

**STAKEHOLDERS' PERCEPTION ON IMPLEMENTATION OF
EDUCATION POLICY IN TANZANIAN PRIMARY SCHOOLS: A CASE OF
PRIMARY SCHOOLS IN MSALALA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2025

CERTIFICATION

The undersigned certifies that he/she has read and here by recommends for acceptance by The Open University of Tanzania a dissertation entitled, ***“Stakeholders’ Perception on Implementation of Education Policy in Tanzanian Prmary Schools: A Case of Primary Schools in Msalala District”***. In partial fulfillment of the requirements for the award of Master of Education in Administration, Planning and Policy Studies (MED APPS) degree of the Open University of Tanzania.

.....

Prof. Newton Kyando
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.....

Date

DECLARATION

I, **Emmanuel Machege**, 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 fulfillment of the requirement for the Master of Education in Administration, Planning and Policy Studies (MEDAPPS).

.....

Signature

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DEDICATION

This study is dedicated to my dearest mother, wife and children for her great foundation and contribution in my life and to my lovely father **Machege George**

May God bless and wish them long life.

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I profoundly convey my sincere thanks to the Almighty God the Creator of everything for enabling me to successfully complete my research proposal in good health and joyfully. I profoundly thank my lovely mother for her encouragement to pursue my degree of master of education, administration, planning and policy studies of the open university of Tanzania

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ABSTRACT

This study examined stakeholders' understanding and experiences regarding the implementation of the Education and Training Policy (ETP) 2014 in Msalala District Council, with emphasis on its alignment with existing education guidelines. A case study design employing both qualitative and quantitative approaches was used, involving District Education Officers (DEOs), Ward Education Officers (WEOs), head teachers, and school committee members as key participants. The study aimed to assess stakeholders' understanding of the policy, evaluate their experiences in implementation, and analyze how the policy relates to current education guidelines. The findings revealed that most stakeholders understood ETP 2014 as a framework of principles guiding educational practices. The policy was recognized as the foundation for education implementation. Stakeholders demonstrated experience in implementing the policy through teaching, organizing teacher personnel, influencing compliance, and addressing government educational requirements. Despite this, the study identified challenges such as inadequate teacher recruitment and limited access to policy documents. The study recommends increased budgetary allocation for hiring new teachers, ensuring that all policy documents and guidelines are accessible to stakeholders, and encouraging individual efforts to understand the policy and its areas of application. Additionally, the research serves as a basis for further studies to examine whether similar levels of understanding and implementation experiences exist among stakeholders in other councils across the country.

Key words: *Stakeholders' Perception, Education Policy, Primary Schools.*

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LIST OF ABBREVIATIONS

ADEA	- Association for the Development of Education in Africa
DED	- District Executive Directors
DEO	- District Education Officer
Prof	- Professor
ETP	- Education and Training policy
EAC	- East African countries
GoURT	- Government of United Republic of Tanzania
INTO	- Irish National Teacher's Organization
KIE	- The Kenya Institute of Education
TIE	- Tanzania Institute of Education
TLTC	- Teaching and Learning Transformation Center
TZ	- Tanzania
UNESCO	- United Nations Educational Scientific and Cultural
WEO	- Ward Education Officer
SHM	- School Head Master

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter introduces the background to the research problem, the statement of the research problem, research objectives and the research questions. It also provides the significance of the study, limitation of the study, scope of the study and the operational definitions of the major terms used in the study.

1.2 Background to the Problem

Education policy can be perceived differently by different people with different views. It is with no wonder that one can be heard arguing that education policy is not implemented or have been implemented. Views and arguments from different education scholars have some elements of reality and facts whilst others have not. Recently, the Tanzanian government issued Circular 5 which implements the Education and Training Policy 2014 and directs public bodies to ensure that education from primary to secondary level is free for all children. This includes the removal of all forms of fees and contributions. However, there has been mixed understanding of free education policy at the beginning of the year 2016. This was contributed by lack of clarity and understanding of Education Circular number 5 and contradicting statements from some political leaders. Some of the parents ward education officers and teachers perceived free education policy to mean that they were no longer required to make contributions towards education of their children. This confusion arose even though Circular No. 6 of 2015 categorically stated that parents were required to meet the other student costs.

Moreover, Tanzania being among the countries that implement free education policy embarrasses some strategies to implementation of education policy. The History of free education in the country dates back in 1974 when the Universal Primary Education (UPE) policy was introduced. UPE resulted to rapid increase in enrollment rate from 56% in 1974 to 98%, 110%, 111% and 168% in 1975, 1976, 1977 and 1978 respectively (UNICEF & World Bank, 2009). During this period, all social services in Tanzania including education were financed by the government. However, in 1980s the country was hit by serious economic crisis that undermined capacity of the government to provided free education. In response to the crisis, the government requested assistance from the World Bank with a strict condition of restructuring socio-economic policies. The government embarked on cost-cutting and cost-sharing policies which ended the free education (Oketch& Rolleston, 2007).

Towards the implementation of education policy in Tanzania, the government ensured all components towards the implementation were set. It is reported by the ministry of education science and technology that books, learning strategies, trainers, stakeholders and evaluation of education material were to be done sequency to meet the implementation of education policy of 2014.

In 24 August 2016, the government of the united republic of Tanzania ordered all publishers of Fourth to Seventh Class books that have EMAC certification to be certified by the Ministry of Education, Science and Technology (MEST), in accordance with Document No. 4 of 2014, the government of Tanzania gave the Tanzania Institute of Education the authority to conduct quality control of books and

teaching and learning materials. It will be remembered that before 2014, the certification for books and educational materials was provided by the Committee for the Confirmation of Books and Educational Materials (EMAC), which was disbanded in 2013.

As a strategy towards implementation of education policy, the Ministry instructed all publishers of Class 4 to Grade 7 books that have EMAC certification to submit to the Tanzania Institute of Education (TET) for assessment. In order to achieve this exercise four (4) copies of each publication were to be submitted to the Director-General of the Tanzania Institute of Education before September 30, 2016. After that time all books that were not submitted and reviewed by the Institute were deleted from the list of books with proof.

The implementation of recertification of books was followed by monitoring at schools and bookshops to review the implementation of this order. The Ministry of Education, Science and Technology, in collaboration with OR – TAMISEMI, conducted addition monitoring and taken appropriate measures to sellers/publishers who continued to sell the books that have been deleted. All these were done to fulfill the requirements towards the implementation of education policy of 2014 in Tanzania.

After the programme which is still in its implementation, (Books need to be verified by National Institute of education), the government received a donation of books

from donor country that were well-equipped with bases for the implementation of education policy of 2014.

The minister of education by then reported that, The Ministry of Education, Science and Technology Professor Joyce Ndalichako received one million and thirty thousand science and mathematics books from the Government of India through its ambassador Saandep Arya books that were required to be used in Tanzania schools in an attempt to meet the implementation of education policy of 2014 (MEST, 2016). Education reforms in Tanzania is remembered to be accompanied with a lot of plans and strategies. During the leadership of the late John Joseph Pombe Magufuli (the presidents of Tanzania) by then, there were a restructuring of education systems including verification of workers (Lyimo, 2017).

Teachers were mostly affected by the programme where a huge number of teachers were discarded from working in what was known as ‘wafanyakazi hewa’ and ‘wafanyakazi wenye vyeti feki’. this, left Teaching institutions with a Baden of un controlled workload (MEST, 2017).

