

**FREE EDUCATION AND ITS EFFECTS ON TEACHING AND LEARNING
DEVELOPMENT IN TANZANIA: THE CASE OF SELECTED PRIMARY
SCHOOLS IN MASASI DISTRICT**

By

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University a dissertation titled **“Free education and its effects on teaching and learning development in selected primary schools in Masasi district”** in partial fulfillment of the requirements for award of the degree of Master of Arts in Education of the Mzumbe University.

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DEDICATION

This work is dedicated to my lovely wife, Happiness and my dear son Ebenezer

LIST OF ABBREVIATIONS AND ACRONYMS

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

ABSTRACT

This study provides the profile on financing of the free education and its effects on the development of teaching and learning in primary schools in Masasi district. The study aimed at examining the effectiveness of financing free education alongside stakeholders' perceptions on free education policy. The study specifically focused at examining the trend and effectiveness in financing free primary education, assessing the perceptions of teacher and parents on free education policy, and assessing the effects of free education on teaching and learning development in primary schools. The study employed a mixed research design which is dominated by qualitative aspects; Masasi district was used as a case. 86 participants were involved in a sample set, whereby simple random and purposive sampling techniques were employed in selecting them. Methods which were used to collect data included interview, questionnaire, observation and documentary analysis. Acquired data were analysed in accordance with their nature whereby qualitative data were analysed using content analysis method. On the other hand, quantitative data were analysed using SPSS as well as Microsoft Excel.

The study found that the government has been providing capitation funds regularly to all public primary schools. The financing seemed not effective because the amount provided does not match with what was exactly needed in schools with regard to the number of pupils as far as the regulations are concerned. The findings show that despite the fact that parents were told not to pay school fees and other contribution, the implementation of the policy still involves payments of some voluntary contributions which to some extent are the "must-be-paid" contributions. With this, the free education implemented under the Education and Training Policy of 2014 is not free as it is being announced. Findings also revealed that free education had both positive and negative effects. On positive effects, it allows many children to access education regardless sex or their physical functionality. On the other hand, it is undeniable that there are some negative effects such as unequal ratios of teacher-pupil, pupil-book, classroom-pupil as well as lavatory-pupil.

The study concluded that inspite of increasing enrolment in primary schools, free education is not holistically well understood by local communities and its implementation is facing some challenges which impede teaching and learning

activities in primary schools. Therefore it is recommended that other education sector stakeholders should be involved in educating local communities on the implementation of free education policy.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the background to the study, statement of the problem, research objectives and questions, significance of the study, scope, limitations and organization of the study.

1.2 Background to the problem.

Over several decades there have been debates and discussions on the way free education is financed in Tanzania, placing arguments on its effectiveness and efficiency (HakiElimu, 2014; Komba, 2012). It has been argued by some of the critics that free education has not brought much positive development to primary education as it was expected (Riddell, 2003).

Before independence, the colonial government provided education freely but there was the limited access due to the fact that only few managed to gain the primary education provided (Ishumi & Anangisye, 2014). After independence in 1960s, Tanzania was exercising the policy on provision of free education at all levels (URT, 1995). Moreover, in 1970s there had been implementation of Universal Primary Education (UPE) which aimed at providing education to all (Ishumi & Anangisye, 2014). It was due to the financial hardships of 1980s that cost sharing was introduced. Together with several other reasons, the Kagera war which eventually brought about economic crisis contributed greatly to this situation. However, in the Education and Training Policy of 1995, cost sharing has been noted to be one of the initiatives towards improvement of education whereby parents had to pay school fees and other contributions (ibid, 1995). In 2000 free primary education was reintroduced whereby the government financed the education but parents had to pay some few contributions which most of them depended upon a particular school on type and amount (URT, 2001a).

Scholars, with respect to different criteria, have come up with different conceptions on what free education entails. Free education refers to education that is funded through taxation, often not including books (Riddell, 2003). On the other hand, in

most of the Scandinavian countries education is fully free including books (UNESCO, 2006). This tells that conceptions of free education vary with the context in which it is introduced. For the purpose of this study, free education entails education provided without payment of school fees but parents pay some other small contributions which may differ in type and amount from place to place (HakiElimu, 2017). This has been regarded in line with the fact that most of the sub Saharan countries have the free primary education policies which do not cover some of the costs (Riddell, 2003).

What can be considered as the great concern of different scholars and educational stakeholders is whether financing of free education succeeds to cover what is intended to be covered (HakiElimu, 2014). Effects of effective financing free education place the main focus on the teaching and learning development in the primary schools. Effective financing entails the appropriateness of flow of the grants provided by the government. This determines whether school facilities are met, whether pupil-teacher ratio is appropriate too. It is obvious that there is a success in financing the free education but on the other hand the financing of free education is proclaimed to face some great challenges which in turn affect the proceedings of educational activities in primary schools (Vavrus & Moshi, 2014).

Financing of the free education is not a phenomenon of only Tanzania, instead, it is a worldwide phenomenon practiced by both developed and developing countries (Galabawa, 2007). Every country providing free education has its history, success and failure in financing the free education. Tanzania practices what most part of the world does because she has signed some of the global conventions including the Education for All (EFA) strategy (UNESCO, 2005). With this, formulation of free education policy was inevitable in a bid to catch up with EFA goals.

According to URT (2001b), among the sources of financing education there are donors. And these have the great contribution in fueling educational activities. HakiElimu (2014) notes that 46 percent out of the 2014/2015 budget to implement education development plan was from donor while 54 percent from domestic revenue. The 2013/2014 budget had 74 percent coming from donors but they gave

only 15% of what was promised. With this, free education still faces limitations in that when the donors fail to contribute to the source pool, the primary education swerves.

Some efforts have been exerted on the way forward towards restraining the weaknesses exhibited in financing the free education in Tanzania. Amongst others the reforms on the expenditure on primary education have been made (URT, 2006). In addition, the government initiates strategies towards increasing the revenue that would help in provision of quality educational services (HakiElimu, 2017).

Despite the efforts towards enabling successful free primary education, still there are evident circumstances showing prevalence of insufficient financing of free education in primary schools which in turn hinders teaching – learning (HakiElimu, 2014; Vavrus & Moshi, 2009; Komba, 2012).

1.3 Statement of the problem

Despite the fact that there have been some improvements in provision of education in Tanzania, challenges on provision of free education have been debatable (HakiElimu, 2017). That is, whether the government provides the funds as per strategies and regulations (Orodho, 2014) or supplies adequate resources (Dennis & Stahley, 2012). There has been the varied funding done by the government to primary schools in Tanzania for the sake of implementing the free education policy. This variation however provides the picture on ineffectiveness in the financing of free education. This has been revealed in HakiElimu's (2017) study on Nyombo primary school in Njombe, Chanzulu primary school in Kilosa as well as Ilolo primary school in Mpwapwa. Inadequacy of funds provided by the government brings about failure to meet the children's requirements including teaching – learning materials; availability of adequate classrooms as well (Wambui, 2013; Vavrus & Moshi, 2014). With free education there are other challenges mentioned to have risen. These encompass the fact that there are important school activities whose funds have not been allocated, yet they have to be conducted (HakiElimu, 2017). This shoves the head teachers into dilemma.

The above discussion indicates that the financing of free education done by the government of Tanzania is still a debatable topic. There is an assumption that when the financing of free education is not done effectively it affects the teaching – learning development in many ways. This bears some implications on teacher – pupil ratio, infrastructure, rates of enrolments, completion as well as literacy (Mahunda, 2013; Kattan, 2006). This is one problem observed and need to be studied about. Therefore, the purpose of this study lied on exploring the effectiveness of financing the free education and its effects on primary school teaching and learning development in a bid to suggest the adequate solution on a way towards Tanzania Development vision of 2025. Most of the recent studies on free education have been anchoring their focus on the negative impacts of the free education (Oumer, 2012; Chacha & Zhong , 2013; Wambui,2013; Kalunda & Otanga, 2015). The present study intended to fill this established gap by focusing on both negative and positive effects of free education. In addition, the free education which is currently implemented is under the Education Circular number 3 of 2016 (HakiElimu, 2017). It was the intention of this study to take the close consideration to the investigation on the way free education is financed due to the fact that there are still limited studies on the subject in question especially under the recent education circular.

1.4 Objectives of the study

1.4.1 Main objective

To explore free education and its effects on teaching and learning development in primary schools

1.4.2 Specific objectives

- i. To examine the trend and effectiveness in financing free primary education.
- ii. To assess the perceptions of teacher and parents on free education policy
- iii. To assess the effects of free education on teaching and learning development in primary schools

1.5 Research questions

- i. How is the trend and effectiveness in financing free primary education?

- ii. What are the perceptions of teachers and parents on free education policy?
- iv. What are the effects of free education on teaching and learning development in primary schools in Masasi district?

1.6 Scope of the study

Scope of the study demarcates the boundary lines beyond which the research should not focus or it is the about the limits the study (Kothari, 2004:29). That is, the research has to have boundaries where it limits itself to cover. This study was undertaken in Mtwara, particularly in Masasi district council with the reason that Masasi is one among the districts which have been experiencing poor performance in Standard VII NECTA examination results for three consecutive years (2015, 2016 and 2017). In 2015, the district held the eighth position out of nine districts of Mtwara region. In 2016 it was the seventh and in 2017 it was the eighth. This study was examining the financing of free education and its effects on teaching-learning development. Teaching-learning development in turn affects academic performance. Therefore, it was necessary to carry out the study in Masasi district to explore whether financing of free education has some impacts to Masasi district examination performance. The study could not be done in the whole country focusing on area with similar challenges due to time factor and inadequate budget.

1.7 Significance of the study

The study is significant as the examination of the trend of financing to free primary education will help to provide education stakeholders with the wide picture and understanding of whether the financing is effective or not. This in turn will make the stakeholders think of formulating the frameworks to address the challenges. Furthermore, this study will form the foundation for other researchers who intend to conduct related studies.

1.8 Research limitations

In conducting this study, there were some of the limitations which were encountered. These limitations included both, practical and methodological limitations. Starting with practical limitations, the study was limited by insufficiency of time; this is in

line with the fact that the study was dominated by qualitative aspects. Thus, interviews were taking longer than it was expected. This was, however, curbed by having an assistant who helped in collection of data from some respondents. In addition, the time scheduled for data collection was different from the actual time used. This was contributed by closing of schools which made many head teachers unavailable. This was however solved by finding the phone numbers of the head teachers which helped to facilitate the collection of data.

Furthermore, remoteness of some schools delayed the collection of data, however the researcher had alternative means of transport which made him manage to collect reliable data for the study

The use of the digital voice recorder during the interview posed a challenge. Most of the participants were not ready to be recorded, and this aroused a concern. However, before each interview session the researcher asked the respondent permission to use the digital voice recorder. Tape recording was done to a very few participants who were willing to be recorded. Strydom (2011) highlights the potential danger of using a digital voice recorder during interviews. It can make participants uncomfortable and worried being recorded.

1.9 Organization of the Dissertation

This research is comprised of six chapters. The first chapter introduces the study and it includes background to the problem, statement of the problem, research objectives and questions, scope, significance and limitations of the study. The second chapter includes theoretical and empirical literatures reviews, chapter three elicits the research methodology, chapter four covers presentation of findings, chapter five dealt with the discussion of findings based on the presentation of findings, and chapter six includes the summary, conclusion and recommendations.

1.10 Chapter summary

This chapter introduced the study by providing the background which enlightened the general overview. Statement of the problem which justified the selection of the title of the study as well as the area of the study. The chapter also contains the

research objectives from which some research questions were formulated, scope and significance of the study, and limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

For the acquisition of broader picture of the study various literatures related to the study were reviewed. The section includes both theoretical and empirical literatures review

2.2 Theoretical literature review

To suit the requirements of the study, this part provide necessary descriptions of key terms, policies and programmes

2.2.1 Free education

Free education is perceived as the education with which children are enrolled to school freely and being provided with all school necessities (Galabawa, 2007). Also, free education differs in conceptions in different countries. In some countries free education involves abolition of school fees while other contributions are still covered by parents. In most of the sub-Saharan countries which implement the free primary education policies succeeded in abolishing school fees. But parents still spend significant amount of money to pay for other school contributions, some contributions are meant to cover for textbooks, uniforms and other requirements (Riddell, 2003, HakiElimu, 2017). In Kenya, for example, tuition fees were abolished together with levies but examination fees and uniforms remained to be a responsibility of parents. In Malawi, when free education was established in 1994, school fees, books and stationery were covered by the government (Riddell, 2003). This describes the way free education has been regarded in different countries of sub-Saharan Africa. Like in many African countries, in Tanzania, free education is provided with some costs covered by parents. There are some education circulars under the ETP of 2014 which primarily instruct on the implementation of the free education. These circulars include Education Circular number 5 of 2015; Education Circular number 6 of 2015 as well as education Circular number 3 of 2016 (URT, 2016).

For the purpose of this study, free education is the education provided without payment of school fees and other contributions like water, electricity as well as security services. But parents have to buy some children's school necessities like uniforms and exercise books. This definition bases on the fact that Tanzania is one among the Sub-Sahara African countries which exercise free education policy.

2.2.2 Teaching and learning development

The phenomenon of development is wide with consideration to the fact that it involves many aspects. In describing teaching and learning development scholars focus on the aspects concerning buildings, school attendance, availability of textbooks, availability of teachers, examination performance and curriculum reforms (Riddell, 2003; Chacha & Zani, 2015; Yadav *et al*, 2001). These aspects play as parameters and also indicators of teaching and learning development in accordance with the purpose of the subject in question. For the purpose of this study, teaching and learning development focuses on the gradual positive changes in education over a period of time with the main focus on enrolment rates; literacy; pupil-teacher ratio; teaching and learning materials as well as infrastructure facilities (classrooms, offices, lavatories, drinking water, and teaching –learning materials/facilities).

