

**AN ASSESSMENT OF EDUCATION STAKEHOLDERS' VIEWS
ON THE PROVISION OF FREE EDUCATION IN TANZANIAN
SCHOOLS:
THE CASE OF SELECTED WARD SECONDARY SCHOOLS IN
MOROGORO MUNICIPALITY**

**AN ASSESSMENT OF EDUCATION STAKEHOLDERS' VIEWS
ON THE PROVISION OF FREE EDUCATION IN TANZANIAN
SCHOOLS:
THE CASE OF SELECTED WARD SECONDARY SCHOOLS IN
MOROGORO MUNICIPALITY**

**By
Agnes Venance**

**A Dissertation Submitted to the Faculty of Social Science, in Partial/Fulfillment
of the Requirements for the Award of the Degree of Master of Arts with
education (MAED) of Mzumbe University**

2019

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled; “**An Assessment of Education Stakeholders’ views on the provision of free education in Tanzanian Schools: The case of selected ward Secondary Schools in Morogoro Municipality**”, in partial/fulfillment of the requirements for award of the degree of Master of Arts with Education (MAED) at Mzumbe University.

Dr. Maria Mkunde Kanigi

Major Supervisor

Prof. George Shumbusho

Internal Examiner

Accepted for the Board of Faculty of Social Sciences

Dean, Faculty of Social Science

DECLARATION AND COPYRIGHT

I, **Agnes Venance**, declare that this research report entitled; “An assessment of Education Stakeholders’ Views on the Provision of Free Education in Tanzanian Schools: The case of selected ward secondary schools in Morogoro Municipality” is my own original work and that it has not been presented to any other University or College for a similar or any other award.

Signature _____

Date _____

©

This dissertation is a material protected by Berne convention, the Copyright Act 1999 and other International and national enactments, in that behalf, on intellectual property. No any part of this dissertation is to be reproduced, by any means in full or transmitted like photocopying or otherwise in full, except for emergence like private study, scholarly review without the written permission of Mzumbe University on behalf of the author.

ACKNOWLEDGEMENT

First of all, I would like to give thanks to my almighty God for his guidance, love, kindness, and giving me strength to carry over my studies all the time. Also, great thanks to my beloved family for tolerance, love, encouragement, understanding and supporting me all the time.

My great appreciations and thanks to my supervisor Dr. Maria Mkude Kanigi for her guidance, understanding and invaluable instructions in carrying over this work. Thanks to all lecturers of Mzumbe University for their assistance and advice in conducting this work. Thanks to heads of schools and ward education officers as my respondents of Kolla Hill and Sumaye ward secondary schools in Morogoro municipality for their cooperation towards this work.

Thanks to all people who played part in supporting , encouraging and take their time to support me in accomplishment of this work.

DEDICATION

This work is dedicated to my Almighty God my lord, my family and all people who brought me to a success of this work.

LIST OF ACRONYMS AND ABBREVIATIONS

ESR	Education for self-reliance
ETP	Education and Training Policy
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
SFAI	School Fee Abolition Initiative
UNICEF	United Nation International Children's Emergency Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
WEO	Ward education officer

ABSTRACT

The study intended to assess the education stakeholders' views on the provision of free education in Tanzanian schools, specifically in ward secondary schools including Kolla Hill and Sumaye in Morogoro Municipality. It was based mainly on the education stakeholders' views on motivation of teachers, the quality of education in academic performance, challenges and how to overcome them under the provision of free education.

This study worked with 40 participants who include education stakeholders from two selected ward secondary schools known as Kolla Hill and Sumaye ward secondary schools. Questionnaires were used for 32 teachers; interviews were used for two heads of schools, two ward education officers and four parents, documentary review was used in administrative documents like National examinations results of form IV for three years from 2014/2015, 2015/2016 and 2016/2017, teachers' files. This has shown that there is improvement of the quality of education in academic performance. Also, teacher's files and school board meeting files showed how the motivation of teachers was provided before free education policy and after from which it has revealed that, teachers are less motivated in free education policy than in cost sharing system.

Also, the results show that, under free education policy teachers are less motivated but rather parents and students who were not paying any contribution at school. However, free education policy brought some problems like over-enrolment of students, lower achievers students from primary schools, and misconception of parents about the provision of free education in ward secondary schools Morogoro municipality. Another problem is shortage of government budget in ward secondary schools to accommodate all necessary school requirements.