In an attempt to implement the education policy of 2014, the government published the public information on admission of teacher of primary schools who could meet a scarcity of teachers in the mushrooming primary schools built in Tanzania as a result of campaign of desks and classroom construction in schools (DailyNewsm, 2016). The Ministry of Education, Science and Technology through the Tanzania Institute of Education launched an education stakeholder forum on improving the Primary

Education curriculum. The main objective was to receive feedback from education stakeholders that will help improve the curriculum at the level of Pre-Primary, Primary and Secondary Education in the country. Members of Education were requested to provide feedback through the form (Questionnaire on Primary Education Curriculum, 2016).

The Ministry of Education, Science and Technology and OR - PMO-RALG in collaboration with Development Partners, met in Dodoma to evaluate the implementation of the Pay for Results Program (EP4R) for 2016/17 to see the achievements, challenges and strategies to address the challenges that exist in terms of providing quality education in the country (MEST, 2016).

Speaking at the opening of the conference, Pay for Program Results Coordinator Gerald Mweli from the Ministry of Education, Science and Technology Reported that, the program was being evaluated to determine the actual performance of the responsibilities, how successful the project has been but also to see challenges and how which the government in collaboration with the partners will solve.

The programme resulted into the construction and repair of dilapidated 361 Primary and Secondary school infrastructure from 129 Councils, 1,435 classrooms, 261 dormitories, 11 administrative buildings, 4 squares, 2,832 toilets, and houses. Of 12 teachers, 4 libraries, and water supply in four (4) schools.

In addition, the program has procured 1,696 laboratory equipment for secondary schools that assisted in teaching science subjects and raised awareness among students.

In fact, all the above documentations were the strategies towards the implementation of education policy of 2014 which embraced a better education without students' school fees contributions.

1.3 Statement of the Problem

Views from education stakeholders reveal that, provision of free education policy is not a hundred percent free, this is because most fees are covered, including exam fees and some indirect costs are still remaining. Education stakeholders' views are basing on the facts that, school uniforms, sports uniforms and learning materials such as exercise books and pens are still contributed by parents and that, the issue of free education remains in a controversial situation HakiElimu (2017). Their argument repels the Circular 5 which reads that *“Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of new circular.”*

Aligning the above argumentation, the Tanzanian governments have tried to facilitate towards the implementation of education policy to students regardless of their socio-economic status, physiological differences and race (Paul, 2017). HakiElimu (2017) states that, to implement the education policy, Funds of 18bn TZS (approximately 5.7m GBP) were immediately released to schools to cover the cost of implementing

the new directive, with 137bn TZS (approximately 43.8m GBP) set-aside to cover the full cost of guaranteeing free secondary education for all. The views provided is worthwhile, the other side of the stakeholders ponder the product that is expected from such free education.

UNESCO, (2017) while proposing the merit of education with the connection to the free education policy states, nothing comes for free: However, as seen with the fee abolition trend at the primary level, even when school is made free, families can still pay significant amounts for their children's education.

Therefore, this research study answered the question stakeholders 'perceived experience on issues related to ETP 2014 implementation in Msalala councils.

1.4 Research Objectives

1.4.1 General Objective

To examine Stakeholders' perceived experience on issues related to Education and Training Policy (ETP) 2014 implementation in Msalala district council.

1.4.2 Specific Objectives

- i. To assess an understanding of educational stakeholders on issues related to Education and Training Policy (ETP) 2014 and its implementation in Msalala district.

- ii. To evaluate the experience of education stakeholders on issues related to Education and Training Policy (ETP) 2014 and its implementation in Msalala District.
- iii. To examine features and relation of Education and Training Policy (ETP) 2014 to existing education guidelines.

1.5 Research Questions

- i. What is the understanding of educational stakeholders on issues related to Education and Training Policy (ETP) 2014 and its implementation in Msalala district?
- ii. How do education stakeholders evaluate issues related to Education and Training Policy (ETP) 2014 and its implementation in Msalala District?
- iii. What are the features and relation of Education and Training Policy (ETP) 2014 to existing education guidelines?

1.6 Significance of the Study

The findings of the study if read, will be useful to different stakeholders in different purposes. Firstly, School administrators and teachers will be aware on how best to implement the educational policy so as to improve the quality of education in secondary schools. Secondly, the findings of this study will be made available to the school administrators and leadership teams for the purpose of improving local policy regarding implementation of education policy and curriculum. Thirdly, the education stakeholders will use the study to recognize possibility of conducting managerial training for school management team and teachers so as to come up with useful

policy towards effort on eliminating improper implementation of education policy. Fourth, the study is expected to give information which will be helpful to school head teachers, policy makers in the Ministry of Education science and technology and all other stakeholders in Tanzania.

1.7 Scope of the Study

This study focused on examining stakeholders' perceived experiences regarding the implementation of the Education and Training Policy (ETP) 2014 within Msalala District Council, located in the Shinyanga Region of Tanzania. The research was confined to exploring three specific dimensions: (i) the level of understanding of ETP 2014 among key education stakeholders, (ii) their lived experiences during its implementation, and (iii) the extent to which ETP 2014 aligns with existing educational guidelines and operational frameworks.

The study primarily targeted stakeholders within the public education system, including teachers, headteachers, school committee members, ward education officers, and district education officials. It considered only primary and secondary school levels, as these are the main focus of policy reforms under ETP 2014 at the local level. While broader national-level implications of the policy were acknowledged, this study did not extend to evaluating ETP 2014 implementation at regional or national levels.

1.8 Definition of Terms

Perception is the act of receiving information through the senses (sight, sound, touch and smell)

Primary school in Tanzania refers to all the schools that are owned and managed by government

Stakeholders are people who can either be individual personal or group of learners, teachers, and parents or school administrators who have common interests in a particular organization or society.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature that is relevant to Stakeholders' Perception on Implementation of Education Policy in Tanzanian Primary Schools: A Case of Primary Schools in Msalala District. The literature helps the researcher to gain a deep understanding of the study and helps the researcher to identify the research gap that needs to be fulfilled by this study. This chapter presents the empirical review, conceptual framework and the research gap.

2.2 Theoretical Literature Review

Theories play a very important role in adding our knowledge and value to research findings. They help in directing studies to be explored and predict what will have to be conducted under certain conditions and in interpreting findings. This study will be guided by shared decision making theory which has been explained below.

2.2.1 Collegial Model

The study will be confined to the collegial theoretical model which emphasizes that power and decision making should be shared among some or all members of the organization. The model assumes that; normally the organization determines its policies and making decisions through a process of discussion which lead to consensus. Bush (1995) cites the fact that power is shared among some or all members of the organization who are thought to have a shared understanding about the institution's objective. Therefore, collegial model reflect the perspective that

proper management of any organization should be based on agreement in a sense that decision making must follow the democratic principles where a person provides opinions according to how he or she value the organization (Lambert,2003). It is also explained by Wallace (1989) that, something is gained when members of an organization work together and something is lost when they do not.

The basic reason for using the collegial approaches to the study is based on the assumption that education policy implementation ought to be shared by all educational stakeholders. Education Professionals like teacher's posses educational skills and knowledge, and hence they have the authority of being experts to education issues.

Decision making is therefore predominantly to participative. It is no longer the sole responsibility of the principle and his or her senior management team, but rather it becomes a responsibility that is shared by the entire staff (Bush, 1993).

According to Waring (1999:180) Stakeholders have a legitimate interest in the continuing effectiveness and success of an institution, Hence the recognition and acknowledgement of the role of educational stakeholders to education policy implementation is the major departure from bureaucratic practices of the past. For Collegial climate to be created within a bureaucratic environment it is therefore essential for a paradigm shift to take effective amongst its stakeholders.

Teachers and stakeholders are expected to be sensitive to the education policy implementation that governs the expectations for relationships among teachers (stakeholders) and educational policy makers-Stakeholders.