2.2.3 Delivery of primary education

Primary education in Tanzania is delivered under the guidance of Education and Training Policies. The first ETP was formulated in 1995 and the second one was formulated in 2014. The policies have been implemented by several programmes and plans. The first ETP has a lot to be talked about because it has a number of programmes that were put into effect to implement it. PEDP I 2002-2006 is one among the significant benchmarks of free primary education in the decade of 2000-2010. Primary education under the ETP of 2014 starts with children aged 6 years. This is contrary to the first ETP because there was identification of the need for the people to work longer for the nation after completion of school (URT, 2014).

2.2.4 Education and Training Policy of 1995

The education and Training Policy (ETP) of 1995 is one among the two whereby the second one was formulated in 2014. The ETP of 1995 is the first ETP that re-

initiated the equal access to primary education. With the desire to improve education and achieve the Education for All goals the ETP of 1995 was therefore formulated. With consideration to the access to education, the ETP mentions in its section 3.2.1 that:

The government shall guarantee access to pre-primary and primary education and adult literacy to all citizens as a basic right (p.18)

With this, children who are school-aged are ensured of accessing primary education. Despite the fact that the policy mentions cost sharing programmes and strategies which were implementing it abolished the tuition fees.

2.2.5 Primary Education Development Plan (PEDP)

This is one of the series of plans with five years of implementation each. PEDP I was launched for implementation from 2002 to 2006 and PEDP II 2007-2011. The plans were established following different frameworks including Education and Training Policy as well as Poverty Reduction Strategy Paper. PEDP I had several objectives including increasing enrollments, increasing the quality of process of teaching and learning, to build the capacity in the education system and to strengthen the arrangements of the institutions (Riddell, 2003; URT, 2001b; Daven; 2008). It is from the first objective that provision of free education is mentioned.

The Government will abolish school fees and all other mandatory parental contributions from January 2002 so that no child may be denied schooling (URT, 2001b: 5)

Riddell (2003) indicates that 25% of the government's budget was for education sector and 62% of it was for the primary education. Therefore, this is one among the initiatives of the free primary education in Tanzania (p.6)

2.2.6 Effectiveness of financing of free education

Financing free education is said to be effective when there are indicators and these indicators match the practice (Komba, 2012). Effective financing of free education can have different indicators depending on the particular country, its philosophy and

policies. Most of the countries share some of the indicators and these are easily recognized through the outcomes of financing the free education. Both quality and quantity are given the priority in addressing the effectiveness. Some of the indicators include provision of funds that suit the requirements of the schools. Also increasing of the opportunities for children to access the basic education is one of the indicators. In addition, the amount that has been planned to be granted to schools has to be the same to that which has been indicated in strategies of implementation. This and other indicators, make what is effective financing of free education.

2.2.7 Global trends of financing free education

In different countries around the world education is provided freely and it is compulsory but there are some differences on the actors responsible in financing education. In the USA the states are responsible in financing education of their locale. But there are some subsidies from the central government. In Netherlands, education is about 70% under the private school boards despite the fact that it has high level of central government financing. In Australia, the central government finances about 90% and it depends upon the revenues. Part of the funds to finance comes from other education stakeholders (Galabawa, 2007). From the global trend with the main focus on developed countries, education is financed highly by the government and other internal stakeholders. Also high enrolment is experienced and high gender parity. In addition, the quality of education in these countries is very high with the governments giving education the high priority.

2.2.8 Trends of financing of free education in Sub-Saharan Africa

Most of the sub – Saharan countries provide primary education freely and it is compulsory (Vavrus & Moshi, 2014). But most of these are also signatories to several conventions with facilitate education to all (Msabila, (2013). In the sub-Saharan countries the central governments play the central roles in financing free education but they depend on the external donors for the programmes and policies to be implemented fully (Galabawa, 2007; HakiElimu, 2014). It is clearly seen that free education is necessary and it has evidently led to tremendous increase in enrolments in sub – Saharan Africa including East African countries as revealed by Vavrus & Moshi (2014). To the great extent, these countries have the free education policies

which actually do not cover some of the costs. This is partly due to the low economies they experience (Riddell, 2003).

2.2.9 Trends of financing of free education in Tanzania

Tanzania targets on changing the society's aspects of life through education. This is to say education is believed to take the great part in society's development. Education delivery has been undertaken with different changes following the global technological, economical as well as social changes. And mainly this has been done through the policy reforms (Galabawa, 2007). After independence in 1960s primary education was provided freely, with the government financing education. This was enhanced by Education for Self Reliance policy with the target of achieving Universal Primary Education (UPE) which meant free education for all (Ishumi & Anangisye, 2014). In the decade of 1981 – 1990 there was introduction of school fees. And this was the result of the Kagera war 1978-1979 and global economic changes of 1980s which shook the country's economy. Most of the poor parents could not send children to school (Ishumi & Anangisye, 2014). The decade of 1991-2000 had significant educational events such as the Jomtien's World conference on Education for All which advocated education to be considered a fundamental human right. Also there was the formulation of Education and Training Policy (ETP) of 1995 (*ibid*). These played the significant roles in advancing education in Tanzania.

In the decade of 2001-2011 there were the Primary Education Development Plans which had several areas of focus as their priorities. There was abolition of school fees and some of the contribution from parents in primary schools. The government, with the help of donors, finances the free education (Ishumi & Anangisye, 2014; Galabawa, 2007; Msabila, 2013). Enrolment increased tremendously right from the second year of the decade. The school population increased by 71.3% between 2001 and 2011 (Ishumi & Anangisye, 2014; Chikoyo & Kitala, 2014; Daven, 2008).

Basing on the trends of the provision of free education some effects and challenges had been revealed as noted below.

2.2.10 Equity

Due to financial hardships, parents choose to educate boys than girls in most of the African societies. With the government taking the responsibility of financing primary education, many girls are enrolled to school. This in turn facilitates gender equity in education. On the other hand children from disadvantaged groups like pastoralists and the disabled easily access primary education when the government finances it (Komba, 2012; Daven, 2008).

2.2.11 Increased enrolment

For the government to finance the free education it is the relief to the parents and community members as their children can easily access the education. Most of the parents who could not afford to pay the school fees and other contributions send their children. Free education increases the enrolment tremendously where the school aged children join schools more than ever before. (Galabawa, 2007; Ishumi & Anangisye, 2014).

2.2.12 Inadequate Resources

Most of the developing countries' fiscal budgets depend upon the developed countries to provide grants. When these developed countries fail to provide part of funds they promise, education swerves and deficit in capitation grants received by schools is experienced. Because these grants help in buying resources, schools experience lack of books and other teaching – learning materials. It therefore clear that the resources always do not suffice the school requirements (HakiElimu, 2014).

2.2.13 Over-enrollment

Free education, in African perspectives has been viewed as the propelling phenomenon towards the massive increase of pupils into schools. Free provision of education without any payment makes people get their children to school without any obstacle. This in turn, makes the classes full of children, exceeding the infrastructure and the number of teachers. Thus, the teacher – pupil ratio is not balanced (Kalunda & Otanga 2015; HakiElimu, 2014).

2.2.14 Teachers' professionalism

Professionalism of teachers is concerned with the professional levels of the teachers with regard to the particular levels of schools they teach in accordance with the standards set by a government. Lewin & Caillods (2001) note that in some education/school levels, teachers teach without having the professional requirements for the particular levels. With this, the financing of the free education may be wasted because the goals to achieve the quality education cannot be easily achieved. In the Tanzanian context for example, there have been teachers who attended short teaching courses for the sake of suiting the required number of teachers in schools (Chikoyo & Kitale, 2014).

2.2.15 Dependence of country's fiscal budget

HakiElimu (2014) shows that the great part of the Tanzanian fiscal budget depends on the funds from external sources. The country's fiscal budget has the great impact on almost everything run by the government including education. Poor budgeting results into poor implementation of educational plans. Not only poor budgeting but also inadequacy of funds in government-run schools brings about great disturbances. When the money from the external sources is not brought as they were expected, most of the areas in education are affected. This entails that the books will not be available, and the schools might fail to accomplish most of its plans. Therefore this is the great challenge in financing the free primary education.

2.3 Empirical literature review

There are some related researches that have been conducted in Tanzania and other places around the world which study financing of the free education. These literatures are reviewed critically with regard on the way they create the research gaps from their methodology, findings as well as implications.

In their study on Assessment of the Primary Education Development Plan (2002-2006) in Mbarali district in Tanzania, Chikoyo & Kitale (2014) aimed at assessing the changes in enrollment rates, number of teachers, state of qualification of teachers as well as quality and quantity of the support of the government. This study employed the mixed approach to the study. The methods which were utilized in

collection of data included interview, questionnaire and focus group discussion for the acquisition of primary data. Documentary analysis was done to get the secondary data. The findings of the study disclose that PEDP I with the help of free education had fueled the increase in enrolment rates, had increased a number of teachers as well as improving infrastructure.

Chikoyo & Kitale's (*ibid*) study creates the potential base for the present study. It provides the profound knowledge on the outcomes of PEDP which is one of the important programmes in supporting the financing of free primary education. However, this study does not cover effects of financing of free education on some aspects such as completion rates; literacy; as well as infrastructure facilities (proximity of schools, offices, drinking water, teaching-learning materials/facilities). It is the intention of this study to focus on the aspects which have not been covered to suit the set objectives.

Daven (2008) examined costs and accessibility of primary education in Babati town. The author questions whether free education in Tanzania is free. The study is qualitative in nature and it bases on assessing educational policies which back up the free education in Tanzania. The study further utilizes a case study design with semi-structured interview as the method of data collection. The study concluded that primary education was not free in Tanzania because of the costs which were incurred by parents when they needed to send their children to school. The author further concluded that primary education was not equally accessible to all children. This is because children whose parents could not pay some of the contributions were sent back home.

This study provides useful information to the present study as it assesses the effectiveness of free primary education. Being purely qualitative in nature it lacks the percentage of children who do not access the primary education effectively. Also the contributions mentioned to be paid may be changing due to the fact that policy context changes. With this gap, the present study intends to conduct to employ the mixed approach which can cover the information which is missing in this previous

study. In addition, the costs will be assessed on whether they are present and the amounts paid, if they are applicable in such context.

Also there is a study by Chacha & Zani (2015) on the Impacts of Free Primary Education on Pupil-Teacher Ratio in Kuria East Constituency, Kenya. The study builds on systems theory. Simple random and stratified sampling techniques were used to select 125 respondents. The study revealed the findings that there was an increase of pupil-teacher ratio as well as enrolment rates. The author further asserts that a number of teachers was still insufficient. The recommendations offered include recruitment of more teachers; close monitoring of children should be done by parents in collaboration with teachers; and sending teachers to the training while they are in-service.

From Chacha & Zani's (*ibid*) study, the present study acquires the great knowledge to be incorporated. The present study will be conducted in Tanzania where the policy context is different. With this, the results expected to be yielded could also be different. In addition, contrary to the previous study, the present study intends to build on Human Capital theory and will involve parents into the sample set and not only teachers as it was done by the previous study.

Kalunda & Otanga (2015) conducted the study on Challenges in Provision of Free Primary Education in Public Primary Schools in Mombasa County, Kenya. The study was done in nine public primary schools in Mombasa involving teachers, head teachers as well as pupils. The study employed descriptive study design. The findings revealed that there was insufficiency of teachers despite the fact that those who were available were highly trained and experienced. The provision of free primary education was hampered by inadequacy of facilities, teacher-pupil ratio and professionalism of teachers.

This study was conducted in Kenya and therefore the challenges facing provision of free primary education may be different due to the difference in contexts. Therefore, the present study is intended to be conducted in Tanzania so that the challenges can be identified. It is undeniable that the previous study has provided the light through

which the present study develops it way. The sample set will involve the same categories of respondents with addition of parents and other education officers.

There is available study about the factors affecting the implementation of free primary education in rural primary schools; A case of Kikuyu division, Kiambu county Kenya done by Wambui (2013). In this study, the researcher sought to attain the four objectives pre-established. The study employed a mixed research approach. 71 participants were involved in a sample whereby stratified and random sampling techniques were be used in selection. In this study, it was found that implementation of free education was faced by several challenges including disbursement of funds; delay of purchasing of teaching-learning materials; stakeholder's poor participation; and the completion rate was lower compared to the enrollment rates of the same class. Some recommendations provided by the researcher include that sensitization of stakeholders has to be fostered so that they can understand their role in implementation and sustenance of the free primary education policy. The calendar of fund disbursement should be implemented as planned in a bid to avoid inconveniences. The exercise on education awareness has to be done to school management bodies by the government.

With this study, the present study has acquired a lot on a way towards achieving some established goals of the study. This is together with the factors that have been mentioned to impede the implementation of free primary education. Apart from being of paramount, the study still lacks effects that are caused by the projected challenges. It is essential to understand the effects and this is the gap that the present study intends to cover through its second objective.

Dennis & Stahley (2012) conducted the study titled Universal Primary Education in Tanzania: The Role of School Expenses and Opportunity Costs. The free primary education also intends to implement the universal primary education goal entrenched in the Millennium Development Goals. Therefore, Dennis & Stahley's (2012) study is worth being reviewed as it has some connectedness with the present study. The study involved household survey and documentary analysis which helped in extraction massive data. The main focus of the study was to examine factors that

reduced the possibility of the child to comply with the compulsory education. In this study, it was found that the school attendance rates were higher than it was estimated. Furthermore, it was found that additional school expenditures incurred by parents had very little or no effect on the attendance rate of the children.