The results of the study further show that there is improvement of performance and quality of education since free education started in 2016. Therefore, more education is needed to parents so as to make them aware of the implementation of free education policy in Morogoro municipality. The government budget is to be increased in schools for running school activities and motivating teachers and management of schools under the free education policy in Tanzania.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
LIST OF ACRONYMS AND ABBREVIATIONS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the problem.....	1
1.2.1 Free education in Tanzania during colonial rule.....	1
1.2.2 Free education in Tanzania after colonial rule	2
1.2.3 The Implementation of Free Education Policy in Tanzania from 2016.....	3
1.2.4 Tanzania Education System	5
1.2.5 Ward secondary schools in Tanzania.....	5
1.3 Statement of the Problem	6
1.4 Research Objectives	7
1.5 Research Questions	7
1.6 Significance of the study	7
1.7 Scope of the Study	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Review of the literature	9
2.1.1 Theoretical Literature Review.....	9
2.1.2 Shared decision-Making Theory	9
2.1.3 The relevance of Shared decision-Making Theory to the study	10

2.2 Empirical Literature review from early studies	10
2.2.1 Free Secondary Education around the World	10
2.3 Synthesis and Literature gap	17
2.4 Conceptual framework	17
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Research approach	19
3.3 Research Design.....	19
3.4 Study area.....	20
3.5 Study population	20
3.6 Sample size and Sampling Techniques	21
3.6.1 Sample size.....	21
3.6.2 Purposive Sampling techniques	21
3.6.3 Simple Random sampling techniques	22
3.7 Data collection tools.....	22
3.7.1 Questionnaires for teachers	23
3.7.2 Interviews	23
3.7.3 Secondary data	23
3.8 Validity of the data.....	24
3.9 Data analysis	25
3.10 Ethical issues.....	25
CHAPTER FOUR.....	26
FINDINGS PRESENTATION.....	26
4.1 Introduction	26
4.2 Research question one.....	26
4.2.1 The findings from questionnaires	26
4.2.1.1 Sumaye Secondary School.....	26
4.2.1.2 Kolla Hill Secondary School.....	27
4.2.2 Other documents	28

4.2.2.1 Sumaye secondary school	28
4.2.2.2 Kolla Hill secondary school	28
4.2.2.3 Summary of questionnaires' findings	29
4.2.3 The findings from interviews	29
4.2.3.1 Sumaye secondary school	29
4.2.3.2 Kolla Hill secondary school	31
4.2.3.3 Ward Education Officer from Kichangani ward	32
4.2.3.4 Ward Education Officer from Bigwa Ward	32
4.2.3.5 Parents	33
4.2.3.6 Summary of interviews' findings	34
4.3 Research question two	36
4.3.1 Teachers questionnaires	36
4.3.1.1 Sumaye secondary school	36
4.3.1.2 Kolla Hill secondary school	37
4.3.2 Heads of schools interviews	37
4.3.2.1 Sumaye Secondary school	37
4.3.2.2 Kolla Hill secondary school	38
4.3.2.3 Ward Education Officers	39
4.3.2.4 Parents	40
4.3.2.5 Summary of interviews' and questionnaires findings	41
4.4 Research question three	42
4.4.1 Teachers' questionnaire	42
4.4.1.1 Heads of schools' interview	43
4.4.1.2 Ward Education Officers' Interview	46
4.4.1.3 Parents' interview	47
4.5 Research question four	48
CHAPTER FIVE	51
DISCUSSION OF FINDINGS	51
5.1 Introduction	51
5.2 Research question one	51
5.2.1 The findings from questionnaires and other documents	51

5.2.1.1 An overall of questionnaires' findings.....	53
5.2.2 The obtained findings from interviews.	54
5.2.3 Overall findings of the interview	56
5.3 Research question two.....	56
5.3.1 The findings from questionnaires	56
5.3.2 An overall of questionnaires findings.	57
5.3.3 The findings from interviews.	58
5.3.4 The overall findings from interviews.....	59
5.4 Research question three.....	60
5.4.1 Challenges from teachers, heads of schools, ward education officers and parents.....	60
5.5 Research question four.....	66
5.6 Theoretical applications to the findings	67
CHAPTER SIX	69
SUMMARY, CONCLUSION AND POLICY IMPLICATIONS.....	69
6.1 Introduction.....	69
6.2 Summary	69
6.3 Conclusion	71
6.4 Policy implications.....	72
6.4.1 Enforcement of rules and regulations	73
6.4.2 Awareness creation	73
6.5 Recommendations	74
6.5.1 Teachers	74
6.5.2 Parents	74
6.5.3 Policy makers	74
6.5.4 The government	75
6.6 Areas for further research.....	75
REFERENCES	76
APPENDICES	81

LIST OF TABLES

Table 3.1: Sample size of the study	21
Table 4.1: Form IV national examination results from 2014/2015 to 2016/2017	39
Table 4.2: Summary of school performance from 2014/2015 to 2016/2017	42

LIST OF FIGURES

Figure 2.1: Conceptual framework	18
Figure 4.1: Showing the summary of teachers' motivations in free education and cost sharing system.	35

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study aimed at assessing the education stakeholders' views on the current education policy which aimed at providing free education to all Tanzanian government primary and secondary schools ordinary level. There are education stakeholders such as parents, students, government, non-government organizations, school quality assurers, teachers and ward education officers who could give out their views on free education policy. But this research worked with only heads of schools, ward education officers (WEOs), parents and teachers in two selected ward secondary schools, Kolla Hill and Sumaye secondary schools.

