagree	20	22.0	22.2	77.8
	strongly disagree	20	22.0	22.2	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.13 the table indicated that 65.3% of the respondents had indicate that FE has resulted to more purchase of text book, while 34.5% of the respondents disagreed with the statement.

Table 4.13: More Purchase of School text Books has been Realised

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	39	42.9	43.3	43.3
	agree	20	22.0	22.2	65.6
	disagree	15	16.5	16.7	82.2
	strongly disagree	16	17.6	17.8	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.14 table indicated that 66.7% of the respondents agreed with the statement that FE has resulted to offering in-service teacher train to improve quality of learning, while 34.4% of the respondents disagreed with the statement.

Table 4.14: Teachers have been given in service Training to Improve their Teaching Ability due to FE Policy Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	33.0	33.3	33.3
	agree	30	33.0	33.3	66.7
	disagree	16	17.6	17.8	84.4
	strongly disagree	14	15.4	15.6	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.15 indicate that 33% of the responded agreed this. The school dropout has been dropping due to FE policy, while 11.1% of the respondents were undecided and 55.5% of the respondents disagreed with the statement.

Table 4.15: The school dropout has dropped due to FE Policy Implementation in Morogoro District Primary Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	20	22.0	22.2	22.2
	agree	10	11.0	11.1	33.3
	undecided	10	11.0	11.1	44.4
	disagree	20	22.0	22.2	66.7
	strongly disagree	30	33.0	33.3	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.16 has shown that 87.8% respondents has agreed that FE has revealed to increase in primary school in managing primary school, while 3.3% were undecided and 5.6% of the respondent disagreed with the statement.

Table 4.16: Increase in Enrolment in Primary Schools in Morogoro

Primary School		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	33.0	33.3	33.3
	agree	49	53.8	54.4	87.8
	undecided	3	3.3	3.3	91.1
	disagree	5	5.5	5.6	96.7
	strongly disagree	3	3.3	3.3	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

Table 4.17 indicates 100% of the respondents agreed with the statement the capitation funds has increased compared to the year before 2016.

Table 4.17: Capitation Funds has Increased Compared to the year

Before 2016		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	40	44.0	44.4	44.4
	agree	50	54.9	55.6	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
.Total		91	100.0		

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The chapter presents the discussion of findings. It is guided by the three research objectives, namely perceptions of the community on the implementation of the free education policy, the challenges and achievements of the implementation of the free education policy in primary schools in Morogoro district.

5.2 Perception of People have Implementation of free Education Policy in Morogoro Municipal

5.2.1 Parents Paying Fees

The community in Morogoro has indicated that despite government abolishing fees payments and other contributions but the students, pupils were seen contributing sport money, stationery and paying for tuition. The questionnaire data indicated that 87% of the respondents in Morogoro parents were charged several contributions like sport money (UMITASHUMTA) and stationery (money for examination done on monthly basis).

The case of children for example to be asked to bring 1000tsh for examination done in weekend has been common in Morogoro. This may be good for academic capacity building to build their academic strength using as many questions but it may sound not comfortable for parents who are not capable economically to give such money on regular basis. One may also question what does capitation do in primary schools?

5.2.2 Classroom Congestion

Questionnaire has indicated that FE policy implementation has resulted to classroom shortages, such enrollment has resulted to classroom congestion (97%) of the respondents has this opinion that FE has resulted to classroom congestion in Morogoro municipal. The data has indicated that the normal classroom would carry 45 to 55 students in primary school, but many primary school classes are overcrowded with almost 100 pupils. Two things come as a challenge when a class has many pupils, it becomes difficult to manage a class and the teacher efficiency in managing discipline and focus on individualized learning becomes difficult.