The present study has gained much on the study conducted by Dennis & Stahley (2012). With this study, the present study pays attention to what other expenditures incurred by the parents and whether they affect academic progress of pupils. The definition of free education in this study involves the fact that there are some of the contributions which parents pay. On the other hand the previous study covers less about the financing done by the government. This could explain the way both parties make educational progress. The present study therefore intends to cover about the way the government finances the free primary education and the effects projected on the educational development.

Orodho (2015) conducted the study titled “Policies on Free Primary and Secondary Education in East Africa: Are Kenya and Tanzania on Course to Attain Education for All (EFA) Goals By 2015?” The study provides the comparing several educational aspects of the two countries. The aspects include education policies. The sources of data were both primary and secondary. The study was conducted in one region of Kenya and one of Tanzania. The study reveals that there are several challenges pertaining to the provision of free education which include the decline of the rates of passing of pupils to secondary schools; poor performance in Mathematics and languages subjects with girls performing poorer than boys. The researcher recommends that the policies should be translated into practice in order for the goals to be achieved as the deadline for EFA approaches fast.

The above study studies about Tanzania and Kenya using a single region of each country. These are not adequate for the generalizations that have been made by the researcher. It was to be treated as a case study with conclusions lying on the cases under study. It is delicate to accept the generalizations made. With this, the present study seeks to find out about the effects of financing of free education on primary

educational development so as to see whether the results are related to the generalizations mounted by the previous studies.

HakiElimu (2017) conducted the study about the Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania. The study involved documentary review as well as primary sources of data whereby the study was conducted in eight districts of Tanzania including Korogwe, Muleba, Tabora Urban, Njombe, Mpwapwa, Sumbawanga, and Kilosa. The study is highly qualitative and it involved interviews and Focus Group Discussions. The participants who were involved were head teachers and masters, school board and committee members as well as DEOs. The study found out that the quality of education was highly affected by the fee free education policy because the infrastructure and number of resources were almost the same. The study further reveals that the schools study do not receive money less than it was expected. That is, disbursement does not match the directives provided by the education circulars provided.

The study provides the great and more recent insights on free education. The details in the findings establish the great foundations for the present study. However, the study covers only eight districts of Tanzania. The similar study is needed to be conducted in other selected district to find out whether the situations match. It is the intention of this study to research on the financing of free education in Masasi district with the focus on only primary education level.

2.4 Theoretical framework

This study builds on Human Capital theory which was propounded by Gary Becker, the American economist in 1964. The theory puts forward that the investment has to be done by investing in people so that they can be productive in the future. The concept of investing in people bases much on investing knowledge. That is, provision of education to people so that they can use it for the future's benefit (Psacharopoulos, 2006). The Human Capital theory does not leave behind the concept of returns. This theory explains why governments spend a lot of money in financing education.

With the Human Capital theory underpinning this study, description on financing of free education becomes clear. Tanzania, much like most of the countries, believes in education as a hub to propel economic development of the country. The educated citizens in turn bring about changes in the society at large. The changes are mainly positive ones. If financing is effective, that is if it covers what was initially planned in the fiscal budget, then it is likely to be investing appropriate knowledge to pupils who will in turn bring about development in the future. Effective financing balances teacher-pupil ratio and it ensures the availability of teaching-learning resources.

2.5 Conceptual framework

With the conceptual framework, the relationship of themes, variables and their indicators is shown. This can be described clearly with the use of the free education model below.

2.5.1 Free education framework

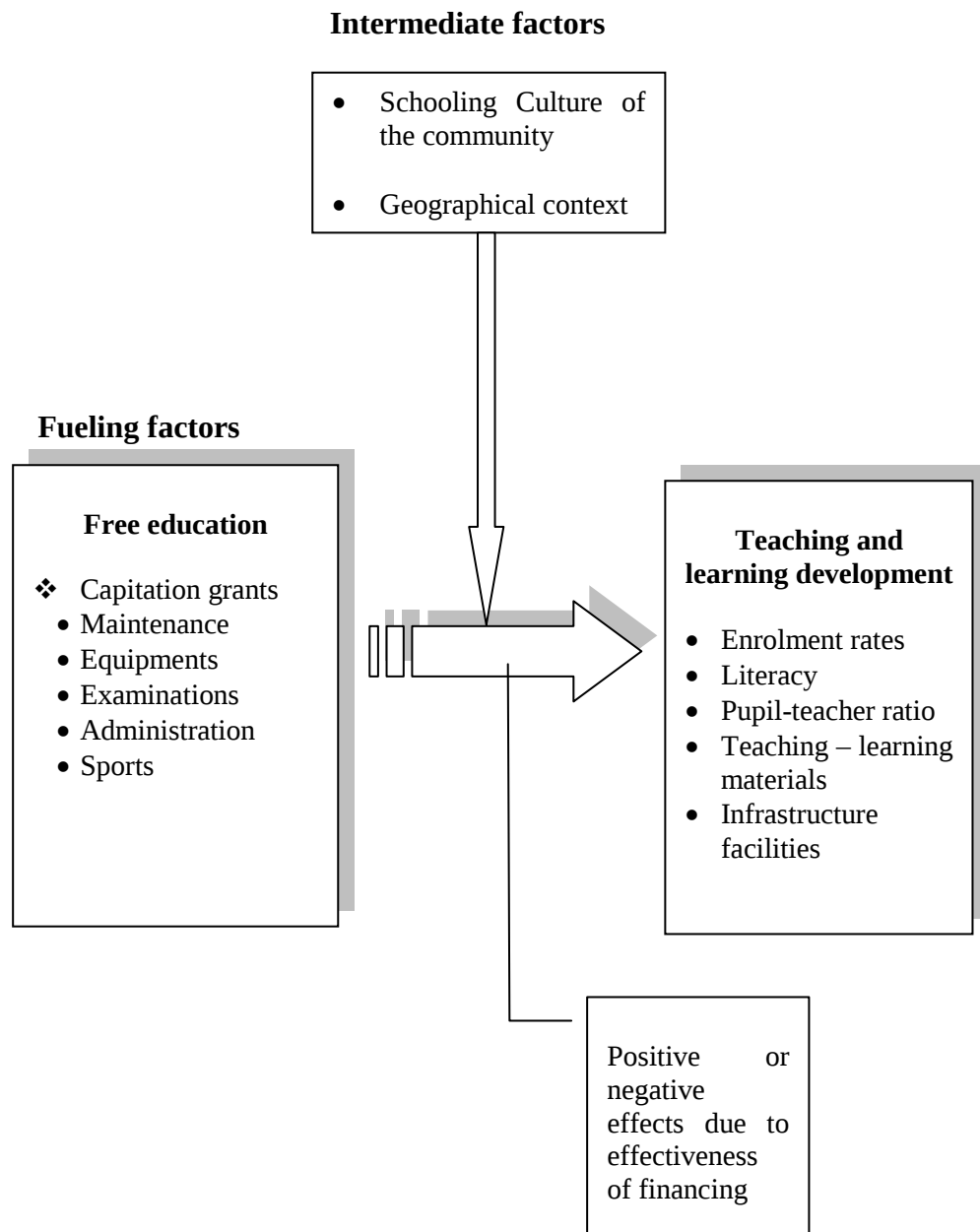
This study draws from Human Capital theory whose essence is that costs are incurred in the expectation of future benefits in terms of human resources (Phillips & Schweisfurth, 2014). In this framework there are factors which affect others and there those which are affected. Free education is the factor which affects teaching and learning development. Free education has determinants which are funds financed for maintenance, equipments, examination, administration and sports. Teaching and learning development has some determinant like enrolment rates; literacy; pupil-teacher ratio; teaching – learning materials as well as infrastructure facilities. Every determinant of the Teaching and learning development has been described with the consideration to the purpose of the study. Enrollment rates focus on the number of pupils enrolled in the particular time concerned. In addition, literacy places the focus on the ability of pupils to read and write in the particular time they expected to do so. Pupil – teacher ratio centres on whether the number of teachers matches the number of pupils available at school. Teaching and learning materials studied include availability of adequate books and chalks. Infrastructure facilities focus on adequate classrooms, offices, lavatories, safe drinking water. However, there are factors like the culture of schooling among the community members and remoteness which may intervene in providing the effects to development of teaching-learning. For the case

of culture, if the community does not have the culture of influencing children to go to school, free education may have little impact in teaching – learning development. Also if the schools are far from where children it is likely that enrolment will be firstly affected by it before free education comes in to facilitate the enrolment rates.

The framework indicates that financing of free primary education in Tanzania focuses on the capitation grants that are provided by the government. The grants mainly include amount of money aimed for maintenance, students' equipments, examinations, administration and sports (HakiElimu, 2017). The amount of funds depends on a number of pupils of a respective school. Each pupil has a certain amount provided with. The amount is in accordance with the regulations and directives stipulated. The effectiveness of financing is what determines teaching and learning development with focus on some aspects which have been targeted by this study. Teaching and learning development becomes vivid if financing is effective. But if the amount expected is not funded effectively, then teaching and learning development will obviously be lagging behind.

The relationship of these factors has also been elicited by Chacha & Zani (2015) whereby the introduction and financing of the free education resulted into the great number of enrollments. But the number of teachers remained the same. The situation led to unbalanced teacher – pupil ratio in Kenya. The governments whose countries provide free education announce to people that education is provided freely to people. That is, it remains the responsibility of the government to fund the respective schools so that they can run various activities. Provision of these funds is what determines teaching and learning development in such schools. In conducting their study, Kalunda & Otanga (2014) used the related framework and they reveal that free education has brought about many changes in schools especially infrastructure in Kenya but there was inadequacy. This was mentioned to be the issue related to ineffective financing.

Figure 2.1: Financing of free education framework



Source: Adapted and modified from the Gary Becker’s Human Capital theory (1964)

2.6 Chapter summary

The second chapter of the dissertation reviewed literatures which formed the foundations for the present study. The literatures included theoretical literatures which enabled the researcher to acquire the general knowledge about free education. Also, there were empirical literatures which were the particular studies conducted in

various places around the world. The gaps established from these literatures were part of the motives behind propelling the conduction of the present study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in conducting this study. It comprises of the research design and approach, description of area of study, population, sample size and sampling techniques, research data collection methods, validity and reliability of instruments, data analysis plan as well as ethical consideration.

3.2 Research approach

This study utilized mixed research approach which was dominated by qualitative aspects. This is based on the fact that there was a great need of understanding and interpreting individuals' views, opinions and perceptions with regard to researchers' experience and the socio-economic and cultural contexts. On the other hand, the study had some quantitative aspects whereby analysis and presentation of data employ numerical information in form of percentages and fractions. Graphical trends of various phenomena are also part of the presentation. Therefore, because there were some parts of the study that necessitated the use of both approaches, the mixed approach was inevitable.

3.3 Research design

A research design implies the arrangement of conditions of collection and analysis of data while deciding on what, where, when, how much, by what means (Kothari, 2004:31). The research design which guides this study is a case study design. With this kind of design, the researcher focuses on small case whether it is a person, a group of people, an institution or a geographical area (Ary *et al*, 2010). From the case (Masasi district), the in-depth information was gathered with regard to the qualitative aspects of the study. Masasi district, as the case, was studied whereby head teachers, pupils' parents and some of education officials were involved in the study.

3.4 Area of study

Mtwara region is located to south-East of Tanzania bearing nine districts in it. Masasi is one of its districts and it is located to the southern part of the region having

many residents engaged in agricultural activities while some of them are engaged in business. The district borders Newala to its East, Nachingwea to its North West, Ruangwa to its North east, Nanyumbu to its South west and Ruvuma River to its south. Masasi district has 125 primary schools according to the recent statistics available.

This study was conducted in Masasi district basing on the fact that it is one among the districts with poor performance in Mtwara region for three consecutive years in Standard seven NECTA results. In 2015 it was the eighth district among nine, in 2016 it was the seventh and in 2017 it was the eighth. (59.8%) of pupils in 2017 failed the examination, it was ranked number 183 out of 185 districts in the same year. Masasi is one of districts enjoy the fruits of free education but the academic performance of pupils is still poor. Therefore this study will also help to find out why? as the trends of financing of the free education and effects on primary educational development was revealed.

Figure 3.1: A map of Masasi district



Source: Masasi district council ICT office (www.masasidc.com, 2017)

3.5 Population of the study

The population targeted in this study included head teachers of selected primary schools District education officer and parents. These provided the profound and valuable information about the financing of free primary education. The head teachers are the ones who receive the grants from the central and local governments. Parents share the costs of uniform and other costs related costs. The District Education Officer was involved in the study because he represents the government and works closely with head teachers. These groups were preferred because they bear information on implementation of free education policy.

3.6 Sample size and sampling technique

3.6.1 Sample size

Participants who were involved in the study were 86. Amongst them, there were 55 head teachers, 30 parents and a District Education Officer. See the table below.

Table 3.1: Sample size

Participants	Number
Head teachers	55
Parents	30
District Education Officer	01
Total	86

For the case of acquisition of the number of head teachers from 125 primary schools to obtain the sample size, Yamane's (1967) formula was adopted. The procedure is described as follows.

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = population of the study in cases which is 125 primary schools

e = margin of error which is 10% (researcher's choice)

1 = constant

$$\begin{aligned}
\text{From } n &= \frac{N}{1 + N(e)^2} \\
n &= \frac{125}{1 + 125(0.1)^2} \\
n &= \frac{125}{1 + 125(0.01)} \\
n &= \frac{125}{1 + 1.25} \\
n &= \frac{125}{2.25} \\
n &= 55.55
\end{aligned}$$

Therefore, sample size of the head teachers is 55 from 55 primary schools.