Teachers and stakeholders are expected to be sensitive to the education policy formulation that governs the expectations for relationships among teachers (stakeholders) and educational policy makers.

2.2.2 Shared Decision-Making Theory

The study will also be developed following the theory developed by Lontos (1994) and advanced by Patel et al in 2008, which has been allocated as one of the major educational management reforms in recent years as he explained that, the process of making educational decisions in collaborative manner, shared decision-making involves fundamental changes in the way schools are managed as well as alterations that could be made in the role and relationship of everyone in the school community. The theory has basic beliefs and values underpinning the education policy in educational institution as follows: Teachers, parents and ward education officers have a say in the policies and programme affecting their schools and children. Those responsible for carrying out decisions should have a voice in determining those decisions and; change is more likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process (Rosenblatt and Shirom, 2005).

The theory is valuable to education stakeholders' views on implementation of education policy in primary schools because it has the potential to improve the quality of decision and increase decision's acceptance, implementation and strengthen staff morale, commitment and teamwork, build trust, help heads of schools, teachers, ward education officers and parents to acquire new skills and increase effectiveness of providing education under new education policy in primary schools at Msalala District.

2.2.3 Resource Input Model

According to resource-based theory, organizations that own “strategic resources” have important competitive advantages over organizations that do not. Some resources, such as cash and trucks, are not considered to be strategic resources because an organization's competitors can readily acquire them. Instead, a resource is strategic to the extent that it is valuable, rare, difficult to imitate, and no substitutable (Cameron, 1984).

The model is selected to be used in this study because its concept emphasizes how the management of a school delivers high-quality services with limited or scarce resources

The assumption of the model is that quality education depends on the inputs (i.e. the resources utilized, both human and material) to deliver services. For this reason, educational inputs – including student enrolment, recruiting of competent staff, better quality facilities and equipment and sufficient financial expenditure from the

government as well as concerned stakeholders – are considered as indicators which guarantee the quality of schooling.

2.3 Empirical Literature Review

2.3.1 Stakeholders' Understanding of ETP 2014 and its Implementation

Khamati (2013) studied on factors influencing the implementation of free secondary education policy in Mumias district, in Kenya. The objectives of this study were to establish whether the principals' management capacity influences the implementation of free secondary education programme, to determine whether the time taken by the government to provide the funds influences the implementation of free secondary education, to examine whether the schools' board of governors has an influence on the implementation of free secondary education, to investigate whether socio economic factors have an influence on the implementation of free secondary education, to determine whether parental support for the free secondary education influences the implementation of the free secondary education.

Mosha (2017) conducted a study aimed at examining teachers' awareness and understanding of the Education and Training Policy (ETP) 2014, particularly in relation to curriculum reforms and inclusive education. Using a qualitative methodology that involved interviews and focus group discussions with teachers and education officers in selected districts in Tanzania, the study revealed that most stakeholders had only a superficial understanding of the policy. Many were unaware of the specific reforms related to competency-based learning and inclusive education. The study concluded that low awareness levels were due to limited training and poor

dissemination of the policy. It recommended that the Ministry of Education strengthen capacity-building initiatives and create platforms for policy dialogue at the grassroots level.

Komba and Nkumbi (2016) aimed to assess the awareness of education stakeholders about ETP 2014 and the extent of their involvement in its implementation. The researchers employed a mixed-methods approach, collecting data through surveys and interviews with teachers, education administrators, and school committee members across several rural and urban districts. Findings showed that many stakeholders became aware of ETP 2014 only through inspection visits or informal discussions, rather than through official communication. The study concluded that weak communication structures hampered the effective implementation of the policy. It recommended more structured dissemination strategies and stakeholder engagement meetings for policy clarification.

2.3.2 Experience of Stakeholders on ETP 2014 Implementation

Komba and Katabaro (2019) conducted a study to explore how teachers experience the implementation of ETP 2014 in Tanzanian public schools. Using a qualitative approach with interviews and classroom observations, the researchers found that teachers faced multiple challenges such as lack of teaching materials, overcrowded classrooms, and unclear implementation guidelines. The study concluded that these constraints led to negative attitudes among teachers toward the policy. It recommended the provision of adequate resources and clear implementation support from education authorities.

Malekela (2020) sought to understand how heads of schools experienced the implementation of ETP 2014 and its demands, especially in relation to infrastructure and human resource management. The study used interviews with head teachers from 10 public secondary schools in mainland Tanzania. Results showed that school heads often struggled to meet the policy's expectations due to budget constraints and lack of autonomy. The study concluded that the gap between policy design and implementation reality led to frustration. It recommended aligning policy expectations with available resources and enhancing school-level decision-making powers.

URT (2021) conducted an evaluation of the Education Sector Development Plan (ESDP) 2021–2025 in relation to ETP 2014. The evaluation used policy analysis and stakeholder interviews to assess alignment. The findings revealed that although ETP 2014 and ESDP share strategic goals such as inclusive and quality education, the operational strategies in ESDP were not always aligned with ETP directives. The study concluded that disconnects between planning and policy documents could lead to fragmented implementation. It recommended a harmonized framework integrating policy and strategic plans at all levels.

Sumra and Katabaro (2018) assessed the coherence between ETP 2014 and curriculum reforms, particularly focusing on the shift to competence-based education. Using curriculum document analysis and teacher interviews, the researchers found that while ETP 2014 emphasized student-centered learning, many curriculum materials still followed outdated, content-heavy approaches. The study

concluded that curriculum reforms had lagged behind policy changes. It recommended fast-tracking curriculum updates and aligning teacher training programs with policy directives.

MutisyaMuindi (2007) conducted a study on impact of free education policy on quality of secondary schools education in Katangi Division, Yatta District in Kenya.

The findings show that the introduction of free secondary education in Kenya was provided to boarding secondary students only, due to this the poor children who could not afford faced challenges to gain access. Therefore, the Kenyan government policies should target the disadvantaged children in accessing secondary education in implementing free education policies. The study is relevant but was done in Kenya out of Tanzania.

Oketchet *al.* (2006), conducted a study also in Kenya about Policies on Free Primary and Secondary in East Africa, the findings show that free education in east Africa has led to the decline of the quality of education and increase donors funds for primary and secondary education, teachers education programmes has been extended and the policy on text books has been liberalized.

Mobegi (2015) established study on the stakeholders' views on the effect of financial mismanagement on physical facilities in public secondary schools in Gucha district in Kenya. The study employed a descriptive survey design. The study population consisted of 126 head teachers, 126 heads of departments, 126 Board of governors"

chairpersons, 126 bursars, 1011 teachers, and ten quality assurance officers. Stratified random sampling technique was used to select 5 boarding schools, 37 day schools, 42 head teachers, 42 Bursars, 42 heads of departments, 42 board of governor chairpersons, 337 teachers while purposive sampling was used to select ten quality assurance and standards officers.

Data was collected by the use of questionnaire, interviews schedule, focus group discussions and observation forms. Data collected were analyzed using both quantitative and qualitative methods. The study established that financial mismanagement had adversely affected physical facilities. From the study it was concluded that mismanagement had affected the quality of education negatively. Based on the findings of the study there therefore emerged the need for financial training for all stakeholders involved in financial management directly and indirectly. The gap of this study is that it was done out of Tanzania in schools but not direct in free education stakeholder's views policy.

Gitonga (2012), conducted a study about the influence of teachers' motivation on students' performance in Kenya certificate of secondary education in public secondary schools in south district Kenya. The findings were to encourage provision of conducive working condition in schools that teachers would be motivated to perform better hence good students' performance in the examinations. Questionnaire was used as data collection tools and 67 day and boarding secondary schools respondents were given questionnaires. However, it was concluded that Head teachers as well as teachers should capitalize on a more reward based system than

punitive measures to enhance discipline and eventually desirable performance, but the gap is that it was conducted in outside of Tanzania.