5.2.3The Availability of Textbooks and Teacher Supply

The questionnaire has indicated however that two variables of textbooks and teachers supply were observed to be in good status following FE policy implementation. For example, (97%) and (97%) were both agreed by respondent to be good status of books and teachers supply in Morogoro municipality respectively. Availability of books in FE policy implementation was a result of first a base and foundation laid down by PEDP implementation in 2004 – 2009 where schools were given specific funds for purchasing of textbooks. But again, teachers supply has been an effort in 2000's where the ministry of education had to improve teachers supply by upgrading grade CB to A, then reducing training years for grade A from two years to one and recently allowing private institution to train primary school teachers.

One many conclude that the opinion of community on the implementation of FEP in Morogoro was not very successful as the high environment did not go with few

available classrooms, resulting to congestion and some practices which created parents to pay for primary school education which was against to idea of free education. To mention the continued charging of parents in school expenditure demotivate parents to take their children to school and this make difficult for the nation to attain EFA philosophy. Several findings elsewhere support the above findings, The above finding on the unsatisfactory position of parents about cost of education in primary schools in Morogoro is echoed by Nsororo (2022) who established that parents in Ngara were also dissatisfied by the school requirement under free education, where they were charged and required to pay funds to meet costs of extra-class teaching. These results also corresponds with the Ndunguru (2018) findings where it was stated that parents despite of not allowed to pay free and other contribution, but the school introduced voluntary contribution which are a must-be-paid contributions, with their observation the free education policy as deleniainated in the education and training policy of 2014 is not free as it is being announced. These all of the above discussion confirms the position of Yusuph (2019) when said that the FE has been, yes being implemented, but its impact is still questionable if it has been lessened parents burden to pay education costs.

5.3 Challenges Resulted from FE Policy Implementation in Morogoro.

5.3.1 Stopping Lunch /Porridge at School

The questionnaire has indicated that pupils are not given lunch and porridge and this statement was supported by (83%) of the respondents. The interview echoed similar results on lack of lunch and porridge in primary schools due to FE policy implementation. Hence it needs to take on board that President Magufuli has directed

that during FE policy implementation all contributions should stop. No teacher and head were allowed to collect money for whatsoever reason, the government had planned to give capitation funds to sponsor the operation of school. It needs to taken that some schools were doing some contribution e.g. 1000 for every child to contribute for lunch porridge, the such plan ceased. The policy started to create problem children not eating at school and capitation disbursed to schools were insufficient to cover many expenditures including food. To date some of the schools are doing hidden contribution but the problem still persists.

Given the hardship in household and poverty, many children attending primary school will work long distance and on top, they do not find food at school, a school become a place of bad experience for many children, dropping from school may be a reason associated to this unpleasant school environment.

5.3.2 Shortage of Classroom

The FE policy was a primary motivation for parents to send their children to school, while it was seen an achievement due to high environment, the high environment created shortages of classrooms. In a questionnaire it was find that 88% of the respondents argued that FE policy has created shortage of classrooms. The situation was observed in recent years 2022 where the district education officers and other officers, DED, when the prime minister burned them from going to holiday in December 2022 until they have ensured enrolled pupils will have the classroom in 2022/2023. This indicates that the problem of classroom shortage is serious in Tanzania.

5.3.3 Double Shift

The result has indicated that 87% of the respondents agreed that in their school there is double shift. School in Morogoro has been found to provide double shift to allow a school to be divided and taught in morning hours 7:00- 12:00 and then 12:00- 5:00pm. This approach although seems to be a solution to congested classes, but it creates a lot of problem in teaching. Teachers planned for evening session claimed to be overworked as they have taught since morning to late evening. There some hours being lost for some pupils coming during evening session. Managing discipline in this type of school is a challenge.

The above findings is further supported, Yusuph (2019) established that young learners were attending schools in Dodoma but the extent to which they were learning were characterized by high congested structure and even the available classrooms were not enough. Nsororro (2020) and Mkali (2021) had observed similar experience in Ngara and Mafia respectively. They said FE had brought very disturbing tension where teacher and schools were required to attend double shift, making dilution of the learning hours and some of the teachers failing to attend such double shift system due to fatigue.