3.6.2 Sampling techniques.

Participants in this study were selected using two types of sampling techniques. One of the techniques was purposive sampling and the other was random sampling technique.

3.6.2.1 Random Sampling

Random sampling was employed in the selection of head teachers. Head teachers had the equal chances of providing information. The information required from head teachers included records about the amount of capitation funds received, number of teachers, books, pupils as well. This information was assumed that it would be acquired to any head teacher even if he/she could not be that much experienced in the position. Random sampling procedure involved writing names of primary schools in

little pieces of papers and they were shuffled. The papers were then picked randomly to get 55 schools.

3.6.2.2 Purposive sampling

Purposive sampling was used to select different categories of participants. Ary *et al* (2010) point out that, qualitative researchers are purposeful in selecting participants and settings (p.428). Parents and a District Education Officer in this study were selected under the qualities which were prepared by the researcher. These qualities have been pointed out as follows.

Selection of parents considered whether a parent has a child in primary school, this characteristic provided a room for parents to provide profound perceptions on the free education policy because they see it the way it is implemented. Parents were asked to provide their views on the current education policy alongside saying whether they find any challenge in sending their children to school. This is obvious that there was a necessity of selecting parents under purposive sampling.

Selection of a District Education Officer (Primary section) employed purposive sampling because there is only one DEO in the district so the researcher selected him for the purpose of acquiring necessary information about the progress of primary education in Masasi district.

3.7 Data collection methods

The study used both primary and secondary data collection methods. The primary data were obtained through interview, questionnaire, and observation methods and the secondary data were collected through documentary reviews

3.7.1 Interview method

Interview helps the researcher to collect detailed information on the topic with regard to research question (Creswell, 2003). The interview guide aimed at accumulating participants' experiences, interpretation, attitudes and opinions on some phenomena concerning free education policy. Interview was conducted to twenty (20) head teachers, thirty (30) parents, as well as the District Education Officer.

3.7.2 Questionnaire

Ary *et al* (2010) asserts that it is not always practical to obtain data using only an interview format—in these cases questionnaires are used (p.398). Some questionnaires were used to extract information from informants; they were dominated by open – ended questions. This was based on the fact that there was a need of understanding the perceptions, attitudes and reasoning of the respondents concerning matters in discussion. The questionnaires were distributed to thirty-five (35) head teachers.

3.7.3 Observation

Observation method was employed in this study. Ary *et al* (2010:221) point out those researchers must be aware of the strengths and limitations of data collection methods. Since one method cannot suit the purpose of the study, the researcher found that it was necessary to employ this method. This method was used to study a number of classrooms, lavatory pits and teachers, houses available in selected schools. In addition, through this method availability of water supply was studied in selected schools. With this method, the assessment of validity of some responses was done.

3.7.4 Documentary analysis

Several documents were analysed including statistics on trend of funding done by the government in a bid to acquire appropriate data on financing free education in Masasi primary schools. The documents with information on the amount of capitation grants for 2016 and 2017 were provided by the DEO. In addition, some other documents with statistical information suitable for the study from selected schools were studied. These include total number of pupils, number of teachers, teaching-learning books as well.

3.8 Validity and reliability of research instruments

3.8.1 Validity

Validity intends to check whether the research instruments measure what is supposed to be measured (Cohen *et al*, 2005). Determination of the validity of instruments such as interview guide and questionnaire, there was conduction of a pilot study with the aim of finding out if there were some necessary modifications. The pilot study

resulted to some changes in formulation of some questions. This is because questions in the instruments were altered from English to Kiswahili languages which resulted into incorrect translation. For instance, there was an English word “literacy rate” which was translated as “kiwango cha kusoma”. This was perceived differently by the respondents. In modification, the concept was generally translated as “mwanafunzi kujua kusoma na kuandika”. This was clearly understood.

3.8.2 Reliability

Ary *et al* (2010) point out that reliability is concerned with the consistency of the result yielded by the measure each time. In the same pilot study, the researcher also checked the consistency of result. After modification of few questions, other questions were returned to respondents as they were before. This helped the researcher to check whether the results were same. The results in the returned questions were the same which showed the reliability of instrument.

3.9 Data analysis

In this study, the researcher collected both, qualitative and quantitative data. These data had different methods of analysis. Qualitative data were analysed content analysis Analysis. Elo & Kyngas (2007) note that content analysis is suitable in analysing written, verbal or visual communication messages (p.107). Since this study involved observations and interviews, content analysis was more appropriate. The data collected through interview were transcribed, organized by coding, categorizing and abstraction. These data were incorporated in the report to support quantitative data and to elicit perceptions and attitudes of respondents.

On the other hand, the study had quantitative data which included amount of capitation grants received; the ratios (teacher-pupil, book-pupil, lavatory-pupil); and percentages. These data were analysed by using computer software, Statistical Package for Social Sciences (SPSS) version 20 and Microsoft Excel 2007. The use of both computer software was due to the fact that SPSS has better methods of coding and computing percentages. On the other hand Microsoft Excel was so useful in many ways such finding the sum of number of elements and some other cases, total number of pupils and the amount of capitation grants received.

3.10 Ethical consideration

To consider ethical issues, the researcher secured clearance from the Mzumbe University including the introduction letter. The District Executive Director (DED) granted permission for data collection in the study area. The protocols in reaching people were observed where the Ward Education Officers were consulted before reaching the head teachers. In addition, before reaching parents, the ward executive officers were also consulted. Before asking questions to the respondents, the researcher had an obligation of informing them of their rights. Creswell (2003) highlights that the researcher has an obligation to respect the rights, needs, values and desires of the informants. In addition, the researcher maintained anonymity of people. All these have been given labels to identify them.

3.11 Chapter summary

This chapter presented the methodology of the research, the approach used was the mixed approach. The study design was a case study; the area of study was Masasi district; the sample involved 86 participants; and sampling technique was purposive sampling. , the data collection methods involved were interview, questionnaire and documentary analysis. Research validity, reliability and ethical consideration were not neglected. Moreover, the chapter shows the way different kinds of data were analyzed.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The last chapter anchored the description on the research methodology of the present study. This chapter presents the findings from the field which mainly answers the pre-established research questions. The findings have been presented in various forms. This means that there is numerical presentation and non numerical presentation. Table and diagrams have been employed for the purpose of providing a reader with clear picture on what was found in the field in relation to objectives of the study. The chapter is sub divided into sections as follows.

4.2 Demographic Information

The table below elicits a number of participants reached as compared to the expected ones. It shows that the number of participants expected is the same as to the number of those who were reached. But the difference lies on the gender. To start with, the head teachers, the expectation was 30 male and 25 female head teachers who would be reached but the 42 male head teachers and 13 female head teachers were reached. This is because most of head teachers were males. So the researcher had to select more males than it was expected. In addition, a number of male parents reached were higher than the number of female parents because most parents who were ready to give information were males.

Table 4.1: Expected and reached participants

Category	Expected respondents		Reached respondents		Total	Remarks
	Male	Female	Male	Female		
Head teachers	30	25	42	13	55	Reached
Parents	15	15	20	10	30	Reached
District Education Officer	N/A	1	1	N/A	1	Reached
Total	45	41	63	23	86	

Source: Research field data, 2018

Key: N/A – Not Applied

4.3 Examination of the trend and effectiveness of financing free primary education in Masasi district.

Trend of financing of the free education and its effectiveness are presented in different sections. These phenomena influence each other. This study argues that trend of provision of finance for free education determines the extent to which the financing is effective. This is because the amount of funds provided by the government and the frequency of provision of such funds can answer whether the directives on the way to provide funds are observed. This is to say, they answer whether there is one to one relationship between what is actually provided and has been expected or not. In addition, it can answer whether the intended results are achieved.

4.3.1 Trend of financing free education

The trend of financing free education in Masasi district has been examined with regard to years 2016 and 2017. The available data is tabulated below to show capitation grants provided to 35 selected schools. The data also elicit a number of pupils in those two years which entails amount of money to be spent to a number of pupils given.

Table 4.2: Amount of capitation grants received in two years

SN	NAME OF SCHOOL	AMOUNT		NUMBER OF PUPILS	
		2016	2017	2016	2017
1.	School U	1,290,000	1,478,820	241	319
2.	School V	2,225,000	2,512,600	420	542
3.	School W	2,610,000	2,549,680	487	550
4.	School X	2,030,000	2,855,650	379	616
5.	School Y	3,630,000	3,880,160	677	837
6.	School Z	3,300,000	3,921,880	616	846
7.	School AA	2,200,000	2,498,690	411	529
8.	School AB	1,230,000	1,386,100	231	299
9.	School AC	3,100,000	3,439,780	380	742
10.	School AD	1,630,000	1,529,810	304	330
11.	School AE	1,520,000	1,321,200	281	285
12.	School AF	2,870,000	3,286,770	535	709
13.	School AG	1,750,000	1,835,770	327	396
14.	School AH	2,030,000	2,470,880	378	533
15.	School AI	2,400,000	1,979,480	448	427
16.	School AJ	2,660,000	2,823,200	496	609
17.	School AK	850,000	978,150	158	211
18.	School AL	2,530,000	2,656,310	471	573
19.	School AM	3,030,000	3,045,710	568	657
20.	School AN	2,540,000	2,642,400	473	570
21.	School AO	1,510,000	1,534,450	281	331
22.	School AP	2,250,000	2,739,750	420	591
23.	School AQ	2,400,000	2,526,500	448	545
24.	School AR	2,380,000	2,693,390	443	581
25.	School AS	2,210,000	1,349,010	233	291
26.	School AT	1,630,000	1,891,400	304	408
27.	School AU	2,020,000	2,137,100	376	461
28.	School AV	1,970,000	1,993,900	368	430
29.	School AW	1,910,000	2,749,020	357	593
30.	School AX	2,250,000	2,503,330	475	540
31.	School AY	1,920,000	1,654,980	359	357
32.	School AZ	1,530,000	1,794,050	286	387
33.	School BA	2,020,000	2,169,550	377	468
34.	School BB	1,120,000	1,293,390	209	279
35.	School BC	590,000	1,024,510	110	221

Source: Data from DEO's office, 2018

The above data shows variations of amounts of capitation grants provided. These variations depend on a number of pupils available in some schools. It is shown in most schools that the increase of pupils goes hand in hand with the increase of the capitation grants. In addition, there were schools with decrease in capitation grants which was obvious due to decrease in a number of pupils in 2017. The typical

example for this was School AY. There were some cases where there was high number of pupils increase but small addition of capitation grants. This was seen in School Z, School AC, School W, School AD and School AE, there was decrease in capitation grants in 2017 while there was an increase in a number of pupils in the same year.

4.3.2 Effectiveness of financing free education

In examining the effectiveness of financing the free education in primary schools, the available data on provision of capitation grants was used. Firstly it was examined on the amounts that were supposed to be granted with regard to the directives. The current regulations direct that the government has to provide 600/- Tsh. per pupil in a month. In a year (for 10 months), the amount per pupil is supposed to be 6000/- Tsh. These standards have been tabulated below.

Table 4.3: Amount of capitation grants expected and the received

SN	NAME OF SCHOOL	AMOUNT RECEIVED		AMOUNT EXPECTED	
		2016	2017	2016	2017
1.	School U	1,290,000	1,478,820	3,324,000	1,914,000
2.	School V	2,225,000	2,512,600	2,520,000	3,252,000
3.	School W	2,610,000	2,549,680	2,922,000	3,300,000
4.	School X	2,030,000	2,855,650	2,274,000	3,696,000
5.	School Y	3,630,000	3,880,160	4,062,000	5,022,000
6.	School Z	3,300,000	3,921,880	3,696,000	5,076,000
7.	School AA	2,200,000	2,498,690	2,466,000	3,174,000
8.	School AB	1,230,000	1,386,100	1,386,000	1,794,000
9.	School AC	3,100,000	3,439,780	2,280,000	4,452,000
10.	School AD	1,630,000	1,529,810	2,316,000	1,980,000
11.	School AE	1,520,000	1,321,200	1,686,000	1,710,000
12.	School AF	2,870,000	3,286,770	3,210,000	4,254,000
13.	School AG	1,750,000	1,835,770	1,962,000	2,376,000
14.	School AH	2,030,000	2,470,880	2,268,000	3,198,000
15.	School AI	2,400,000	1,979,480	2,688,000	2,562,000
16.	School AJ	2,660,000	2,823,200	2,976,000	3,654,000
17.	School AK	850,000	978,150	948,000	1,266,000
18.	School AL	2,530,000	2,656,310	2,826,000	3,438,000
19.	School AM	3,030,000	3,045,710	3,408,000	3,942,000
20.	School AN	2,540,000	2,642,400	2,838,000	3,420,000
21.	School AO	1,510,000	1,534,450	1,686,000	1,986,000
22.	School AP	2,250,000	2,739,750	2,520,000	3,546,000
23.	School AQ	2,400,000	2,526,500	2,688,000	3,270,000
24.	School AR	2,380,000	2,693,390	2,588,000	3,486,000
25.	School AS	2,210,000	1,349,010	1,398,000	1,746,000
26.	School AT	1,630,000	1,891,400	1,824,000	2,448,000
27.	School AU	2,020,000	2,137,100	2,256,000	2,766,000
28.	School AV	1,970,000	1,993,900	2,208,000	2,580,000
29.	School AW	1,910,000	2,749,020	2,142,000	3,558,000
30.	School AX	2,250,000	2,503,330	2,850,000	3,240,000
31.	School AY	1,920,000	1,654,980	2,154,000	2,142,000
32.	School AZ	1,530,000	1,794,050	1,716,000	2,322,000
33.	School BA	2,020,000	2,169,550	2,262,000	2,808,000
34.	School BB	1,120,000	1,293,390	1,254,000	1,674,000
35.	School BC	590,000	1,024,510	660,000	1,226,000

Source: Data from DEO's office, 2018

The table above related the amount expected and amount of capitation grants received. From these data we find that there are some deficits. That is, the amounts received in all studied schools were not adequate in relation to a number of pupils they had in such schools. The deficits have been shown in a table below.