Nawaz and Yasin (2015), conducted study on determinants of Motivation in Teachers basing on Private Secondary Schools Chain Networks in Bahawalpur, India. The research objectives were to determine the factors affecting the motivational level of secondary school teachers of Bahawalpur. To determine how intense is the effect of these variables on the motivational level of secondary school teachers. To determine whether secondary school teachers are motivated by only one factor or there are a group of factors that motivate them. To determine that if employees are motivated by more than one variable, then which variables are more important and effective as compared to others. Survey was used as the research design, interview and questionnaire was used to collect data.

HakiElimu (2017) conducted a study on the Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania. The objectives were to assess opinions/perceptions/acceptance of different stakeholders in fee-free education policy, identify any positive or negative implications of the free education policy related to levels and processes, assess the flow, use, adequacy, accountability, and performance of grants/ subsidies to finance fee-free basic education.

The study was qualitative in nature in which interview and documentary review were used to collect data whereby heads of schools, school board, school committee, parents and families were the participants of this study.

Godda (2018), conducted a study on Free Primary Education and the Changing Roles of the Heads of Public Schools in Tanzania: Are They Ready for New responsibilities? This study investigated the management capacity of heads of public primary schools in the implementation of Free Primary Education (FPE) policy in Singida municipality. Descriptive research survey was employed in which both qualitative and quantitative research designs was used. Questionnaires and interviews were used to collect data from 200 teachers, 10 school heads and 5 municipal primary education officers. The findings revealed that the heads of public primary school in Singida Municipality had managerial skills to organize their schools effectively although they faced several challenges, like inadequate funds to accommodate for some of the school needs, misconception by parents that FPE policy catered for all the fees and rapid increase of student enrollment. The study helps to know the capabilities of the heads of schools and the challenges facing them, but the study was conducted in Singida municipality, not in Msalala District.

2.3 Research Gap

Despite numerous national and regional efforts to improve the quality, equity, and relevance of education through the Education and Training Policy (ETP) 2014, there remains a significant gap in empirical evidence regarding its actual implementation at the local level—particularly in rural districts such as Msalala. Existing studies, such as those by Komba and Katabaro (2019) and Mosha (2017), have largely focused on urban areas or generalized national trends, often overlooking the contextual challenges faced by stakeholders in remote or resource-constrained settings.

Moreover, while many studies have evaluated the content and goals of ETP 2014, few have examined how stakeholders at the grassroots level understand, interpret, and implement the policy. The voices and experiences of teachers, headteachers, ward education officers, and school committee members who are directly responsible for operationalizing the policy have not been sufficiently documented in the literature. This lack of stakeholder-focused inquiry limits understanding of the policy's practical impact and the socio-institutional barriers to its success.

In addition, the relationship between ETP 2014 and other existing education guidelines, such as the Education Sector Development Plan (ESDP), teacher training frameworks, and curriculum guidelines, has not been thoroughly explored in the Tanzanian context. While Sumra and Katabaro (2018) and URT (2021) have identified issues of policy-practice misalignment, their analyses remain at the macro level and do not address how these inconsistencies manifest in everyday school management and classroom practices.

Furthermore, comparative studies from other Sub-Saharan African countries (e.g., Wanjohi & Muthaa, 2016 in Kenya; Acheampong et al., 2020 in Ghana) have demonstrated that decentralized education reforms often face challenges in stakeholder engagement and guideline harmonization. However, similar in-depth, district-level studies are lacking in Tanzania.

This study, therefore, addresses this critical gap by exploring stakeholders' understanding, experiences, and perceptions of ETP 2014 implementation

specifically within Msalala District Council, while also analyzing how the policy aligns or fails to align with existing education frameworks. By grounding the investigation in local realities, this research aims to contribute to more effective and context-sensitive education policy implementation in Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in data collection in response to the objective of the study. The chapter includes the research design and approach, area of the study, population, sample and sampling procedures; research instruments, data collection procedures, validity and reliability, data analysis plan as well as ethical consideration.

3.2 Research Design

According to Mouton (2011:49), a key question in thinking about a particular research design is: “What type of study will be undertaken in order to provide acceptable answers to the research problem?” This suggests that a researcher needs to choose ways of collecting and analyzing data that will enable him/her to answer the stated research question(s). In this way the research design functions as a strategic plan for how the researcher intends to conduct the research in a way that valid deductions can be made from meaningful data without causing any harm to those that participate in the process.

Mouton (2011:56-57) elaborates that a suitable research design for a specific research project emerges from the research problem or question. Research design also considers all possible study outcomes and the kind of evidence that is required in the study to address the research problem. In this regard, the design works with research methodology that relates to the steps and procedures employed in the study.

To answer the research questions relevant to this study, the researcher chose a qualitative research design. Qualitative data under a case study design was mainly therefore used to investigate the stakeholders' perception on implementation of education policy in Tanzanian schools: a case study of Msalala district.

Masue (2010) argues that, Research design entails a research strategy or practical guide followed in executing a research project". To achieve therefore mentioned objective of this study in previous sections, a case study design was employed. Also this kind of study design provided enough flexibility to the researcher in redefining the research problem under study. Therefore, 5 primary school were studied for data collection depending on the kind of information owned by these schools teachers and school committee. And this study focused at exploring and examining the stakeholders' perception on implementation of education policy in Tanzanian schools: a case study of Msalala district.

3.3 Area of the Study

The study was conducted in Msalala district which seems to have primary schools owned by the government and private institutions. A researcher decided to select this area because he was familiar with the area in terms of being living in this district for more than two years and the accessibility to schools. The study included five schools.

3.4. Target Population

A population is a group of individuals who share one or more characteristics from which data can be gathered and analyzed (Best & Khan, 2006). Target population

refers to the total group of people or objects to which a researcher is concerned with generalizing a conclusion. The targeted population for this study was therefore including head teachers of schools, school committee members, educational officials who normally take part in the whole process of implementing education policy.

3.4.1 Sample and Sampling Techniques

This study included a purposive sampling technique through convenience strategy in the selection of respondents in order to get the accurate representative samples. With purposive sampling technique, participants can be selected by virtue of their professional role, power and access to networks, expertise or experience (David, 2002.). Therefore, the sampling technique was employed to select head teachers, educational officer sand school committee members who normally take part in the whole process of implementing education policy for the in-depth interviews and questionnaire.

3.4.2. Sample Size

A sample is a part of statistical population whose properties are studied to gain information about the whole. It is a part of the population where the study will take place (Krishna swami, 1998). In this study the researcher required 1 District Education Officer, 5 wards education officers (WEO), 5 head teachers and 6 school committee.

Table 3.1: Showing the Sample Size Distribution

S/N	Respondent	Total	%
1	DEO	1	4
2	WEO	5	23
3	Head teachers	5	23
4	School committee	11	50
Total		22	100

Source: Field Data (2021)

3.5. Data Collection Methods and Instruments

The research instruments used for data collection include questionnaires and interview. The two instruments have been used because they are viewed to be important in collecting data which complement each other for different facets of the phenomena under study to emerge. The strength of combining several instruments has been acknowledged in ensuring better results than using a single instrument (Best & Khan, 1998).

3.5.1. Documentary Review

This refers to getting information from various documents containing information on similar subject matter under investigation. Therefore, Sarantakos (1998) claims that documentary analysis on the part of the researcher is considered as a very valuable tool in social research, a researcher should not take any document by face value without a deeper and thorough review, however, official it may look. The study involved mainly documents that support the implementation of education policy from the ministry of education science and technology, trainings towards policy implementation and other key documents related or similar to education policy.