The current move announce in the parliament in 2023 by the Prime Minister of the United republic of Tanzania to allow contributions from volunteers under the organization of the Regional or District commissioners may sound revising schools to get permit and collect funds to preparing food for our learners in school (government schools).

Furthermore the above finding on the challenges of the implementation of the free education policy are in line with Mwanza (2020) observation where found that the implementation of the free education policy in Kafue primary schools in Zambia had caused surge of the students high enrolment which made teachers fail to provide individualized learning to students that affecting the quality of education in Zambia primary schools.

5.4 Achievements of Implementation of FE Policy in Morogoro

5.4.1 Pass Rate

The questionnaire has indicated that FE policy implementation in Morogoro has resulted to improved pass rate. This was accepted by respondents by (55%). The number of students joined secondary school have impact of increasing baseline of student in secondary education and assist in one way to build knowledge and skill from school and contribute to the social and economic development using skills knowledge gained. In one way FE policy is a success story of human capitation formation through knowledge and skills one accrue from schooling. And this may be the strong reason why government is deciding to reduce cost of education, as a step toward investing in education to maximize future earnings at individual and national level (social benefits).

5.4.2 Capitation

There were evidences of the improved capitation sent to school following FE policy, this was accepted by (100%). The interview has revealed also that capitation enables schools to purchase books, rehabilitate classes and bring good environment for

learning. Indeed, one way appreciate on flow of capitation has enable schools to sustain plans of its projects e.g. school construction, sanitation, schools' improvement and office, all these create good conducive teaching and learning environment in schools.

5.4.3 In Service Teachers Training

FE policy has also resulted to better trained of teachers, where teachers were trained on various skills and knowledge to improve classroom teaching. This makes teachers not to hold old knowledge about their subjects and these motivate the teachers to teach well with knew knowledge they gained form such training.

The above findings are in line with Mbawala (2017) has observed similar observation in Ruangwa where she observed that the free education implementation had improved quality of schooling and managing school administrative cost due to timely and effective supply of capitation.

The achievement said under free education policy in Morogoro may be seen in the way the school heads are able to rehabilitate the old buildings and purchase books. This enables to transform the quality of teaching and learning in primary schools and rise the pass rate and attain the needed skills to our learners which is reading, writing and arithmetic

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter provides a presentation of summary, conclusion and recommendations.

It further presents area for further studies at the end.

6.2 Summary of the Study

The current study assessed the implementation of free education policy in Morogoro district in public primary schools. The study was guided by three objectives. These were to assess the perceptions community has over the implementation of free education policy in primary schools in Morogoro district, to analyze challenges associated with the implantation of the free education policy in primary schools in Morogoro district and lastly to analyse the achievements that have been resulted from the implementation of free education policy in Morogoro in primary schools. The study was guided by mixed approaches, where qualitative and quantitative approaches were employed to inform the study. Mixed methods design was employed as well. The study used purposeful and random sampling with 100 respondents (90 for questionnaires and 10 for interviews). The data collection methods were mainly questionnaire, interview and focus group discussion (FGD).

6.3 Summary of Findings

This section now presents true summary of the findings using the key themes developed under the research questions.

6.3.1 The First Research Question

Inquired on what's are perception of community on the implementation of FE policy in Morogogro. The finding although indicated people were positive and satisfied with availability of textbook (97%) and teacher supply (97%); other variable was not convincing to encourage effective operation of primary education. Parents were still charged contribution e.g. sport and stationery this created disturbance to families' especial families with low income. As these who children failed to pay, they did not receive service related to such payments e.g. not writing examination because one has failed to contribute to funds for preparing weekly test examination. Another finding indicated that classroom was congested (97%) this was a result of high environment in schools. The high number of pupils exceeding 100 created difficulties for a teacher to manage lesson and adopt individual attention of students while teaching. Last the high environment created tension in the few available classroom resources. This again created difficulties in managing learners in the classroom.