In addition to that, this chapter provides a background to the problem that contextualizes the research problem, statement of the problem, the objectives of the study, research questions and significance of the study. The following paragraph describes the historical background of free education in Tanzania.

1.2 Background to the problem

1.2.1 Free education in Tanzania during colonial rule

In the year 1800's Tanganyika (present day known as Tanzania) was colonized by German who developed their own education system educating few Africans in order to save their colonial interest, and in 1893 the first government schools were established. After the first World war, the British took over the colony from the Germans whereby in 1925 they introduced their new education system known as "Education for adaptation", which means relating the education system to what is similar to the Africans education (Mukoroboto, 1978), that intended to provide education to the local people for facilitating cash crops production. Education for adaptation was provided free especially in rural areas where colonial administration established cash crop colonial economy.

Also, after the Second World War, “education for modernization”, was introduced as free education to sons of chiefs and few privileged groups aiming to get few Africans to help the British personnel in colonial administration under indirect rule, (Colclough *et al.*, 2003).

British provided education of very unequal accessibility and quality; they did, in a sense that they were “planting the seeds of their own fall”. The independence in 1961 became a watershed in Tanzania’s educational policy, although the prior national independence educational system favored the interest of colonial powers. (Knutsson, 2005).

The first major step in the educational development in Tanzania occurred following the introduction of socialist Ujamaa policy, introduced by President Nyerere that put great emphasis on education based on the philosophy called “Education for Self-Reliance” (Nyerere, 1967).

1.2.2 Free education in Tanzania after colonial rule

President Julius Kambarage Nyerere, after independence in 1961, introduced education for self-reliance (ESR) policy (Nyerere, 1967). The goal of the new policy was to make primary and secondary education available, compulsory and free education without cost to all school children in Tanzania. In the late of 1970s Tanzania Primary education was made universal, schools were built in every village and adult education was supported to impart literacy to the many unfortunate citizens who had never seen the inside of a classroom. The result was high enrolment in primary schools and remarkable literacy rates. However, it was recommended that the actual enrollment levels have increased from about 70% to 95% due to a number of factors, including concerns over education quality in the context of a struggling national economy (Al-Samarrai & Peasgood, 1998) whereby the country increased the number of professionals and technicians.

By launching of the Primary Education Development Plan (PEDP), 2002-2006 in 2001 the Government abolished school fees and other contributions to primary schools. Secondary education development plan (SEDP) addresses the Government’s

policy on decentralization of the management of delivery of social services, including education.

It focuses also on capacity building for the central government in order to improve execution of its core functions of policy formulation, provision of a responsive regulatory framework, quality assurance, and improved monitoring and evaluation. It was a community based developmental approach of each ward to own secondary school intended to elicit greater participation from community.

Its implementation was demanding commitment and hard work of all education stakeholders, to achieve quality secondary education that can meet challenges and exploit opportunities provided by globalization and liberalization secondary education development policy.

Day students were initially charged a fee of 40,000 Tanzanian shillings which was reduced to 20,000 Tanzanian shillings in 2004 and those in boarding school paid 70,000 per year, (URT, 2004) but 2014 Tanzania started providing primary and secondary free without fees payment. (HakiElimu, 2017)

1.2.3 The Implementation of Free Education Policy in Tanzania from 2016

The free education policy started to be implemented in Tanzanian schools from year 2016. The implementation of the Education and training policy was supported by UNICEF and WORLD BANK, whereby School Fee Abolition Initiative (SFAI) formed by the World Bank and the UNICEF provide guidelines on implementing fee-free education (World Bank, 2016, 10). The guidelines recommend countries to take different steps to ensure that the policy is implemented in an orderly manner without adversely affecting the running of the school. Currently, the government of Tanzania is implementing the Education and Training Policy (ETP) of 2014 in which it is committed to provide free education for Basic Education for primary and ordinary secondary education under circular No 5, 6, of 2015 and circular No 3 of 2016". Circular No. 5 was a short circular which formalized the commitment in Education and Training Policy 2014 (URT, 2014) and directed public bodies to

ensure that primary and secondary education was free. This included the removal of all forms of fees and contributions. The Circular reads:“ Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of the new circular.”(URT, 2016)

Circular 3, parents will still be required to make a significant financial contribution for their children’s education. They must purchase uniforms for school and sports activities, exercise books and pens and pay for the medical expenses of their children. (URT, 2016).

This replaced the former basic education of primary and ordinary secondary education financing system where government contributed part of the running costs and the rest was contributed through fees and parental contributions. This circular was issued on 27 November 2015 (URT, 2015a). The fee – free education benefited most parents of children in primary schools, parents of children of those in boarding and day secondary schools as they are not paying fees and other contributions as before (URT, 2016).

The Government of Tanzania released 18 billion Tanzania shillings immediately to primary and secondary schools to cover fee free basic education policy cost on implementing the new directive, with 137billion Tanzania shillings to cover the full cost of guaranteeing free education for all for the period January 2015 to June 2016 (HakiElimu, 2017).