A number of copies were produced to get deeper and vast information that contributed to the analysis of education and training policy of 2014. Sarantakos (1998) claims that reliability of the documents most of the times raises questions as documents may not be complete, updated or be with an acceptable word selection of whatever the language. This called for caution in selecting the documents that were really relevant for the study.

Both published and non-published documents were reviewed. This involved the perusal of important related documentary information on the subject of study.

3.5.2 Interview

The interview is a popular data collection technique employed by qualitative researchers (David *et al.*, 2004). The researcher chose to use interview since it allow the collection of data on the participants on education stakeholders experiences on policy implementation in Msalala in Tanzania. The interview was used for District Education officers, ward education officers, heads teachers and school committee. In this study, semi-structured interviews were used to collect information from participants (interviewees). In this part, semi-structured interview contained key and probe questions. The purpose of using this method is based on the ability to enable the researcher to have the pre-determined list of questions as well as to get the extra information and clarifications on some questions. This is best supported by Ary, Jacobs and Sorensen (2010) that one of the most important aspects of interview is its flexibility. Through interview the researcher was able to find out what is someone

thinking in his or her mind? The face to face interviews was used to solicit information into participants, experiences, feelings, opinions and suggestions.

3.5.3 Data analysis and Presentation

Data collected from both documentary review and interview were analyzed through content analysis and theme such as similar responses on the same question form the meaningful matter to the contexts of their use. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that appears in terms of words, phrases and sentences. Depending on the nature of the basic question data gathered, analyses were made using different statistical tool like frequency and percentages.

Besides this, the data obtained through interviews and open ended questionnaires will be analyzed and interpreted qualitatively by describing the ideas provided by respondents based on the theme.

3.5.4 Validity and Reliability of Instruments.

The instruments for this study were designed to keep validity and reliability prior to actual data collection. Grinnell, (1993) asserts that reliability measures the degree of accuracy in the measurements an instrument provides. It ensures that the instruments generate similar data when used by independent researcher. In order to ensure the validity and reliability of the instruments, the researcher supervisor assessed the questions for appropriateness, relevance and consistency of the items. Finally,

adjustment, omissions and additions was made based on the suggestion and observation of the supervisor.

3.6 Ethical Issues and Consideration

Generally, ethical issues are of paramount concern in any research. It focuses on establishing safeguards that has protected the rights of the participants. Conventional and often dominant issues that emerge when considering research ethics involve obtaining: Protection from harm; the researcher didn't harm any individual. That is, the researcher made an attempt to assure the participants that there was no any sort of harm that was done to the respondents and interviewees. Informed consent; the researcher informed participants that participation in the study was completely voluntary. Participants were informed that lack of participation could not result in any negative consequences. Confidentiality on the other side was ensured by the researcher and that what a participant said or reported was not shared with anyone in any way and was used for the purpose of the study only. The researcher also asked for permission from the research supervisor and other authorities for data Collection

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analytical results from the field. It covers the description of the sample employed in gathering of information and later on represented in tabular form. The frequency tables were used to demonstrate who knows what on 2014 ETP.

4.2. Description of the Sample

The targeted respondents for this study were 22 and the actual number participated in provision of the responses based on the issue raised or question asked. Their responses have been presented in Table 4.1 whereas the table constituted 95% responses which were checked and found to be important for the study.

Table 4.1: Demographic Characteristics of Respondents at Msalala District

Demographic Variable	Frequency	Percentage
Gender		
Male	12	54.5
Female	10	45.5
Age		
36-45	14	64
46 +	8	36
Marital Status		
Married	22	100
Others	0	0
Experience		
Below 1 Year	0	0
1-5 Years	3	13.3
6+ years	19	86.8

Source: Field Data (2021)

The researcher sought to find out the demographic features of the respondents and came up with the following results. According to the findings, the demographical data results of the descriptive analysis revealed that, there were 12 (54.5%) male respondents and 10(45.5) female respondents who participated in the data collection processes. Despite the majority of respondents to be males, the level of discrepancy was very minimal to the extent that that their rage was 2(9%).

The results also show that 14(64%) of the respondents were with the age ranging from 36-45 years old and the rest 8(36%) were with the age of 46 years and above. Sixty 100(100%) of the sample were married and no one was in the group of “others” to means either a divorced or widowed. The results revealed that none of the respondents had a below 1 years working experience rather, 3(13.3%) respondents had a working experience of on to five years of working experience and the other group of 19 respondents had a six and above years of working experiences. This implied a better proportionality of respondents in influencing their understanding of Education and Training policy.

4.3. Understanding the Education Policy

The study sought to assess the general understanding of the head teachers on the common meaning of the term education policy. A number of head teachers who were interviewed uttered a number of statements to cater for their understanding of education policy. Among others, the findings have revealed that, head teachers understand education policy as a 1. Body of principles in the sphere of education, on the other hand the other head teacher said 2. Education policy is the government

document that targets at ensuring the operation of education systems. 3. The education policy is the plan of the government that directs the teachers and other education stakeholders on what to do and not to do. 4. Education policy refers to the plans which build sustainable education systems, achieve educational development goals and contribute effectively to lifelong learning. Next to this, 5. Education policy is understood as a set of rules and principles adopted by the government for ease of governance in an education organization and lastly 6. Education policy is understood as the principles that influence the field of education.

4.4. Experience of Education Stakeholders on ETP Implementation

Basing on the findings obtained from the field, the findings gathered from interview, revealed that, their experience is basing on their daily responsibility that is undertaken to implementing the education curriculum, experience on organizing teacher personnel to implement education and training policy, experience on influencing the proper implementation of education policy, experience on meeting the government educational Objectives and experiences on following education guidelines are what stakeholders know towards implementation of education and training policy.

Table 4.2: Category of Respondents who Elaborated their area of Experience on ETP

Experience of education stakeholders on ETP implementation	RESPONSES				TOTAL
	YES		NO		
	F	%	F	%	
Daily responsibilities like teaching, lesson planning, and management of teachers using student daily development in testing are undertaken to implementing the education curriculum	20	91	2	9	22
Organized and categorized teacher personnel to work effectively is one among the areas to implement education and training policy	18	82	4	6	22
experience on influencing the proper implementation of education policy, like following guidelines, codes of conducts, raising performance and participating in amendment of different educational regulations	20	90	22	10	22
Implementing the government educational objectives is a better way of gaining experience toward implementation of education policy.	22	100	0	100	22
TOTAL					

4.5. Features of ETP of 2014 to Existing Education Guidelines

The findings revealed that, education and training policy of 2014 had the following features which are derived from the policy itself and that; the ETP is with the feature of being with Systems, Structures and Flexible Procedures that enable Tanzanians to develop themselves in various ways in academic and professional currents.

It also embraces an Education and training with regionally and internationally recognized quality standards and meeting national development needs, promoting access to various educations and training opportunities in the country and thereafter has the feature of producing Human Resource Needs in line with National Priorities.

This feature result into an Effective management and operation of education and training in the country for Effective management and operation of education and training in the country.

Furthermore it has the features of being a Sustainable funding system for education and training in the country via various rules, regulations and guidelines for the provision of Education. Finally it has the feature of being Education and training system that focuses on cross-cutting issues.

The research findings sought to answer three questions to better understand the education stakeholders' experiences on policy implementation in Msalala District. The target of using education stakeholders to analyze the experience of the stakeholders towards a proper implementation of education policy. Experience wise, the stakeholders had views on the way they implement the education policy which implied their experience on matters of policy implementations.