6.3.2 The Second Research

Question inquired on the challenges resulted from implementation of FE policy in Morogoro municipality. The result indicates series of challenges related to the FE policy implementation primary schools in Morogoro. The result indicated that there were congestion in classroom (94%); shortage of classroom (88%); teacher failing to manage class (large class (88%); school experienced double shift (87%) and school failing to offer lunch (83%). All these created un conducive learning in primary school and challenged the goal of government to make huge investment in education

by allowing large number of learners in schools which in the future are expected to add knowledge and result to both private and social benefit of education.

6.3.3 The Last Research

Question inquired on the achievement of FE policy in Morogoro primary schools. The study findings showed some achievement which were increased pass rate (55%); available of books/ books were purchased (65%). In-service training (teachers (66%), drop in dropout (33%), increased in environment (87%) and lastly improved capitation (100%). These achievements have set a way in the achievement of the government to do improvement to school by sending some money for school rehabilitation (classroom offices and environment).

Enrolment rate (from improved environment) set a platform for high number of pupils joining secondary school and thus give signal to success of government to train it citizen by giving education free and reduce some cost. This training received by individual is expected to bring both private and social return in education, working at the focus of the government to stop fees was an intention to do investment in education.

6.4 Conclusion

Although the FE policy implementation has resulted to good enrolment, high capitation in schools and availability of teachers and textbooks much needs to be done on side of school resources like classrooms, offices, provision of lunch and management of teaching in in overcrowded classroom and guidance what should be

paid by parents in the context of free education context as the announcement like excluded parents from not paying any cost in educations. Bring confusion. As direction in education practices, FE policy has not been understood and for its effective operation both community and parents and education authority must agreed how better it should be operated in managing schools.

6.5 Recommendations

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

6.6 Recommendation for Further Studies

The study on the Evaluation of FE implementation of free education policy focused

in primary schools in Morogoro district, a new study is recommended to be done in the entire region of Morogoro to see the result on FE implementation.

The specific study that needs to cover extensively parents sample is needed for deep understanding of the perception parents have over the FEP in the regions of Tanzania.

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APPENDICES

INTERVIEWS

The Government of Tanzania has implemented the free education policy since 2015. Provide your experience on the implementation of such policy in Morogoro district in selected primary Government primary schools.

Interview schedules for students, teachers, parents and education officers (DEO, WEO)

Q1.What is your perception on the implementation of free education policy in primary schools in Morogoro ?

Q2.What have been the challenges of the implementation of free education policy in Tanzania primary schools, focusing Morogoro?

Q3. As the free education plan is implemented in primary schools in Morogoro, what have been the achievements of the implementation of free education policy in selected primary schools of Morogoro?

Questionnaire for Parents, students, teachers and WO and DEO.

Sex.....

Age.....

Key SA = Strongly Agree

A= Agree

U= Undecided

D = Disagree

SD= Strongly disagree

Sn	Statement: status of free education policy implementation in Morogoro	SA	A	UD	D	SD
1	Parents still pay some cost like stationery and sport funds despite Free education policy to stop any payment at school					
2	Free education policy has created tension on the few classrooms					
3	The students are forced to pay sport money					
4	Students learning is in trouble due to congested classrooms					
5	Books are very available due to new free education policy					
6	Teachers are enough due to FE policy					
	Statement: challenges of the free education implementation in primary schools in Morogoro					
1	The FE has resulted to congestion of students in schools					
2	The FE has resulted to shortage of classroom due to high enrolment					
3	The teachers have been failing to manage overcrowded classrooms					
4	Students are subjected to double shift in schools.					
5	Students are not given lunch due to abolishment of					

	contribution for food.					
6						
	Statement: achievements of Free education policy implementation in primary schools in Morogoro					
1	Pass rate has been realised due to FE policy implementation in Morogoro primary schools					
2	More purchase of school text books has been realised					
3	Teachers have been given in service training to improve their teaching ability due to FE policy implementation					
4	The school drop out has dropped due to FE policy implementation in Morogoro district primary schools					
5	Increase in enrolment in primary schools in Morogoro primary schools					
6	Capitation funds has increased compared to the year before 2016					