Table 4.4: Deficit of the capitation grants

SN	NAME OF SCHOOL	DEFICIT 2016	DEFICIT 2017
1.	School U	203,400	435,180
2.	School V	295,000	7394,000
3.	School W	312,000	750,320
4.	School X	244,000	840,000
5.	School Y	432,000	1,141,840
6.	School Z	396,000	1,154,120
7.	School AA	266,000	675,310
8.	School AB	156,000	407,900
9.	School AC	820,000	1,012,220
10.	School AD	686,000	450,190
11.	School AE	166,000	388,800
12.	School AF	340,000	967,230
13.	School AG	212,000	540,230
14.	School AH	238,000	727,120
15.	School AI	288,000	582,520
16.	School AJ	830,800	316,000
17.	School AK	98,000	287,850
18.	School AL	296,000	781,690
19.	School AM	378,000	896,290
20.	School AN	298,000	777,600
21.	School AO	176,000	451,550
22.	School AP	270,000	806,250
23.	School AQ	288,000	743,500
24.	School AR	208,000	792,610
25.	School AS	812,000	396,990
26.	School AT	194,000	556,600
27.	School AU	236,000	628,000
28.	School AV	238,000	808980
29.	School AW	232,000	736,670
30.	School AX	600,000	487,020
31.	School AY	234,000	527,950
32.	School AZ	186,000	638,450
33.	School BA	242,000	554,000
34.	School BB	134,000	201,490
35.	School BC	70,000	201,490

Source: Research data, 2018

In addition, effectiveness of financing of free education is indicated by whether the funds which are provided by the government are the same to what is expected to be received according to directives. In examining this, head teachers were asked whether capitation grants provided by the government meet the requirements. All of them said that the grants they receive do not suit the requirements. This was in line with mentioning the amounts of the grants that they usually receive. This was put in

various ways and the following quotation reveals the response of one of the head teachers.

I suggest that parents could be officially told to contribute a little because the funds provided by the government to cover free education expenses are not enough. It reaches the point where I have to take money from my pocket to cover for some expenses. When the higher rank officials come, they do not understand when you say you failed to accomplish some of the tasks because you did not have money, you may just end up with punishments

(Interview with head teacher of school N, 9th April 2018)

Another response on the related matter was as follows.

People are made to believe that the government provides everything to our schools. In fact, we face difficulties in accomplishing everything. Capitation grants are not enough. If you take money to buy stationeries for exams, make sure you are prepared to have deficit in some other aspects.

(Interview with head teacher of school S, 9th April 2018)

Data reveal that there are deficits of capitation grants provided in all schools. In addition, it is disclosed that the amount they receive is not enough for them to meet all the school requirements.

However, parents say that there is existence of some small contributions paid by them. With this, they argue that the government does not finance for the free education effectively and that's why they are forced to contributing voluntary. In their own words, some of the parents were quoted as follows:

...a barrier is contributions which we are required to pay at school. The contributions exceed the fees we used to pay before. I can prove this to you. I have three children at primary school. We are required to contribute 50 kilograms of maize flour and 25 kilograms of beans per child per year. This means that I contribute 150 kilograms of maize flour and 75 kilograms of beans per academic year which its cost exceeds the fees we used to pay before. It will reach the point that I will fail to send children to school. And if this happens the will come to sue me.

(Interview with parent 2, 4th April 2018)

Another parent had the following to say.

They tell us that education is free but we are also told to pay for food and participating in lavatories building voluntarily. Surprisingly, if you do not pay, they send you to police to force you paying. Is that education without payments? What I think, these are just political issues. There is no free education may be let say fee-free education. If the governments could be financing effectively, why we pay again?

(Interview with Parent 5, 5th April 2018)

Data from parents cement the fact that at some point the government does not finance free education as it is required.

4.4 Assessment of the perceptions of selected education stakeholders on free education policy in Masasi district

The attitudes, interpretation and perceptions on the free education policy was assessed among teachers (particularly head teachers), parents as well as a district education officer. Each group has been elicited in a sub-section.

4.4.1 Teachers' perceptions

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

following quotations, some of the teachers said the following in their explanation on the way they perceive the free education policy under the ETP of 2014.

...this is what happens when politics comes into serious issues like education. The policy itself is good but there is no efficiency and its implementation is lacking something. In addition, it is not free per se. there are some of the contributions still exist. You can even see parents buy their children books, uniforms; provide them with bus fare et cetera. Poor implementation is what spoils the entire policy.

(Interview with head teacher of school G, 4th April 2018)

Another teacher had the following in giving perception similar to the former but with different ideas by saying, inspite of increasing enrolment in primary schools, free education is not holistically understood well by local communities and its implementation is facing some challenges.

The free education policy is good; I have no problem with it. But the problems lie to the community. The community perceived the policy wrongly. They think that everything is provided by the government. So they bring children to school expecting that they will get everything at school some time even uniforms. This bears us some great difficulties, you know. We use a lot of time to clarify to them what the free education funds and what it does not. This could be solved by the government and other education sector stakeholders to educate people on what is free. In the Education circular it is indicated to some extent but people do not spend their time to read. Instead, they wait to hear from leaders.

(Interview with head teacher of school D, 6th April 2018)

On the other hand there are those who perceived the policy negatively. That is, they said that the policy to them is not good. They entirely focused on the implementation of the policy. They find that in implementation of the policy it bears some difficulties since the funds that they receive are not enough and it necessitate them to find some other ways of suiting the school requirements. The school community which involves parents decide together to contribute some costs like food costs, lavatory building as well as security guard costs. These respondents also blame some of the

parents who do not play their parts well. That is, they throw the entire burden to government and ignore that they have their part to play. In their own words, some respondents were quoted saying the following.

The policy is not good to me. This is because the community perceives it in wrong way. Parents leave everything to teachers. They do not care whether pupils come to school or not; whether they do exams or not; whether they have exercise books or not, they don't care for anything, they have no burden. If parents were contributing, they would be committed to make a follow up on their children's educational progress.

(Interview with head teacher of school C, 2nd April 2018)

4.4.2 Parents' perceptions

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

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

(Interview with parent 4, 6th April 2018)

Another parent was quoted saying “*The policy is very good if it will be implemented effectively. This means if there will be no any kind of contribution at all...that will mean “free education”*”. With these perceptions, it is obvious that there is a positive regard on what the policy itself is about. But the crisis lies on the way the policy is implemented.

On the other hand there were parents who perceived the policy negatively. That is, they do not perceive it as a good thing at all. In their own words some were quoted saying the following.

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

(Interview with parent 5, 6th April 2018)

Another parent asserted that the policy was not a good one to him but he pushed the blame to parents themselves. In expressing this he said the following.

The policy to me is not good. The reason is that it does not make parents feel the sense of responsibility because costs are covered by the government. Sense of responsibility drives parents to make a follow up on their children's academic progress. But now they don't pay and they leave everything in the hands of teachers.

(Interview with parent 12, 7th April 2018)

Following these perceptions the free education policy is perceived both as good or desirable and undesirable. But even those who point it out as the desirable one still have some kind of negativity over the policy. The negativity heavily lies on the way this policy is implemented.

4.4.3 DEOs perceptions

In understanding the perceptions of education stakeholders on free education policy, apart from teachers and parent's researcher found that it was necessary to hear the perception of the District Education Officer (DEO). He pointed out that the policy was good and desirable. But he provided some ideas which he thought would be better considered in improving the policy. The following is the quotation which is the part of what was conveyed by him.

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

(Interview with the DEO, 9th April 2018)

Having seen perceptions of various stakeholders, there are data which aimed at accomplishing one amongst the research objectives and it has been presented below.

4.5 Assessment of the effects of free education on teaching and learning development in primary schools in Masasi district

The assessment of effects of free education on teaching and learning development was done by focusing on enrolments, book-pupil ratio, teacher-pupil ratio, classrooms, offices, teachers' houses, lavatories, clean water and desks. The aim was to see how free education under the ETP of 2014 has contributed to each, positively and negatively. Each variable has been described individually as shown below.

4.5.1 Enrolments

The enrolment of the pupils to primary schools has been satisfactory. That is, since the free education was announced, under the ETP of 2014, there have been higher enrolments compared to the time prior to its announcement. All 55 head teachers, which make 100 percent, said that the enrolments have been very high during the free education. The trend of enrolments can also be seen in a table below where most of schools had experienced massive enrolments from 2016 to 2017. In some of the schools, pupils increased twice as much and in some they increased nearly thrice.

Table 4.5: Enrolment of pupils in some selected schools

SN	NAME OF SCHOOL	ENROLMENTS	
		2016	2017
1.	School U	241	319
2.	School V	420	542
3.	School W	487	550
4.	School X	379	616
5.	School Y	677	837
6.	School Z	616	846
7.	School AA	411	529
8.	School AB	231	299
9.	School AC	380	742
10.	School AD	304	330
11.	School AE	281	285
12.	School AF	535	709
13.	School AG	327	396
14.	School AH	378	533
15.	School AI	448	427
16.	School AJ	496	609
17.	School AK	158	211
18.	School AL	471	573
19.	School AM	568	657
20.	School AN	473	570
21.	School AO	281	331
22.	School AP	420	591
23.	School AQ	448	545
24.	School AR	443	581
25.	School AS	233	291
26.	School AT	304	408
27.	School AU	376	461
28.	School AV	368	430
29.	School AW	357	593
30.	School AX	475	540
31.	School AY	359	357
32.	School AZ	286	387
33.	School BA	377	468
34.	School BB	209	279
35.	School BC	110	221

Source: Research data, 2018

4.5.2 Book-Pupil ratio

In assessing book pupil ratio, the researcher had to have data about a number of pupils available at school in relation to number of books available. The researcher found the following.

Table 4.6: Book inventory, 2018

Subject	Quantity
Arts and sports	3627
Health and environment	3627
Reading	3627
Writing	3627
Maarifa ya Jamii	3413
English Language	3413

Source: Data from DEO's Office July 2018

The table above indicates available books with regard to subjects. This is a number of books available in schools until 2018. There were two some things noticed. First, there are subjects such as Science which have been reported to have no books. Second, the book records available are for Standards I to IV. Standards V to VII have no books for the current syllabus. The books available for Standards V to VII do not abide by the currently implemented syllabus. Standards I and II study same subjects which are Arts and Sports; Health and Environment; Reading as well as Writing. Standards II and IV study Maarifa ya Jamii and English Language. The following is a number of pupils from Standard I to IV in Masasi district.

Table 4.7: Number of pupils (Standard I – IV)

Class	Number of pupils
Standard I	9819
Standard II	9970
Standard III	8564
Standard IV	7353

Source: Data from DEO's Office July 2018

A number of pupils in the table above can be related to a number of books available to acquire the book-pupil ratio. The ratio for Subject books for Standards I and II is 1:6 which entails that one book is shared among six pupils. In addition, the ratio for Subject books for Standards III and IV is 1:5 which entails that one book is shared among 5 pupils. With regard to regulations, the standard book-pupil ratio is 1:1 which entails that every pupil is supposed to has to use one book. It was found that a

number of books for teaching and learning are not enough in schools. In addition to the available records, the respondents were asked to say whether book-pupil ratio is satisfactory with reference to the standards set. The responses were as it has been shown in a table below.

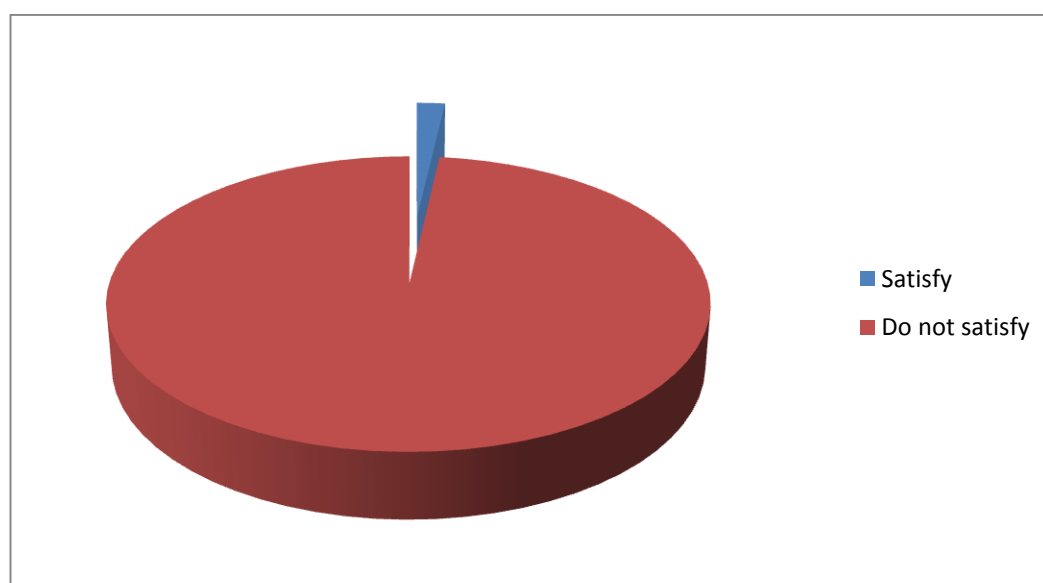
Table4.8: Book-pupil ratio

Responses	Frequency	Percent
Satisfy	1	1.8
Do not satisfy	54	98.2
Total	55	100

Source: Field data, April 2018

Also these data can be seen in the following diagram for the acquisition of clear picture of the general matter.