However, the findings have revealed a number of points following the research objectives and questions which supports the general reality of policy implementation with supportive description of relevant literatures reviewed via documentary sources. To concur this, an analysis of the findings have been discussed following the three research question which includes How the views of educational stakeholders are on issues related ETP 2014 and its implementation? How is the experience of educational stakeholders on educational policy? and what are the features of ETP 2014 similar to existing education guidelines?

The first research question asked whether education stakeholders have some views on issues related to Education and Training Policy of 2014 and its implementation. The findings revealed that the education stakeholders have views on the policy and its implementation. Moreover, the findings have revealed that partly education stakeholders have an understanding of some of the issues that are recommended in the education and training policy of 2014. Data obtained from face to face interview revealed that, teachers who are among stakeholders have an understanding on the education and training policy of 2014 and that they consider it as a base for their daily teaching pedagogy. However, the teaching learning processes have been reported to encompass a lot of activities which all are monitored by the education and training policy.

Meanwhile, education and training policy of 2014 has been revealed to be understood by educational stakeholders who participated in the field to be a tool for capacity building. School Head Master (SHM) from school 'A' who was interviewed had an argument on his understanding as per the view of understanding the policy that;

“Education policy is a tool that guides the organizers of teaching and learning strategies so that they can strengthen cohesion in education and training to equip the Tanzanian student with the skills and capacity to respond to emerging needs in the world of work and life in general”.

Even though; the interviewee had such argument the education and training policy of 2014 was perceived to be the foundation of moral building to young students. The findings reveal that, not only do the education policy prepares students to be the first

marks score students rather to develop even the moral characteristics of students whenever they are. The data obtained from an interview held in junction to the SHM from School 'B' stated that, education policy is to save the foundation of education and training to focus on building excellent foundations of upbringing, morality, skills, competence and enabling students to become self-reliant'. Besides this, an interviewee from school 'C' who was asked to state his knowledge on the education policy stated that;

“Education policy is a guiding tool to prepare educated and knowledgeable Tanzanians with skills, competencies, abilities and positive attitudes to contribute to the development of the nation”.

When, the education officer was asked a question 'How is the understanding of educational stakeholders to education policy?' stated that , education officers understands the education and training policy of 2014 and that An education policy is the collection of rules and regulations that are implemented in an educational system.

Because of the various aspects and types of education, an education policy can differ from one another. Next to him, the other interviewee who was asked the oral question stated that the question of understanding the education policy is to help those who implement the education policy to Raise the quality of education and training and put in place systems and procedures that will enable a larger number of Tanzanians educated and more educated so that they can contribute to hearing our nation's development goals.

Given the scope of the research project, the researcher generalized with facts that stakeholders' views on the education policy was adequately and sufficiently preformed via the guidelines and daily undertakings which abide them to follow the teaching standards for the betterment of all.

The second question asked "how is the experience of educational stakeholders on educational policy? The finding reveals that education stakeholders have experience on the education and training policy of 2014. Their experience was based on the nature of their working experiences as in most data, the participants of this study were with the working experiences ranging from 1-5 years 3(13%) respondents and 6 years plus- experience 19(87%). this mean/ implies that the population engaged in the study had experiences in the whole process of implementing the education and training policy launched on 2014 as they undertook their teaching with guide of the policy and thus have experiences on its naturalist and characteristics.

However, Education officers who were interviewed stated that, the new education policy has recognized both Kiswahili and English as languages of instruction and learning. This implies that one area of policy experience is based on the experiences to use both English and Kiswahili as the language of instruction and learning. This concurs the elaboration provided by District Education officer (DEO) who said ...(..) while picking a book titled 'Jamhuri ya Muungano wa Tanzania: Wizara ya elimu na Mafunzo ya Ufundi- Sera yaElimu Na Mafunzo), as he opened the book and said; On page 38, the policy states that ".

There is a need to strengthen the use of Swahili and English by making them languages of instruction at different levels". In Declaration No. 3.2.19, the policy states that "The National Language of Kiswahili shall be used for teaching and learning at all levels of education and training."".

There in Declaration No. 3.2.20 the policy states that "the Government shall continue with mechanisms to strengthen the use of the English language in teaching and learning, at all levels of education and training". As per the circumstances in this policy, it is clear that the debate about the language appropriate for teaching and learning will continue.

Basing on the findings obtained from the field, the findings gathered from interview, revealed that, their experience is basing on their daily responsibility that is undertaken to implementing the education curriculum, experience on organizing teacher personnel to implement education and training policy, experience on influencing the proper implementation of education policy, experience on meeting the government educational.

Education and education policy stakeholders, however, claim to have extensive experience in the implementation of education policy.

With great concern for the district council, the information gathered from the stakeholders reveals that they have experience in a number of issues,

Vividly, the first stakeholder interviewed by the researcher claimed that; Experience in the implementation of the 2014 education policy lies in various fields, one including, in teaching students, two being in assessing student awareness and thirdly in making comparisons of education provided with national needs.

In that sense, the experience of education stakeholders in matters of managing and implementing policies is evidenced by implementation results. The researcher notes that the result of the implementation of the policy has been on increasing the number of students enrolling in primary education. Even though, in Shinyanga region where Msalala council figures are available, the rise in students enrolling in standard one has been as high as the school head teacher from school A reported.

At the level of the Msalala District Council, the increase in the number of students enrolled to start the first grade has been by more than 90 percent.

This increase is also confirmed by the information reviewed by the researcher from the Ministry of Education, Science and Technology which claims that education stakeholders have great experience in the environment of implementing education policy and especially in ensuring that the demand of students increases.

And that, at the Council level, the employment of children starting primary education has been at more than 140% and this has been recorded in seven Councils in Tanga Region, four Councils in Ruvuma, two Councils in Pwani and one each in Arusha, Mtwara, Njombe and Singida. The lowest levels (less than 60 percent) have been recorded in four councils in Dar es Salaam, three councils each in Kigoma and

Tabora, two councils each in Katavi and Shinyanga, and one each in Manyara, Pwani and Simiyu.

However, in ensuring that education is provided at a very high level, the experience of education stakeholders, as stated by the Msalalala district education officer, is that all education stakeholders have gained a lot of experience in policy management and that, already experienced teachers were brought and through the ministry of employment, policy and coordination collaborating with the ministry of education to find teachers who are willing to teach and implement the education policy of 2014.

Information from the questionnaire (schedule for school committee) filled by a member of the school committee has indicated that, education Stakeholders know very well the education policy that they themselves as a school committee use it to encourage the importance of providing education to all people without setting any kind of separation. In addition, he explained that, "we meet several times to discuss matters related to education, discipline for children and teachers and finally to achieve the expected goals of education"

All these are demonstrated by another education stakeholder who is a school committee member at school C who also responded when asked,

Is the policy implementation meeting the government objectives?

To that, he replied that, indeed, the implementation of the education policy has reached the goals of the government, ... he went on to explain that, the government's

goals include ensuring that all Tanzanians get education without discrimination of any kind and here it means that there is already a prepared environment for children with various needs and everyone gets an adequate education. Emphasizing this, a member of the school committee explained that, "the implementation of the education policy has gone hand in hand with the construction of various classrooms to enable children to start school and at the same time, the issue of children with special needs is emphasized by creating the best infrastructure to enable children to get an education in a safe environment."

Supportively, an interview made between the researcher and the educational officer for the duration of 30 minutes revealed that, both stakeholders have a clear understanding on the meaning of the education policy. Moreover, some people consider education policy as an instrument which doesn't meet the individual needs. According to the interview held this is considered as a false interpretation. This is due to the fact that, the educational policy implementation has been successfully met. As a point of reference the interviewee pinpointed that;

The policy has been implemented in different areas including; Schools Quality Assurance where the support to academic and administrative prosperity to teachers and school leadership has been done aimed at improving teaching and learning outcomes, in areas of financing education this has been implemented in Msalala district as a base for promoting competent workforce with knowledge and skills.