However, there has been mixed understanding of free education policy at the beginning of the year 2016. This was contributed by lack of clarity and understanding of Education Circular number 5 and contradicting statements from some political leaders. Some of the parents, ward education officers and teachers perceived free education policy to mean that they were no longer required to make contributions towards education of their children. This confusion arose even though Circular No. 6 of 2015 categorically stated that parents were required to meet the other student costs. According to the above free education background in Tanzania the researcher got interest in assessing the education stakeholder’s views on the

provision of free education in Tanzanian schools within two selected ward secondary schools in Morogoro Municipality.

1.2.4 Tanzania Education System

The structure of education system in Tanzania is based on 2-7-4-2-3+ structure. In other words: 2 years of pre-primary school, 7 years of primary school. According to Mgalo (2013) in his research showed that, the secondary education consists of two sequential cycles. The first cycle is four year programme of Ordinary Level (O-Level) secondary education; the second cycle is a two year programme of Advanced Level (A-Level) secondary education. The O-Level secondary education cycle begins with form 1 and end with form 4, the A-Level secondary has form 5 and 6. Selection and enrolment in O-Level for Government and Non-Government secondary is made on basis of set national standard cut off points of performance in National Primary School Leaving Examination (PSLE). There are various secondary school categories in Tanzania by ownership. These include public schools owned by government and private schools owned by individuals or organizations including religious groups. Among public schools there are those classified as ward schools, most of which are day schools currently mushrooming in many places including in rural and urban areas. This study dealt with urban ward secondary schools.

1.2.5 Ward secondary schools in Tanzania

Many authors tried to explain on ward secondary schools in different ways like, Mchumu (2011) ward secondary schools in Tanzania are basically established by the people at the ward, division or district levels before transferred to central government for supply of teaching and learning materials, teaching force, or teaching staff and administrators. In addition, ward secondary schools, are planned and run by the community in which the children live. These ward secondary schools have been to means a low-cost to the communities, that ensuring access to education for children who would not otherwise have had the opportunity of attending school elsewhere in the country. For instance, ward schools under this category in Kenya are called “*Harambee Schools*” and in Tanzania famously “*Shule za Kata*” literary meaning

‘ward schools’ due to its nature of community involvement, mobilization and contribution made its advancement as well as due to being built at ward level.

1.3 Statement of the Problem

This study was about assessing the education stakeholders’ views on the provision of free education in Tanzanians schools. Tanzanian government’s initiative to provide free education from pre-primary to Form Four level has received international recognition and has been appreciated by Tanzanians, especially the poor parents. Although the free education policy and the government commitments are creditable, not much is known about how the free education is translated by education stakeholders since colonial era to current time (HakiElimu, 2017.p.12).

There are number of studies conducted with regard to an assessment of education stakeholder’s views on the provision of free education in secondary schools in Tanzania that include Ohba (2009), Oketch *et al.* (2006), Mutisya (2011), Khamati (2013), and Paul (2008). Most studies explained about access, quality, relevance, equity, retention, impact and factors influencing free education provision in secondary schools in Kenya. The findings revealed that low completion rate and wastage in secondary schools continue to be areas of great concern to school administrators in Kenya, and more secondary schools should be built, more support from parents and donors were needed. However, Tondwi (2014) conducted a study on education stakeholders’ views on the quality of education in ward secondary schools in Moshi rural district. The results show that there are qualitatively different views on quality of education in community secondary schools.

All studies conducted have focused on views of education stakeholders in schools on provision of free education policy, impact, quality, access, equity, relevance, as well as assessment of free education in schools. However, the studies left the gap that most of the studies were conducted out of Tanzania, and the ones done in Tanzania were not conducted in ward secondary schools in Morogoro Municipality, thus this rose the interest to the researcher to conduct this study.

1.4 Research Objectives

The general objective of this study was to assess education stakeholders' views on provision of free education in Tanzanian schools. The study specifically intended to assess the education stakeholders' views on the following:

- i. Motivation given before and during the provision of free education policy in Tanzania
- ii. Quality of education in academic performance under the provision of free education in ward secondary schools.
- iii. Opinions on challenges and how to overcome them.

1.5 Research Questions

- i. What are the education stakeholders' views on the motivation given before and during the provision of free education policy in Tanzania?
- ii. What are the education stakeholders' perceptions on the quality of education in terms of academic performance under the provision of free education in ward secondary schools?
- iii. What are the education stakeholder's opinions on challenges and the ways to overcome them under the provision of free education in ward secondary schools.

1.6 Significance of the study

The findings of the study will provide basic information to the policy makers of the government, in providing data information, challenges and the ways of improving the provision of free education in Tanzania in designing appropriate policy.

It is hoped that the results of the study will be useful to many education stakeholders in education including the government. The government will be able to speed up the release of the funds to schools. This will enable both enrolment and retention to increase schools.

But also the study will provide data to all teachers and education officers with more specific strategies to resolve emerging challenges in the effective implementation of Free Secondary Education in Morogoro Municipality in Tanzania.

This research also will be a great help to present and future academicians and students of this nation and the rest of the world, as it will act as point of reference to their studies.