Figure 4.1: Book-pupil ratio



Source: Field data, April 2018

From the data above it is revealed that 54 out of 55 head teachers, who make 98.2 percent said that the book-pupil ratio is not satisfactory in that, it does not on the standards set. Only one head teacher said that the ratio is satisfactory. The responses were also enhanced with additional information on the book-pupil ratio in particular schools by checking the available books in relation to a number of pupils.

In giving details about the book-pupil ratio some respondents said the following,

Books are not enough; we usually receive some books from various education stakeholders like “Tusome Pamoja” as an aid. Also we receive the capitation grants from which, in previous time, we were required to buy books. But the capitation grants were always not enough to buy books to satisfy the standard ratio.

(Interview with head teacher of school G, 4th April 2018)

In another case, most of the head teachers revealed that there was no single text book for class 5-7 this was because the classes used the new syllabi. Therefore, some teachers used the internet sources to get the teaching – learning materials. In addition, out of capitation grant, there was no division which directs the head teachers to buy books. Instead, the government itself brings the books. Surprisingly the books were not brought in a standard ratio at all. This was one reason for shortage of books in the classes mentioned. In their own words, some have been quoted below.

...the ratio is not satisfactory. There are few text books from class 1 to 4. Despite the increase of pupils in classrooms, we at least manage because teachers have books. The difficulty comes to class 5 to 7. We have no textbooks at all. New syllabus, no books brought by the government, just nothing. Some teachers try to search for materials in the internet to lessen the burden.

(Interview with head teacher of school B, 4th April 2018)

From the data above it was revealed that books for teaching-learning are not enough in Masasi district primary schools.

4.5.3 Teacher-pupil ratio

A number of teachers in Masasi district is shown as follows.

Table 4.9: Number of teachers and pupils in Masasi district

Number of teachers	Number of pupils
624	43,210

Source: Data from DEO's Office July 2018

The table above indicates the number of teachers in relation to the number of pupils. With these data, the teacher-pupil ratio is 1:69 which entails that one teacher teaches 69 pupils and this is the general average, and more findings from the field revealed that some schools teacher-pupil ratio is higher than that based on the increase in enrolment. The standard teacher-pupil ratio is 1:45 which entails that one teacher is supposed to teach 45 pupils. In addition to this data, respondents were asked about the teacher-pupil ratio in particular schools and it was found that the ratio is not satisfactory. This implies that pupils are too many compared to the standard ratio. The table below elicits the frequencies of the responses on teacher-pupil ratio.

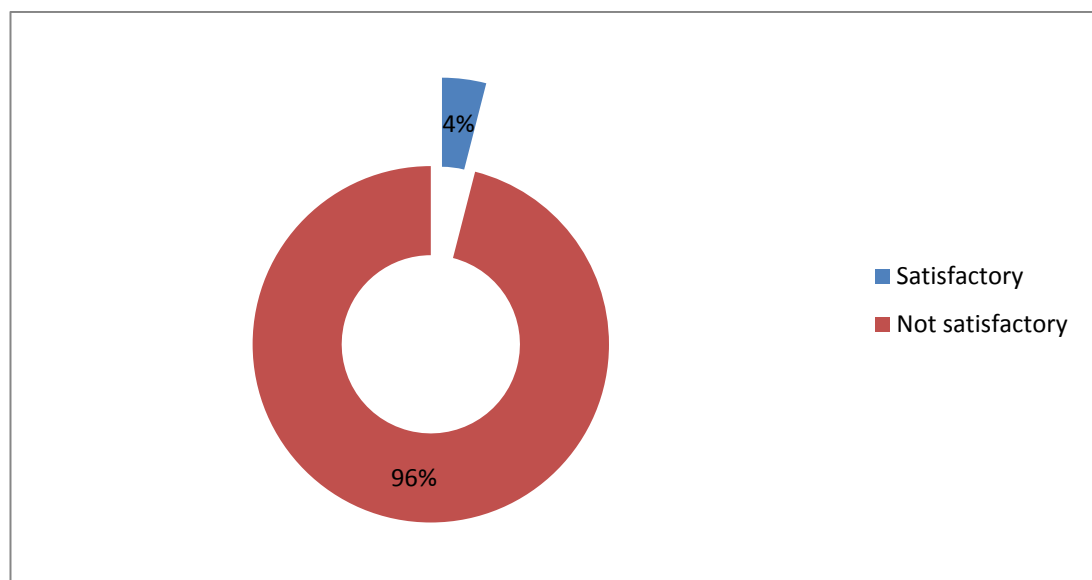
Table 4.10: Teacher-pupil ratio

Responses	Frequency	Percent
Not satisfactory	53	96
Satisfactory	2	4
Total	55	100

Source: Research data, 2018

Data in the above table is also presented in the diagram below so as to acquire a clear picture on the teacher-pupil ratio in Masasi.

Figure 4.2: Teacher-pupil ratio



Source: Research data, 2018

The number of teachers is small compared to number of pupils with regard to the standard ratio. This hinders teaching and learning activities. One of the head teachers was complaining that in his school he has been provided with only two (2) teachers since 2015. But the number of pupils has been increasing massively. Quoted responding to the question on whether the teacher-pupil ratio is satisfactory, some said the following.

Before 2015, at my school a teacher could teach up to 45pupils. I mean, teacher-pupil ratio was almost 1:45. But since free education has started to be implemented under the current government, the number of pupils increase enormously while a number of teachers remained almost the same for two years before we were provided by two teachers who still could not bring the ratio to the standard.

(Interview with head teacher of school H, 5th April 2018).

Another head teacher has the following to say.

You cannot expect to have development in education just basing on increasing a number of learners while the number of teacher does not suit the requirement...This is a mistake that has been done for many years. You can see when the examination results are not good; everybody turns to a teacher as if he/she is the source of the problem. They have to consider the teacher-pupil ratio first before pointing fingers to us.

(Interview with head teacher of school C, 5th April 2018)

With these findings, the teacher-pupil to the great extent is not suitable with reference to the standard ratio set which is 1:45.

4.5.4 Classrooms

Table 4.11: Number of classrooms

SN	NAME OF SCHOOL	NUMBER OF CLASSROOMS	NUMBER OF PUPILS	CLASSROOM-PUPILS RATIO
1.	School A	7	745	1:107
2.	School B	7	362	1:58
3.	School C	7	336	1:48
4.	School D	7	440	1:68
5.	School E	7	470	1:67
6.	School F	5	496	1:99
7.	School G	5	158	1:32
8.	School H	6	471	1:79
9.	School I	7	494	1:71
10.	School J	6	449	1:75
11.	School K	7	703	1:101
12.	School L	6	384	1:64
13.	School M	7	416	1:60
14.	School N	7	587	1:84
15.	School O	5	498	1:100
16.	School P	7	415	1:60
17.	School Q	7	427	1:61
18.	School R	7	801	1:115
19.	School S	5	443	1:89
20.	School T	7	378	1:54
21.	School U	6	319	1:54
22.	School V	7	542	1:78
23.	School W	7	550	1:79
24.	School X	7	616	1:88
25.	School Y	7	837	1:120
26.	School Z	7	846	1:121
27.	School AA	7	529	1:76
28.	School AB	6	299	1:50
29.	School AC	7	742	1:106
30.	School AD	5	330	1:66
31.	School AE	6	285	1:46
32.	School AF	7	709	1:102
33.	School AG	5	396	1:80
34.	School AH	7	533	1:77
35.	School AI	5	427	1:86
36.	School AJ	6	609	1:102
37.	School AK	4	211	1:53
38.	School AL	7	573	1:82
39.	School AM	7	657	1:94
40.	School AN	7	570	1:82
41.	School AO	6	331	1:56
42.	School AP	7	591	1:85
43.	School AQ	6	545	1:91
44.	School AR	6	581	1:97
45.	School AS	5	291	1:59
46.	School AT	8	408	1:51
47.	School AU	6	461	1:77
48.	School AV	7	430	1:61
49.	School AW	7	593	1:85

50.	School AX	8	540	1:68
51.	School AY	7	357	1:51
52.	School AZ	6	387	1:65
53.	School BA	7	468	1:67
54.	School BB	7	279	1:40
55.	School BC	7	221	1:32
	TOTAL	368	26,536	1:72

Source: Research data, 2018

The table above indicates a number of classrooms in several schools studied. With regard to the total number of pupils of 26,536, the classroom-pupil ratio is 1:72 this is the general average for the schools studied that means for each school entails that one classroom accommodates 72 pupils, but for some school the ratio is higher than 1:72, for example school Y and Z the ratio is 1:120, that means each class accommodates 120 pupils. On the other hand only few schools (two of them G and BC) are below the standard ratio.

In a bid to acquire information on whether free education has resulted to the increase of classrooms to the level of adequacy, the additional information was acquired through interview. The respondents were asked to provide data on a number of classrooms and pupils alongside providing their views whether the ratio is satisfactory. Data reveal that 100 percent of the head teachers said that classrooms were not enough and provided the actual number of classrooms and a number of pupils. In line with this, all head teachers said that free education has brought about inadequacy of classrooms because there is higher enrollment of pupils but a little effort is made to have more classrooms. When they were interviewed they had the following to say and they have been quoted below.

At my school, we had received more than 100 standard one pupils. We have classrooms which can accommodate, I think about 230 pupils but now we have 496 pupils. This is almost twice as much. Pupils need enough space and air in the classroom so that they can have the great motivation to learn. But with this, you cannot expect proper learning among pupils.

(Interview with head teacher of school F, 5th April 2018)

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

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

(Interview with head teacher of school P, 10th April 2018)

In “School O” there was a different situation. It was found that the school has only five (5) classrooms. In these classrooms, standard 1 and 2 use one room by shifting, standard 3 are taught in the village government’s office, standard 4 are in the second room, standard 5 are in the third room, standard 6 are in the fourth room and standard 7 are in the fifth room. Pre-primary class is taught under a tree.

4.5.5 Offices

As one of the important facilities which motivate teachers to work comfortably, presence of teachers’ offices was examined. Observation was done and there were several things noticed. These include the facts that in most of schools, one of the classrooms is used as the staff office. There are some of the offices which are used by the head teachers. There are few schools with more than offices which are used by the teaching staff but no school has more than three offices for the teaching staff. In addition to observation, there were some interviews made which enhances what observed by the observer. Among 55 head teachers, 23.6 percent of them said that offices for teachers were not enough for all teachers. On the other hand, 76.4 percent of the respondents said that offices suited the requirements. That is offices were enough. Responses have been tabulated below in a bid to promote understanding.

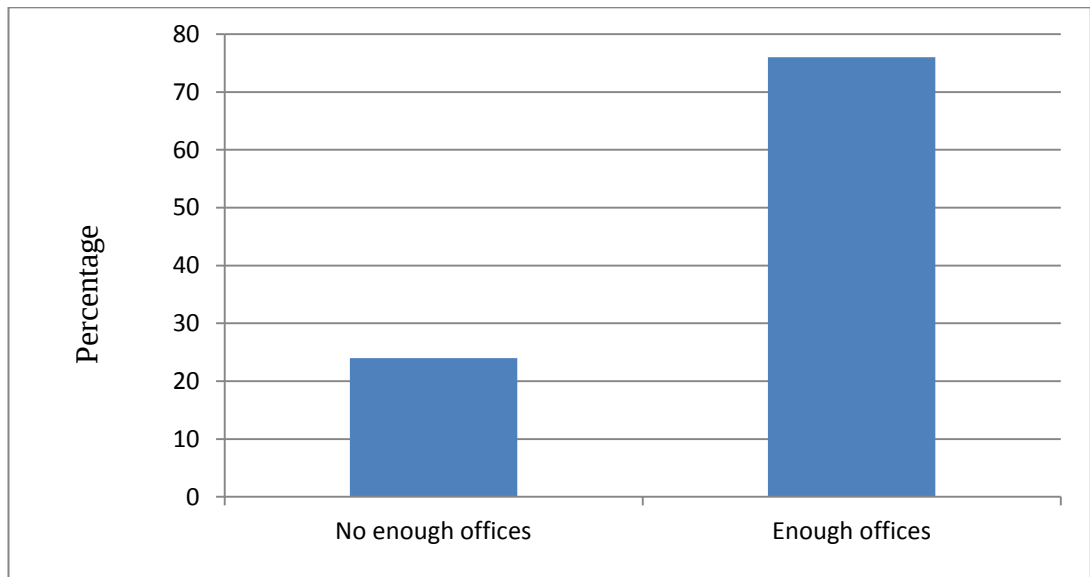
Table 4.12: Availability of offices

Responses	Frequency	Percentage
No enough offices	13	23.6
Enough offices	42	76.4
Total	55	100

Source: research data, 2017

The above tabled data is also presented in the following in a bid to have a clear picture on the availability of offices in the studied schools.