Concurring the above elaboration from the interviewee, the documentary reviewed described that, as an initiate towards financing the education, The Government has

undertaken various initiatives to finance education through its own sources and through various projects and programmes among which The Government released TZS 29.9 billion for improving the provision of basic school infrastructure in schools.

When summing up, the oral interaction of question the DEO mentioned, Expansion in the number of new schools registered, increase the availability of facilities and basic school infrastructure, Improving Access for Children with Disabilities, financing education and improving the quality of education has been successful as the areas of education policy implementation.

Meanwhile, the head teacher who participated in the interview stated that, the government objectives in regard to education has been meet due to policy implementation including;

Raise the quality of education and training, put in place systems and procedures that will enable a large number of educated Tanzanians, and find Tanzanians interested in educating themselves more so that they can contribute to the achievement of our nation's development goals.

However, the question of finding the right ways to achieve the implementation of the education policy has remained in discussions; the stakeholders of education through this study have suggested various methods to be used to be able to achieve the implementation of the education policy fully.

Ways like, involving all education stakeholders in raising the education and training system so that it can be effective, providing education and training opportunities equally to raise the quality of education curricula and using the language of Kiswahili, English, symbols and other foreign languages in improving the efficiency and skills of Tanzanians. And finally continue with the system of testing, evaluating and the issuance of certificates at all levels of education to measure the understanding of students who are learning.

The study findings show that 27% of school committee members who participated in the study and asked the question, in your view, does the education and training policy of 2014 contribute anything to students learning?, responded with YES responses to agree that the education and training policy of 2014 contribute to students learning. This is comparative to the argument that 'education policy is a base for students learning as it provides with the vision, objectives and mission towards leaning' issues like availability of leaning materials, trainers, finance and learning infrastructures which are core towards learning are mostly stated in the education and training policy to fast implementation of the learning process. In other words, this is to say that the education and training policy contribute greatly towards the implementation of teaching and learning process.

Besides the above argument, head teachers reported that, they have key responsibility to play in the journey to implementation of education policy. This is to say they have an influencing role towards teachers' morale to teaching process, influencing students learning and motivation. However, the school head teachers stated to have

the responsibility of insuring the school committee discusses matters of education developments and plans which at the end channels the continuity of education.

Meanwhile head teachers pivot the responsibility towards implementation of education policy, head teachers described the strategies towards the implementation of the education policy to include not only on influencing teaching but also.

To create a safe environment and useful and sustainable services at school this has been due to the Establishment of counseling and counseling service that meets the needs in education, in addition to that it is discussed that the stakeholders of education have perception that the policy provide education that maintains peace and that meet collectively the ability to produce graduate with skills to maintain peace, endure and resolve conflicts in society. This implies that as a strategy learners need to be provided with moral skills so that they become acceptable citizen within the context of the nation.

To build the ability to use different languages in communication so that they become familiar with what is being taught by using appropriate vocabularies to master understanding. This is discussed by the researcher that, in most cases the language of Swahili is already used in various fields of studies and so what is needed is to expand the scope of official instruments to encourage the implementation of the Swahili language as one of the fields of using Kiswahili in teaching students. In order to implement this, various national television programs have been launched that emphasize the use of the language of teaching and self-learning in the Swahili

language, the existence of accurate and fluent Swahili dictionaries, the existence of instruments for the development and promotion of accurate and fluent Swahili, even then this matter is still it has not been given more emphasis in the sense that, the implementation of the policy has not been given an appropriate period of when the policy should start being implemented in its entirety instead it is being implemented one by one.

However, there are various strategies including Facilitating Assessment, evaluation and development of students in education and training to meet the needs of the recognition of students' understanding in the learning and teaching environment.

Another strategy on the implementation of the education policy is to ensure that there is a good environment for access to education regardless of a person's gender, race, religion or nature or income. But there are also many things that are very important to remind ourselves here that emerge as a challenge to the implementation of the education policy, the first thing including the way education is obtained which on the other hand seems like discrimination of students in getting education, something that creates a rift in society. The researcher noted that there are children who are sent to study in very expensive schools where students are given all the needs to learn and there are schools where students from poor parents are sent to learn in a situation where the students' needs are not sufficient.

Even so, there are still strategies that have been put in place to ensure that all students graduate with a good understanding without interrupting their studies. This

issue has been discussed by the researcher that there are things that are challenges of implementation, but in general the implementation of the education policy is progressing very well. There is a lot of stress on every student to finish their studies in the sense of starting primary education and finishing primary education, starting secondary education and finishing form four, starting upper secondary education and finishing form six and finally continuing to college education. This matter as a strategy has been implemented at a very high level, which is why even the honorable president of the united republic of Tanzania, Mama Samia Suluhu Hassan, has particularly emphasized it by providing the opportunity for children who become pregnant to return to school after giving birth to expand their scope in learning and ultimately increasing the issue of getting an education at the right level.

In this, a few interviewees had a different opinion that there is still a large wave of students who do not complete their studies and that this issue has not been implemented to a large extent, stressing that, a school committee member says that there is a large wave of students who drop out of studies due to various reasons such as missing important school needs, long distances for students to go to school and even severe punishment from teachers.

Features of ETP of 2014 to existing education guidelines. The third question asked whether educational stakeholders can examine the features and relation of ETP 2014 to existing education guidelines. To this juncture, the discussion follows the idea of which feature does the education and training policy of 2014 composed off and then

examines the guidelines that are prepared by the government for better grounds to implementation of education policy.

Meanwhile, the education and training policy has been discussed to have the features of being Institutionally structured, This was stated by an education officer who was asked by a researcher to mention the characteristics of the education policy that is being implemented by the Tanzanian government, the academician who is the education officer of Msalala district said that 'our education policy is an institutional framework that enables these educational institutions to function effectively. It is further mentioned by the chairman of the school committee who was interviewed and acknowledged that "Our education policy is an institutional framework that enables these educational institutions to function effectively. He went further by elaborating that, there are Ward Education Officers who are responsible in coordinating the implementation of the education and training policy for all public and private schools (pre-primary, primary, secondary, adult education and informal education.

Furthermore, the policy itself has been reported by the chairman of the school committee who was interviewed and acknowledged that "there are education coordinators' institutions, in the sense of ward education officers and school principals whose main job is to ensure accountability in the implementation of education policy at all levels of education.

Furthermore, the researcher further argues that the characteristics of education policy tend to be in line with the guidelines that are issued by the government in order to

safeguard the correctness of implementing the policy requirements that are the mother foundation of education in the country. The researcher asked questions to education stakeholders so that they can identify areas that are recognized as government guidelines for implementing education in the country and thus;

Stakeholders noted the following;

First, they noted that, educational curricula include a variety of guidelines that enhance competence and understanding of the various issues that have been discussed in various passages or declarations of education policy.

It can be briefly argued that curriculum fields such as educational objectives at every level, educational competence, and science and technology competence as well as testing is a balanced field between the features of education policy as well as the guidelines of the Ministry of Education science and technology in ensuring that the implementation of the education policy is productive for all Tanzanians.

Along with these features, this discussion processes and details the content, activities performed by the student, the testing parameters, performance levels, and the number of sessions are basics for the better implementation of education and training policy of 2014. This entails that, education stakeholders know what features are composed in the education policy and that the guidelines are known to safeguard the implementation of the policy.