Educational stakeholders will also use the results of this study to plan for better ways in which free education may be given.

Finally, this study provides information for education stakeholders to adjust weaknesses of free education policy in schools in Tanzania.

However, it adds the body of knowledge available about an assessment of education stakeholder's views on provision of free education in the schools in Morogoro Municipality.

1.7 Scope of the Study

This study was on the assessment of education stakeholders' views in the provision of free education in ward secondary schools in Morogoro Municipality. The study was conducted at Sumaye and Kolla Hill ward secondary schools. Participants in this study included the heads of school, teachers, ward education officers and parents within the sampled population in those two selected secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Review of the literature

This part reviews some of the available literature on concepts, theories, paradigms and previous research findings concerning the research problem to establish the theoretical and empirical base of the study. Lastly, the researcher established the knowledge gap followed by a conceptual framework.

2.1.1 Theoretical Literature Review

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

2.1.2 Shared decision-Making Theory

The theory was developed by Lontos (1994) which has been allocated as one of the major educational management reforms in recent years as he explained that, the process of making educational decisions in collaborative manner, shared decision-making involves fundamental changes in the way schools are managed as well as alterations that could be made in the role and relationship of everyone in the school community. The theory has basic beliefs and values underpinning the education policy in educational institution as follows:

Teachers, parents and ward education officers have a say in the policies and programme affecting their schools and children. Those responsible for carrying out decisions should have a voice in determining those decisions and; change is more likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process (Rosenblatt and Shirom, 2005).

2.1.3 The relevance of Shared decision-Making Theory to the study

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

2.2 Empirical Literature review from early studies

2.2.1 Free Secondary Education around the World

The education for all policy and the negative impact of illiteracy seriously hampers both economic and industrial growth of nations and has led many of them into putting a lot of investment in the provision of free education in schools. This illiteracy imposes both relative and absolute burden on the economic and wellbeing of the nation. Some countries resorted to introduction of free education policy from primary to secondary so as to fasten economic, industrial growth as well as wellbeing of the nation and the peoples (UNESCO, 2000).

Kenya experience in free education in schools

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

The findings observed that, the influence of the implementation of free secondary education in Miamians district in Kenya were as parents support, management capacity of principals and boards of governors support, and very long delays in giving schools money for the term (as late as the third month of the term) are common. However, the researcher concluded that the abolition of school fees in Uganda, Tanzania and Kenya at the primary level can have good results as Free Primary Education has increased the chances for access to secondary education by those who would otherwise be excluded and whether policies and strategies outlined by the government can adequately. Although, increased enrolment has resulted in concerns for deteriorating quality and increased demand for secondary education. The gap of this study is that the study was done in Kenya out of Tanzania.

Mutisya Muindi (2007) conducted a study on impact of free education schools on quality of secondary schools education in Katangi Division, Yatta District in Kenya. The objectives of the study were: to find out the students 'enrolment before and after the Free secondary education, and its limitations of provision of free educations on physical and teaching and learning materials. The study was based in 6 public secondary schools. It adopted an exploratory approach using a descriptive survey. The target population included Head teachers, Education officer, teachers and students. Questionnaires and interview schedules were used to collect data. Piloting was carried out in two schools not in the sample.

Head teachers, teachers and students answered questions in the questionnaires and the Area Education Officer was interviewed. The study found that there was high enrolment in secondary schools as a result of free secondary education .Government funding as well as facilities and teaching learning materials for implementation of free secondary education were inadequate.

The study recommends that the community at large should support construction of more school by providing land and labour to reduce high enrollment rates in the existing schools in the Katangi Division in Kenya.

The above study is most relevant but the gap is that it was done in Kenya not in Tanzania in community secondary schools.

Kenya (2008) conducted a study at Kenya on provision of free education in primary schools. The study used a case study design from Migwani location and the study explored the effectiveness of the Kenya government in provision of free education. The author used interviews and observation as data collection methods with head teachers, teachers, pupils, parents, community leaders and government officials in the location. The findings revealed that most of it was done either too early in the implementation or was politically tuned to give the new government some credit. Reports of delayed or inadequate funding are common among most institutions.

Ohba (2009) conducted a study in rural Kenya which says, does free secondary education enable the poor to gain access? The objectives of the study were: the government commitment to the achievement of Education for All and the Millennium Development Goals with the promise to achieve a 70% transition rate from primary to secondary by 2008, a study by the Government via the Ministry of Education on the possibility of implementing free secondary education, also free secondary education as one of the manifestos of the 2007 Presidential campaign. The study used field study and surveys methods, and the targeted population was 109 children from 24 primary and 24 secondary schools, interview and questionnaires were used to collect data.

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

Oketch *et al.* (2006), conducted a study also in Kenya about Policies on Free Primary and Secondary in East Africa, the findings show that free education in east Africa has led to the decline of the quality of education and increase donors funds for primary

and secondary education, teachers education programmes has been extended and the policy on text books has been liberalized.