Figure 4.3: Availability of offices



Source: research data, 2017

The teachers' offices were found to be enough because there have been no great changes in a number of teachers in their schools. Therefore offices which suited a number of teachers before the recent free education policy still suit a current number of teachers. For those schools where the offices were found not to be enough, there was the same situation even before starting of implementation of the recent free education policy. But it was further found that unavailability of teachers' offices does not motivate teachers to teach comfortably, some of teachers use to prepare their lesson under trees around schools. It was also revealed that those who use places under trees around schools, suffered during the rainy seasons.

4.5.6 Teachers' houses

Understanding that housing is one of the important needs for teachers, the question on whether teachers' houses are enough in schools and/ or have been added by the government (since 2015) was posed. It was found that all schools which were studied had no more than three teachers' houses. The teachers' houses accommodate one family each. This entails that three houses accommodate three families. In most cases, one of the school houses is used by head teacher and the rest are for other teachers. In addition to what was observed, head teachers were interviewed and they revealed that, the government has not added single house since 2015. The following quotation elicits one of the responses.

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

(Interview with head teacher of school T, 11th April 2018)

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

4.5.7 Lavatories

Examining whether lavatories are enough and or whether they have been built using the government's funds was of paramount. This is partly because presence of lavatories has its contribution in making teaching-learning successful. The examination begun by observing a number of lavatory pits available in selected schools. The schools have no more than 10 lavatory pits. Compared to a number of available pupils in particular schools, it was found that no school had the ratio of less than 1:40. In interview, all head teachers said that there were no enough lavatories especially per standard requirements. The standard ratio depends on sex of the pupils. According to Masasi DEO, the ratio for boys is 1:25 which means a single lavatory hole/pit is supposed to be shared by 25 boys. Also, for girls it is 1:20 which

means that one lavatory hole/pit is shared by 20 girls. Quoted speaking about the shortage of lavatories, one of the respondents said the following.

There is a very great shortage of lavatories. In our school we have 801 pupils but the lavatory pits are only 10. And these are shared among girls and boys. This is not convenient to children. At the break time they wait for each other by the lavatory doors. Girls are more affected by this because they are easily infected by diseases like UTI.

(Interview with head teacher of school R, 10th April 2018)

4.5.8 Water supply

Water supply for the uses of pupils at school was found to be necessary to be assessed. From what was observed by the researcher water in most of the schools is fetched from seasonal rivers, swamps and bore holes. For most of schools these sources are not close to school area. There are few schools, eleven in number, which have reliable water supply. For the schools with reliable water supply, the taps were brought some years ago before the current education policy. No among them has been supplied with water after the announcement of the current free education. For the enhancement of data, head teachers were questioned about the availability of water supply and the following were their responses.

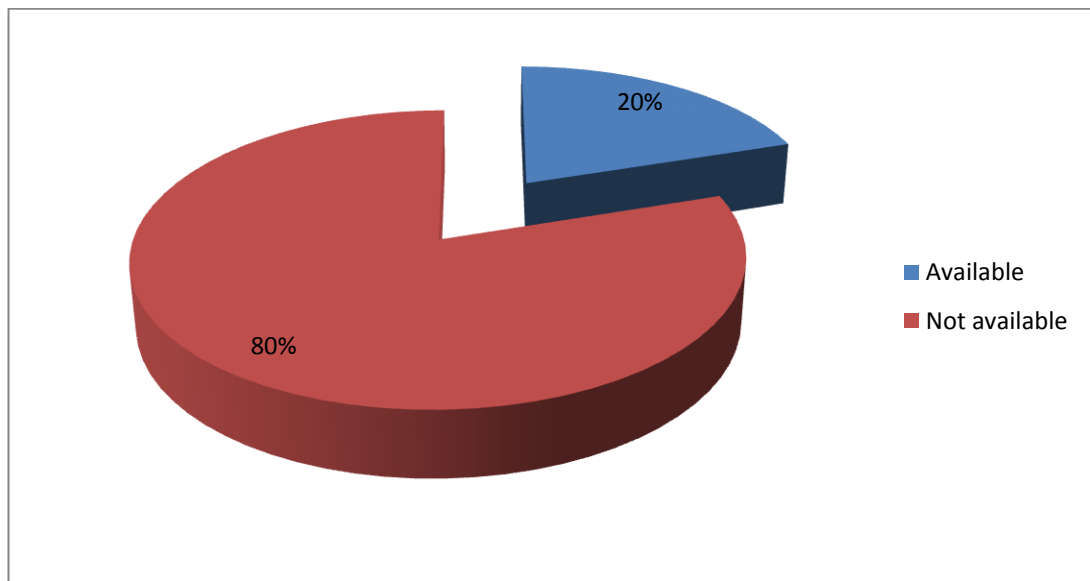
Table 4.13: Responses on availability of clean water

Responses	Frequency	Percentage
Available	11	20
Not available	44	80
Total	55	100

Source: Research data, 2018

Also the above data has been presented in a diagram for the acquisition of a clear picture about responses on the availability of water supply.

Figure 4.4: Responses on availability of clean water



Source: Research data, 2018

In response to the question about availability of water, some of the head teachers revealed that there was water supply nearby their schools but it was fetched for payments. This is to say that some of schools have to fetch water from nearby sources (where they pay for it) and keep it in school offices for the school uses. But there were those with water nearby which is not safe for drinking. Most of them say that they just use it for other purposes including watering the gardens and cleaning school buildings. One of them was quoted saying the following in response to this.

We have no clean water at school. The only water we mostly use is from that stream...That water is not safe for children to drink. So we use it to water our gardens like that one, also we use it to clean classrooms and school offices...You can see it yourself, it is not clean even by looking it. People say in other places where this stream passes people drink its water...I don't know, but to our children it is not safe.

(Interview with head teacher of school M, 6th April 2018)

After being asked where children get drinking water, the head teacher said that some carry water from their homes and others wait for the break time to go and drink in their homes.

4.5.9 Desks

Teaching and learning development cannot exclude the availability of desks to pupils in schools. Understanding this, the researcher found that it was important to examine it in selected schools. Among the schools which were studied, every school had enough desks to accommodate all pupils. With the use of questionnaire, interview and observation this was proved. In addition to that head teachers said most of these desks were added in implementation of free education policy under the ETP of 2014. One of the head teachers was quoted saying the following.

We thank the free education policy. Before 2015 most of our pupils were sitting on the floor. But after the announcement of the president that every school should have enough desks, we were provided with many desks and we have no single pupil who sits on the floor.

(Interview with head teacher of school E, 4th April 2018)

4.5.10 Examinations and tests

Examination and tests are necessary tools in teaching-learning. They are useful in determining academic progress of pupils. The head teachers were asked on the extent and types of examinations and tests which have been administered since free education started to be implemented in late 2015. Data reveal that tests have been reduced in number since the implementation of the free education in late 2015. One of the reasons is that grants which are received are not enough to administer many examinations and tests. Examinations require money to buy stationeries, such as papers on which pupils can write. In most cases, examinations and tests have been typed and photocopied. Regarding the abnormal increase of pupils, it is difficult to prepare test often. This is kept by one of the head teachers as follows.

When parents were contributing we had many tests. This is because we had money in the school account. But now we receive inadequate amount as I said before. This makes us to administer a few tests which money can cover. Up to this time we have not done any exam, in those days we could have already done up to two exams, Do you expect there will be progress in academic issues that way? Sometimes teachers just use their creativity by writing tests on the chalk board and tell pupils to use their exercise books to answer.

(Interview with head teacher of school E, 4th April 2018)

Some of head teachers use a little money they make out of school-owned projects like shops around the school areas. From these shops, rent is collected and it helps them to conduct some exams and tests. One of the head teachers said the way he managed to have tests out of school-owned projects.

There are shops which have been built around the school area. From these shops we collect rent which enable us to cover some of the costs. So, we manage to prepare some of the exams and tests using these shops...Among these shops there are stationery shops. In these shops we prepare our exams and we get discount.

(Interview with head teacher of school G, 3rd April 2018)

Concerning the same matter, one of the head teachers was asked why she should not start any school project to make money for other school purposes but she said that her school was not in conducive environment for the projects to succeed. This is because there are few people and the school area is small.

4.6 Chapter summary

This chapter presented findings of the study based on research objectives and questions. The trend of financing free education in Masasi focused on two years (2016 and 2017). Perceptions of education stakeholders on the recently implemented free education policy regarded head teachers, parents and the DEO. Effect of free education on teaching and learning development threw the focus on some aspects like teacher-pupil ratio, books lavatories, clean and safe water and classrooms.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented the findings from field in varied forms, being numerical and non numerical. The present chapter discussed the findings in line with interpreting them with consideration to the purpose of the study. In addition, the discussion relates the findings to a range of related literatures. The chapter is organized in relation to the previous chapter this is to say that, it is presented in relation sections presented in the previous chapter.

5.2 Trend and effectiveness of financing the free education

The trend of financing the free education in Masasi district elicits how there have been the rise and fall of capitation grants provided to primary schools. However, there has been obvious shortage of funds provided to such schools. The funds were not provided as it is required in accordance with regulations. With this trend this study argues that the financing of free education in Masasi district was ineffective as there was no single school which received the exact amount of fund required to cover costs incurred by the schools.

Apart from that there was no head teacher who admitted that the funds received were sufficient for them to cater for the needed requirements. Grants per pupil per month are 600/- Tsh while before the recent free education policy was 1000/- Tsh. Surprisingly, even the reduced amount is brought with deficit. Prioritizing the expenditure is all they do; but all aspects including maintenance, equipments, examination, administration and sports are necessary. HakiElimu (2017) found the similar situation in their study on Implementation of Fee-Free Education Policy on Basic Education in Tanzania. The study was conducted in eight Tanzanian districts and revealed that there was ineffectiveness in financing the free education.

5.3 Perceptions of education stakeholders on the free education policy

Educational stakeholders who were involved in this study included the Masasi District Education Officer, Head teachers and parents. These stakeholders had varied perceptions on free education under the Education and Training Policy of 2014. Most

of them had recognised the content of the policy document and they also partly knew the way it was implemented in accordance to their fields of experience. The perceptions of these stakeholders generally regarded the current free education policy as better compared to the free education policy under the 1995 Education and Training Policy. These perceptions considered the statements of the policy document as well as some implementation strategies. In particular, the selected stakeholder's perceptions have been elicited separately.

5.3.1 Teachers' perceptions

To a great extent compared to other stakeholders teachers perceived the policy itself as desirable based on some indication. Desirability, according to them, was indicated by the fact that the policy has some statements which show the purpose of improving education to the great extent. That is, the policy states improvement of education in terms of quality and quantity the fact that make it become better than the previous free education policy. Furthermore, the free education policy was perceived as having great success in implementation. This involves the fact that there has been a great increase in number of children enrolled. The number is greater compared to enrolment rates of previous years. Moreover, policy implementation has led to increase of desks enormously. All children in all schools have desks to sit on. On the other hand the policy is regarded that it has failed to bring enough funds to schools. This necessitates the introduction of some other contributions to parents so as to suit the schools' requirements. This is similar to what was found by HakiElimu (2017) in their study in eight districts of Tanzania. In this, the funds provided by the government were not enough to the schools which were studied.

5.3.2 Parents' perceptions

Most of the parents were not able to understand the contents of policy in its documents. Most of their perceptions based on the free education policy implementation. Therefore, some of them considered the free education policy as undesirable to them. This considered the fact that they still pay some contributions at school. Most of the costs which bore to these contributions could be covered by the government. This triggers to this kind of perception towards the currently implemented policy of free education. What they truly communicate lies in the ideas

associated in the explanation of their responses. The ideas about existence of contributions which they think they are excessive are also revealed in some other studies including HakiElimu (2017). Therefore based on parent's perceptions, the study argues that the relevant name is fee-free education and not free education.

5.3.3 DEO's perceptions

The District Education Officer (DEO) had some perceptions which expressed the free education as both, advantageous and disadvantageous. The free policy together with its statements has the great objectives of providing education to all. The aim of providing education to that extent is also embedded in the Tanzania Development Vision 2025. Any country which aims at fostering development must invest in education. On the other hand, the DEO has some doubts established because the free education policy is not implemented as it was expected. Education is not provided freely as it was expected. This is in line with what teachers and parents have said about the free education policy.

5.4 Effects of financing the free education to teaching and learning development

As parts of teaching and learning development, the following aspects have been discussed in a bid to associate them to interpretations and previously conducted studies.

5.4.1 Enrolments

Based on this, enrolments have increased due to the free education policy. It is so naturally predictable that every citizen could want to use the opportunities provided by a government. Sending pupils to school without paying is the idea that almost every parent would like. Most of the parents want their children to be educated, but cost became a barrier for that. This is the reason why all schools had high enrolments, where in some schools, enrolments increased twice compared to the previous year. The same impact has been revealed by some researchers like Chikoyo & Kitale (2014) where free education under PEDP resulted to increased enrolments.

5.4.2 Pupil –book ratio

Books are part of the necessary resources for teaching-learning to be successful. From the data, it is revealed that text books are not enough in schools. This has been seen in both, people's views and the book inventory. Lack of books has been accountable in making teaching-learning ineffective. Books are supposed to be used by both, teachers and pupils in order to make pupils learn and understand. For instance, pupils easily learn vocabulary and correct spelling from books as they read. Moreover, many concepts are aided by diagrams to simplify understanding among learners. To have a few books implies that pupils reduce the speed of understanding some concepts or they fail to understand them. This effect was also found by Wambui (2013) despite the fact that it is the study that was conducted in Kenya. With this, teaching and learning development is demised.