Secondly, the respondents who were questioned revealed that there are different guidelines that are stated by the government to cater for the smooth transmission of

knowledge and such transition are guided by; Guidelines for grant making and undergraduate grants 2022/2022 of July 2022, national guidelines for identifying and promoting innovative discovery and indigenous knowledge of November 2018, guidelines to reinstate students who interrupted learning in primary and secondary education for various reasons of February, 2022, Covid-19 infection control guideline in schools, colleges and educational institutions in the country second edition of July 2021, guidelines for establishment and registration of schools of November, 2020.

Guidelines for the upbringing, pleading and protection of the child for schools and teacher colleges in Tanzania of November, 2020 and Guideline for pre-primary and primary teacher deployment strategy 2019 - 2021 of November, 2020.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of key research findings, conclusions drawn from the study, and practical recommendations based on the evidence. The study sought to examine stakeholders' perceived experiences regarding the implementation of the Education and Training Policy (ETP) 2014 in Msalala District Council. It focused on three specific objectives: (i) to assess the understanding of educational stakeholders on ETP 2014 and its implementation; (ii) to evaluate the experiences of stakeholders in implementing the policy; and (iii) to examine the relationship between ETP 2014 and existing education guidelines. This chapter provides a synthesis of the findings in light of the literature reviewed and proposes actionable strategies to improve policy awareness, execution, and alignment.

5.2 Summary of Findings

5.2.1 Stakeholders' Understanding of ETP 2014

The study revealed that the level of understanding of ETP 2014 among education stakeholders in Msalala District is generally low. While a few district education officials and school heads possessed basic knowledge of the policy's objectives such as promoting inclusive education, competence-based learning, and equitable access many teachers, parents, and school committee members lacked a comprehensive understanding of the policy. This limited awareness was attributed to poor dissemination of policy content, lack of training sessions, and limited stakeholder involvement during the policy's development and implementation stages.

5.2.2 Stakeholders' Experience with ETP 2014 Implementation

The research found that most stakeholders especially teachers and school leaders faced several challenges in implementing the ETP 2014. These included inadequate teaching and learning resources, large class sizes, limited professional development opportunities, and delayed release of funds. While the policy was considered progressive in its vision, its implementation was marred by systemic inefficiencies, insufficient support from the central government, and mismatches between policy expectations and the realities on the ground. Positive experiences were limited but included increased community engagement and awareness about girls' education in some schools.

5.2.3 Relationship between ETP 2014 and Existing Guidelines

The findings also indicated that there is a lack of alignment between ETP 2014 and other operational guidelines such as the Education Sector Development Plan (ESDP), curriculum syllabi, and teacher management strategies. Stakeholders reported confusion due to conflicting messages from different government directives and delays in updating operational tools to reflect ETP 2014 priorities. This disconnect has negatively affected coherent implementation at school and district levels, resulting in inefficiencies and fragmented execution of the education policy.

5.3 Conclusion

The research provided an in-depth critical analysis of results based on the findings obtained from the fieldwork. It is clear that most of the participant of this study. Knows the education and training policy of 2014 (who knows what on 2014 ETP?)

despite their knowledge varies significantly with various aspects and components of the education and training policy of 2014. The findings have revealed an experience of stakeholders in the process of implementing the education and training policy and thus their experience lies between the areas of daily responsibilities like teaching, lesson planning, and management of teachers, staffing, evaluation and reporting of education trends.

However the study report has revealed that the education and training policy of 2014 relates correspondingly with the other education guidelines. This conclusion vivifies, educational objectives at every level, educational competence, science and technology competence as well as testing to be the area featured between education and training policy of 2014 to other education guidelines.

5.4 Recommendation

In the light to the data collected from the field, the study produces the following recommendations:

5.4.1 Recommendations for the Government

The study recommended that the government should prepare a better budget to hire new teachers that join the move to better implementation of the education policy. This means that the budget must be enough at every government yearly budget to balance the number of students registered for learning and the number of teachers recruited for undertaking the operation activities with the purpose of implementing education policy.

The government is recommended to take action in ensuring that all guidelines and the policy itself are available to education stakeholders so that they get to know what to implement and what priorities are put into place to ensure smooth transition of the knowledge from one to another.

Regional, district and ward officials should be given a mandatory power to fully supervise the policy implementation programs and hold accountable stakeholders who fail to effectively implement the education policy.

5.4.2 Recommendation to Education Stakeholders

The study has recommended that education stakeholders need to take private efforts towards knowing the education policy and areas of implementation. This means that the stakeholders will know the government plan and thus influence the citizen to take right decision to harvest the package of priorities documented in the policy.

5.5 Recommendation for Further Studies

The study focused on an analysis of the Stakeholders' perceived experience on issues related to ETP 2014 implementation in Msalala district council by using a case study design.

However, case study design seems to have a narrow scope to get to the reality of the implementation of education policy in the country, as this principle includes few stakeholders in ensuring research is conducted, so it is good that this study should now be carried out as a basis for advising the government to instruct all councils in

the country to conduct a study on education policy and its importance to determine to what extent this policy has yielded positive results since its launch.

More and more, other studies can be done in determining parental involvement in the implementation of education policy, and do parents understand the importance of education policy and so on.

Last but not least, other studies can be conducted to determine whether even other councils in Shinyanga region have stakeholders with greater knowledge of education policy and its implementation.

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APPENDICES

Appendix I: Interview schedule for Head teacher

SECTION A: PRELIMINARY INFORMATION

- i) Name of School.....
- ii) Working experience..... (Years)
- iii) Years of serving in this school.....
- iv) Educational level.....
- iv. Gender.....

SECTION B: QUESTIONS

What is your responsibility in implementing the education policy?

Have there been any strategies put forward towards implementation of education policy?

1. How do you influence the proper implementation of education policy?
2. What do teachers take as feedback of your influence?
3. What guidelines do you advice teachers to use in the area of policy implementation?
4. In your view, how is the implementation of education policy?

Appendix II: Interview schedule for school committee

1. What do you understand by the term education policy?
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.....
.....
2. Do you meet to discuss the school matters?
3. How often do you meet to discuss school issues?
4. What ways do you suggest in your meeting to be used as a point towards implementation of education policy?
5. Is the policy implementation meet the government objectives?
6. What are the government objectives that have meet as a result of policy implementation?
7. In your view, does the education and training policy of 2014 contribute anything to students learning?

(a) YES (b) NO ()

If the answer is “YES” please explain how the education and training policy of 2014 contribute towards teaching and learning process.

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.....
.....
.....

8. Do you have some educational guidelines that help your to influence education policy implementation?
9. What are the education guidelines?
10. What are the other documents that support the implementation of education policy?

Appendix III: Interview Guide for District Education Officers

- 1) To what extent have the education policy being implemented?
- 2) How is the understanding of educational stakeholders to education policy?
- 3) How the views of educational stakeholders are on issues related ETP 2014 and its implementation?
- 4) How is the experience of educational stakeholders on educational policy?
- 5) What are the materials that you provide to teachers as a support towards education policy implementation?
- 6) Are the materials have features that are significant similar to ETP of 2014?
- 7) Please can you mention 5 points that are key areas of education policy implementation?
- 8) In brief, describe your opinion on, how the education policy has been implemented.
- 9) Do you think education stakeholders' understanding of policy is sufficient in implementing it?
- 10) What can be done to ensure that education policy is implemented on a massive scale?
- 11) Do parents recognize the importance of education policy in the nation?

- 12) How do you make sure education policy is recognized by all citizens?
- 13) What do you think can increase the scope of knowledge of education policy?
- 14) Furthermore, what do you think the government should improve so that education policy can be implemented effectively
- 15) Does the relationship between the ministry of education's guidelines science and technology and education policy play any role in implementing the education policy?
- 16) If yes, specify existing guidelines that assist in the implementation of education policy.