Mobegi (2015) established study on the stakeholders' views on the effect of financial mismanagement on physical facilities in public secondary schools in Gucha district in Kenya. The study employed a descriptive survey design. The study population consisted of 126 head teachers, 126 heads of departments, 126 Board of governors' chairpersons, 126 bursars, 1011 teachers, and ten quality assurance officers. Stratified random sampling technique was used to select 5 boarding schools, 37 day schools, 42 head teachers, 42 Bursars, 42 heads of departments, 42 board of governor chairpersons, 337 teachers while purposive sampling was used to select ten quality assurance and standards officers. Data was collected by the use of questionnaire, interviews schedule, focus group discussions and observation forms. Data collected were analyzed using both quantitative and qualitative methods. The study established that financial mismanagement had adversely affected physical facilities. From the study it was concluded that mismanagement had affected the quality of education negatively. Based on the findings of the study there therefore emerged the need for financial training for all stakeholders involved in financial management directly and indirectly. The gap of this study is that it was done out of Tanzania in schools but not direct in free education stakeholder's views policy.

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

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

The findings were obtained basing on the salaries of teachers as the motivational power for teachers is salary, if they will be motivated by high salaries they will not give up working as compared to when they are given low salary.

Tanzania experience in free education in schools

HakiElimu (2017) conducted a study on the Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania.

The objectives were to assess opinions/perceptions/acceptance of different stakeholders in fee-free education policy, identify any positive or negative implications of the free education policy related to levels and processes, assess the flow, use, adequacy, accountability, and performance of grants/ subsidies to finance fee-free basic education.

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

The findings established that there was improper planning before the implementation of free education, there was inadequate funds to cater for all specified school needs, confusion of parents about free education, increase of enrollment of students in schools, free education had no motivation to teachers but it favored parents only.

However, free education has caused the decline in the quality of education. It was then concluded that the government should ensure that the free education exists ever and ensure that the children of the poor families are enrolled and remain in schools.

Tondwi (2014) conducted a study on education stakeholders' views on the quality of education in ward secondary schools in Moshi Rural District. The study was conducted by using both qualitative and quantitative approaches. The objectives of the study were to investigate the perceptions of stakeholders (learners, parents and teachers/educational officer's religious and political leaders) on the challenges facing quality of education in community based secondary school. To explore the measures that might be used to improve the quality of education in community based secondary schools. Also, the study used interviews, questionnaires and documentary reviews as data collection instruments. A sample of respondents included students, parents, teachers and educational officers, politician and religious leaders.

The results show that there are qualitatively different views on quality of education in ward secondary school that need further studies to be carried out on implementation and monitoring of the quality education in community secondary schools in other districts. The study was much relevant on most participants, and research tools to this findings but the gap were not direct on free education policy in Tanzania.

Sumra (2017) conducted a study on implementation of free education in Tanzania within seven districts on Mainland Tanzania, named as Korogwe, Muleba, Tabora Urban, Njombe, Mpwapwa, Sumbawanga, and Kilosa. In some districts, the District Executive Directors (DED) and District Council chairpersons were interviewed depending on their availability. Interviews were used for head teachers and district education officers.

The findings showed that school committees and school boards are important organs at the school level that assist in governance. They provide oversight on the actions of school management to implement free education policy secondary school in Tanzania. School boards and committees approve school budgets, spending requests

by schools and vet their financial reports, before being audited and forwarded to district authorities. School boards and committees also act as a link between parents and teachers in school.

This study helped to understand the role challenges and opinion on roles of school boards on school management that include approval of budget and link to parents and teachers but the gap is that this study used large sample with focus group discussion research tools and still it was conducted out of Morogoro Municipality.

Mtondo (2016) conducted a study on assessment of the role of ward education officers in providing managerial support to ward secondary schools in Kibondo district in Kigoma region. The study employed qualitative approach by using a case study design. Data were gathered by interviews, focus group discussions and documentary review, and were analyzed by content review.

The study concluded that ward education officers were not prepared with new role to support managerial functions in ward schools; they employ authoritative strategies of controlling teachers' and Heads of schools attendance instead of encouraging and raising their morale in attending, teaching and general management of schools. This study helped to understand the role of ward education officers in ward secondary schools but the gap of this study is that it was not done direct on free education policy in Morogoro Municipality.

Godha (2018), conducted a study on Free Secondary Education and the Changing Roles of the Heads of Public Schools in Tanzania: Are They Ready for New responsibilities? This study investigated the management capacity of heads of public secondary schools in the implementation of Free Secondary Education (FSE) policy in Singida municipality. Descriptive research survey was employed in which both qualitative and quantitative research designs was used. Questionnaires and interviews were used to collect data from 200 teachers, 10 school heads and 5 municipal secondary education officers. The findings revealed that the heads of public secondary school in Singida Municipality had managerial skills to organize their schools effectively although they faced several challenges, like inadequate funds to

accommodate for some of the school needs, misconception by parents that FSE policy catered for all the fees and rapid increase of student enrollment. The study helps to know the capabilities of the heads of schools and the challenges facing them, but the study was conducted in Singida municipality, not in Morogoro municipality.