5.4.3 Teacher-pupil ratio

From the findings it is obvious that the teacher-pupil ratio found in most schools in Masasi district makes it difficult for the teaching-learning development to be positively progressing. It is not easy for teachers to manage the pupils properly because a number of teachers are smaller compared to a number of pupils. This hinders the activities like marking of quizzes and exercises as well as proper follow-up of each pupil's academic progress. Chacha & Zani (2015) found that a number of teachers are insufficient due to the provision of free education. Therefore, the free education policy brings about problems in teaching and learning development. It influences the increase of pupils but the government does not employ enough teachers to curb the unbalanced ratio, increase in enrolment should go hand in hand with employing enough teachers. The findings about teacher-pupil ratio have been different from the findings by Chikoyo & Kitala (2014) who found that free education under PEDP fueled the increase in number of teachers. This provides a picture on the way effects of free education vary from one era and another. This is to say; the effects of free education under PEDP and free education under Education and Training Policy of 2014 are different.

5.4.4 Classrooms

It is agreeable that a classroom with no any kind of disturbance and with enough space for children to learn facilitates learning to the great extent. From the findings it is revealed that classrooms are not enough in primary schools in Masasi district. This has been proved in multiple ways. However, it was expected that the increase in enrolment would go hand in hand with the increase of classrooms but it is contrary to expectation. Classrooms are not enough to accommodate all pupils comfortably. This hinders teaching and learning development. A lot of time is required to make all pupils in a class understand the matters taught. In addition, it bears difficulties for teachers to abide by their teaching schedules properly. In turn, pupils do not develop learning with effectiveness. These findings are in line with the findings in Epri's (2016) study in which it was revealed that teachers tend to keep pace with bright students and neglect the slow learners.

5.4.5 Clean water

It is an undeniable fact that water is one among necessary needs to all living things. It is obvious that most of the schools in Masasi district lack clean water for children to drink and for other uses. With this, teaching and learning development are demised because pupils are psychologically not comfortable. Pupils' readiness to learn becomes low. Without being given special attention, lack of clean water will have even worse impacts, such as eruption of epidemic diseases like cholera and typhoid to pupils. In turn, it will make children to have poor attendance to school. The same has been revealed by UNICEF (2006) where unsafe water increases the intensity of infections and decline of academic performance and attendance of learners aged 5 to 15 years. The study was conducted in Asia and Latin America but the results resemble the present study. This spearheads the vital relationship that exists between clean water and teaching and learning development.

5.4.6 Lavatories

The ratio of lavatories indicates that there is shortage of lavatory pits/holes by two to four times. Building of lavatories by now is done by parents (community members). And there are some cases that they are forced to do that. Prior the announcement on provision of free education, communities were participating in building lavatories

through resource mobilization and volunteering (Kibona, 2012). After the announcement, pupils increased and lavatories were no longer enough. Having shortage of lavatories has such a great impact to teaching and learning development. It is easy for children to be affected by diseases like UTI. Diseases in turn make children to have poor attendance to school.

5.4.7 Examinations and tests

The school internal examinations and tests have been manifested to be very low in number. There is no pupil who can be expected to achieve better in learning if he/she is not tested. Lack of tests hinders teaching and learning development greatly. Teachers need to test their teaching methods and pupils are supposed to be assessed on the extent to which they have understood what they have learned. Without examinations and tests, educational progress becomes low. Similar situation has been revealed by UNESCO (2011) during the assessment on effects of free education under PEDP where concluded that education policies have great influence in academic performance of the pupils.

5.5 Chapter summary

This chapter presented the discussion of findings. In discussing the findings, several activities were necessary. First, there was the necessity of interpreting what the data mean. Second, the interpreted data was discussed in relation to the objectives of the study. Third, the discussed findings were compared and related to the findings in the reviewed literatures. This enabled the researcher to find same patterns in the studies.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter finalizes the dissertation by providing subsections with summary, conclusions and recommendations. Summary of the findings is elicited in section 6.2 whereas recommendations are in section 6.3. Lastly there are recommendations which are shown in section 6.3.

6.2 Summary

The study was guided by research objectives which eventually led to formation of research questions which are answered through field data presented. The research questions include; “How the trend of financing free primary education in Masasi district is effective?”; “What are the perceptions of teachers and parents on free education policy in Masasi district?”; and “What are the effects of free education on teaching and learning development in primary schools in Masasi district?” Major findings which are in line with these questions were as follows.

The trend of financing the free primary education in Masasi district vividly depicts that the government has been providing the capitation funds regularly to all school, with reference to two consecutive years 2016 and 2017. But the financing is not effective. This is based on the fact that the funds which have been provided do not suffice the basic requirements of schools. In addition, the amounts of funds which are provided by the government do not match with what is expected and the number of pupils as far as the regulations is concerned.

Notwithstanding, education stakeholders perceive the free education as the desirable policy as it allows many children to access education regardless sex or their physical functionality. On the other hand, the policy is challenged to have some great weaknesses. These weaknesses are mentioned to emerge in implementation of the policy. The implementation of the policy, actually involves payments of some voluntary contributions which to some extent are the “must-be-paid” contributions. With this, the free education implemented under the Education and Training Policy of 2014 is not free as it is being announced.

Effects of the free education on teaching and learning development were also assessed and some findings on this reveal that free education had both positive and negative effects. Some positive effects include the increase of enrolment rates. The policy has succeeded greatly to increase enrolments incredibly. In addition, the free education has succeeded in increasing a number of desks satisfactorily. On the other hand, it is undeniable that there are negative impacts. There are unequal ratios of teacher-pupil, pupil-book, classroom-pupil as well as lavatory-pupil. In addition, there is shortage of teachers' houses and absence of clean water. All these affect teaching and development in different ways.

6.3 Conclusions

This study aimed at exploring the effectiveness of financing the free education and the way it affects teaching and learning development in Tanzania the case of selected primary schools in Masasi district. From findings, it can be concluded that there is mismatch between what is provided and what is actually needed in schools by then affects teaching and learning development in primary schools. In addition to that understanding about free education policy varies across stakeholders and there seems to be a link between understand and perception towards free education. Two patterns were realized with positive and negative attitudes towards the free education implementation. This is due to the fact that there is a high discrepancy between the way it is stated/announced and the way it is implemented. With this, people obey to send children to school just because they want to get rid of legal measures and not because the education is provided freely (especially when it appeals to their full understanding about free education).

Nevertheless, there is no single factor working in isolation towards demising the teaching and learning development. There are multiple factors which work in combination. Teaching and learning development has entailment of activities carried out in school environment for the sake of making teaching-learning successful. Therefore, teacher-pupil ratio, book-pupil ratio, availability of enough lavatories and clean and safe water work together. For most of them to elicit shortage the status of these mentioned facilities can impact the teaching and learning.

6.4 Recommendations

6.4.1 General recommendations

Schools should come up with strategies to generate money from the school-owned projects so that they can be able to cover some running costs and promote teaching and learning development. Some necessary activities like administering regular tests and examinations will be easily done.

In addition, explanation of what is free in the free education is of paramount due to the fact that it bears some difficulties to teachers as part of implementers of the policy. This is to say, parents understand that everything is free while it is actually not. Lack of clarity on how the policy is implemented contradicts parents; parents should be educated on what is free in free education.

The increase in a number of pupils has to go hand in hand with the increase in number of teachers so as to accomplish the standard teacher-pupil ratio for the effective teaching and learning environment.

The Government and other stakeholders should provide schools with books immediately with exactly ratio so that teaching-learning can be successful. This is brought about by the fact that the government itself sends books to schools, the reason why schools are provided by only sixty percent of the capitation grants.

6.4.2 Policy implications

The education circulars issued in implementation of free education policy should be reviewed and amended. There should be provision of free education by a hundred percent or there should be nullification of the policy. This will help to evacuate people from dilemma zone.

6.4.3 Recommendations for further research

In a bid to acquire more knowledge about the financing of free education, the following are recommended to be done.

- i. Other studies should be conducted on the same topic in Masasi district with the basis on quantitative approach.

- ii. A similar research should be done with the main focus on free education at Secondary level of education.
- iii. A study should be conducted basing on girls' access to education.

6.5 Chapter summary

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

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APPENDICES

APPENDIX I

DOCUMENT ANALYSIS GUIDE

Document analysis is necessary in this study so that the objectives of the study can be achieved. The following documents will be analysed in the field for the sake of acquiring the suitable data.

- *Policy documents and circulars*
- *Reports on financing the primary education*
- *Publications*
- *Newspapers with news on free education and related subjects*
- *Statistical documents from the DEO's office and selected schools*

The details which will be analysed in the selected documents include the following:

- Name of the writer
- Time that the document was written
- The main objective of the writer
- Findings/ statistics/ trend of variable related to the present study
- Relate themes and findings in the analysed documents to the present study

APPENDIX II

INTERVIEW GUIDE

This interview guide aims at acquiring the detailed information from the informants. The questions have been constructed in line with the research main questions. The guide contains some prior information to be presented to the participants for the consideration of research ethics.

INFORMANT'S CONSENT

I am Patrick Ndunguru, a Masters Degree Student in the Department of Education at Mzumbe University. This discussion is being conducted with the aim of get your inputs in a study titled: Free Education and its Effects on Teaching and Learning Development in Selected Masasi Primary Schools. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

I require your participation in this study as a respondent to my research questions. Please note that your participation is voluntary, and that it will not cause any harm because any information you provide will remain strictly confidential. I ensure you that there will be anonymity where required and as agreed between us. If you have any question or concerns about this study, please contact my academic supervisor Dr. Kalimasi at the following number 0713 273 096. You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of respondent/Participant

Date.....

Signature of researcher

Date.....

INTERVIEW GUIDE FOR HEAD TEACHERS

QUESTIONS

1. Does the capitation from the central government always suit the requirements as per guidelines provided since the free education was announced in 2015? Please, explain.
2. When the government officials are asked they respond that a lot of money is brought to primary schools. How do you consider this?
3. The 2014 education policy which is recently implemented directs that education has to be provided freely. What is your opinion about the policy?
4. Many people say that the 2014 education and training policy is the best of all policies. What do you think of it?
5. What is the average teacher-to-pupils ratio in your school at present time?
6. What is the pupil-to-book ratio in your school at present time?
7. How many new classrooms have been constructed from 2015? Do they suit the number of pupils at your school?
8. How many new teachers recruited in your school since 2015?
9. What is the average number of pupils enrolled each year from 2015?
10. Do other infrastructure like lavatories and water suit the number of pupils you have at your school? Please explain.
11. Since free education started to be implemented under the education policy of 2014, do all pupils sit on desks? If no, where do others sit while the class sessions are on progress?

INTERVIEW GUIDE FOR PARENTS

QUESTIONS

1. Do you face any challenge in sending your children to school even after the government started to implement the free education which has been announced since 2015?
2. The 2014 education policy which is recently implemented directs that education has to be provided freely. What is your opinion about the policy?
3. Many people say that the education and training policy of 2014 is the best of all education policies. What do you think of it?
4. Do you think there are things which deteriorate education which have been brought about by the current free education? Please, explain.

INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICER

QUESTIONS

1. From the time free education was announced under the 2014 education policy, does the capitation from the central government always suit the requirements as per guidelines provided? Please, explain (With regards to the reports from the head teachers)
2. How much is the central government currently supposed to fund as per current education circular?
3. Are there deficiencies noticed in the funds provided by the central government or from the financial reports from schools? If any, what are they?
4. Many people say that the current (2014) education policy is the best of all policies. Considering the fact that you have been in the education sector for a long time, what do you think of it?
5. What are the things that you think the free education under 2014 education policy has brought them which were not there before?
6. Do you think free education has any effect to pupil's completion rate? How?
7. Is the teacher – pupil ratio satisfactory by now after the announcement of the current free education policy?
8. Has the recent, free education fostered the increase of pupil – book ratio?

APPENDIX III

QUESTIONNAIRES TO HEAD TEACHERS

The aim of this questionnaire is to acquire information on free education provided in primary schools. It is for the academic reasons only. Please feel free to fill in the information you have.

SECTION A: PERSONAL DETAILS

1. What is your age?

20 – 35 Years	
35 -50 Years	
Above 50 Years	

2. How long have you been a head teacher? _____
3. How many schools have you been as a head teacher? _____

SECTION B: TREND AND EFFECTIVENESS OF FINANCING PRIMARY EDUCATION

4. (a) Does the central government bring the capitation grants as per directives?
(b) Please insert the amount (in Tshs) the school received in the following years.

Year	Amount (Tshs)	Number of pupils
2015/2016		
2016?2017		

5. Do the grants suit the requirements even by the time they come per directives? Please explain.

SECTION C: EFFECTS OF FREE EDUCATION ON TEACHING AND LEARNING DEVELOPMENT

6. How has the free education under 2014 education policy changed the following? Please insert a tick (v) in the appropriate box.

Item	Increased /Satisfactory	Not enough
Enrolments		
Text books		
Teacher – pupil ratio		
Classrooms		
Offices		
Lavatories		
Drinking water		

7. Since free education started to be implemented under the education policy of 2014, do all pupils sit on desks? If no, where do others sit while the class sessions are on progress?
8. What is the current teacher – pupil ratio at your school?
- 1:45
 - 1:50
 - 1:above 50
9. What is the book – pupil ratio?
- 1:1
 - 1:3

iii. 1:6

iv. 1: more than 6 pupils

10. Do you think with the current free education the literacy rate will increase because children are not returned to their homes to bring school fees? Please explain.

11. Do you think free education can have impact on completion rate? How?

SECTION D: VIEWS ON THE EDUCATION POLICY

12. What are your view on the current (Under the education policy of 2014) education policy which directs that the education has to be provided freely?

13. Having been in education sector for some time, do you consider that the free education provided now is better that the one which was provided prior to 2015? Please, explain.

Thank you for your participation.