2.3 Synthesis and Literature gap

Generally, due to various studies conducted by different scholars above in relation to this study such as Khamati (2013), Mutisya (2007), Ohba (2009), Tondwi (2014), Sumra (2017), Gitonga (2012), discussing about education stakeholders' views on the provision of free education in secondary schools and motivation for teachers. Different findings were obtained and some of them needed further studies to be carried out, there were different methodologies used, how and what was the objectives, data collection tools as some used interviews, questionnaires, survey, others used case study and focus group discussion methods. Therefore, there was a gap noted after considering when the study was conducted. The researcher decided to assess the education stakeholder's views on the provision of free education in ward secondary schools in Morogoro Municipality in Tanzania. The aim was not only bridging the research gap established but also coming up with plausible answers to the research problem that was being tackled in this study.

2.4 Conceptual framework

In this study, the conceptual framework portrays how education stakeholders gave out their views on the provision of free education in ward secondary schools by considering factors like literacy, awareness', and cultural believes. The components involved in the assessment of education stakeholders' views in the provision of free education in ward secondary schools in Morogoro Municipality are as follows: In independent variables component involved head of schools, teachers and ward education officers and parents. This component appeared to be useful tool because it is one in which the information and different perception were obtained. The researcher incorporated the mediating variable as second components which influence the provision of free education in ward secondary schools. These are

financing of education, stakeholders' awareness, cultural practice, literate level, enrolment rate, completion rate and abolition of school fees in secondary schools. The third component was the dependent variables which is provision of free education.

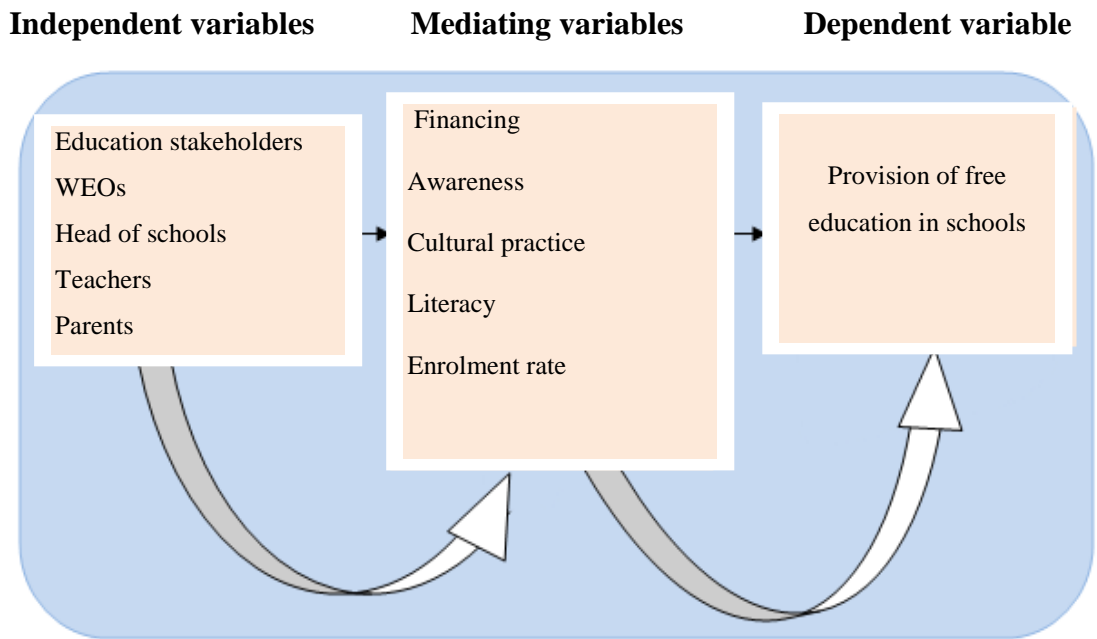


Figure 2.1: Conceptual framework

Source: Tondwi (2014).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed in this study. It covers the research design/approach, study population, sample and sampling methods, data collection methods as well as the issues of validity. The data analysis of this study is also described in this chapter. It lasts by explaining the research ethics adhered to during the execution of this study.

3.2 Research approach

In this study, the researcher utilized the qualitative research approach. The qualitative research approach was used in this study because it allows the researcher to obtain comprehensive details about the phenomena under the study. The approach also allows the researcher to get into the field and find out what teachers and ward education officers think, and understand the assessment of education stakeholders' view on provision of free education in schools (Newman, 2006; Gall *et al.*, 2005). Creswell (2003) suggests how education stakeholders should probe beneath the surface of the free education policy and present a detailed view of people and the topic under investigation, it is better to employ qualitative approach for data collection and data analysis respectively.

3.3 Research Design

The researcher employed a case study design in which various aspects of the assessment of education stakeholder's views on provision of free education in ward secondary schools will be investigated, that enables to obtain relevant data to explain about the research objectives and answer a set of research questions. Case study design is an in-depth, detailed investigation of a single instance or one setting, although more than one case at a time may be conducted (Tharenou *et al.*, 2007). Case study design appeared useful in this study because it provides insights,

understanding and deep information about the issue under investigation. Newman (2006) and Kothari (2016) assert that case studies which are based on observation in data collection require an extended time so as to get in-depth understanding. However, Saunders *et al.* (2000) note that many case studies which are based on interviews, documentary reviews and questionnaires are conducted over a short period of time and can provide in-depth information. Thus, the researcher used questionnaires for teachers and interview research methods for heads of schools and ward executive officers.

A case study concentrates on a single phenomenon in depth. Further, it is argued that in a case study, the researcher collects extensive data on the individuals, programmes, or events on which the investigation is focused (Mpindu, 2009).

3.4 Study area

This study focused on the assessment of education stakeholders' views on the provision of free education in ward secondary schools in Morogoro Municipality. The study was conducted in two selected ward secondary schools,

Kolla Hill secondary school which is found at Kichangani ward and Sumaye secondary school found at Bigwa ward in Morogoro Municipality. Kola Hill is found about four kilometers and Sumaye secondary is found about seven kilometers from Morogoro Municipality.

Parents, Teachers, Ward education officers and heads of schools were involved as participants within the sampled population in two selected secondary schools. The area was selected because Morogoro Municipality is the centre of social and economic activities thus it facilitated better communication that helped in getting information or collecting data within a short time.

3.5 Study population

The population of this study was Ward secondary schools in Morogoro Municipality. Population refers to a group of individual objects, or items from a sample taken from

measurements (Kombo *et al.*, 2006). Morogoro Municipality has 23 ward secondary schools. This study selected two ward secondary schools only. The study chose to work with Kolla Hill and Sumaye secondary school because both schools are involved in implementing free education policy as ward schools and are found at the center of Morogoro Municipality, therefore it was easy to collect the data

3.6 Sample size and Sampling Techniques

3.6.1 Sample size

A sample size is a subset of the population that is selected for investigative purposes. It involves a procedure which researchers extract from a population a number of individuals so as to represent adequately the large group (Kothari 2016).

The sample size of this study comprised 32 teachers, two heads of schools, two ward education officers, and four parents (two parents from each school). Questionnaires were filled by 32 teachers. four parents, two ward education officers and two heads of schools were interviewed. Therefore, the total sample size of this study was 40 participants. This sample size was selected due to the nature of the study which is a qualitative research, availability of participants, study area and time frame for the study as detailed below:-

Table 3.1: Sample size of the study

No.	Secondary Schools	Parents	Teachers	Ward Education officer	Heads of schools
1.	Sumaye	02	16	01	01
2.	Kolla Hill	02	16	01	01
	Total	04	32	02	02

Source: Research data, 2018

3.6.2 Purposive Sampling techniques

Purposive sampling technique is useful since it involves few individuals who are considered to be familiar with the problem under study. Meterns (1997) argued that, if used properly, purposive sampling can be a great tool in research to obtain an in-depth knowledge of the problems. The researchers preferred purposive sampling

technique because participants were easily reached and willingly participated in the study. This sampling technique was employed in selection of schools, ward executive officers, heads of schools and parents.

3.6.3 Simple Random sampling techniques

This study employed random sampling for selection of secondary school teachers. This is because the population of teachers was so large that it required simple random sampling in order to get a representative sample. Simple random sampling is the sampling in which every item in the population has an equal chance of being included in the sample. Simple random sampling ensures the law of statistical regularity which states that if an average of the sample chosen is the random one, the sample will have the same composition and characteristics as the universe (Cresewell, 2003).

Simple random sampling techniques were used to select teachers in two selected secondary schools. The teachers' lists of males and females were obtained from each head of school's office and pieces of papers labeled 'Yes' and 'No' were prepared by the researcher. The 'Yes' and 'No' labeled pieces of papers were put into two envelopes one for males and the other for female teachers. At least 8 pieces of paper in each envelope had 'Yes' for each group. Thereafter, the researcher requested the teachers to pick and read what they picked. Those who picked the pieces labeled 'Yes' were involved in this study.

3.7 Data collection tools

Data for the study were collected by questionnaire and interview and document review methods from two secondary schools in Morogoro Municipality in Tanzania. Two secondary schools were purposively selected depending to its location near to old Dar es Salaam main road at Morogoro Municipality. The schools were Kola Hill and Sumaye secondary schools.

3.7.1 Questionnaires for teachers

A questionnaire is a research tool through which participants are asked to reply to similar questions in a predetermined order (Kothari 2016). Questionnaires are also suitable for collection of data from a large sample, like the one in this study and are good for collecting qualitative data. However, they were used for respondents to air their views, experiences and show their feelings more clearly (Tuckman, 1994). This study used open ended questionnaire for teachers, because it allowed the participants to have a chance to give out their views about the provision of free education in ward secondary schools.

3.7.2 Interviews

The interview is a popular data collection technique employed by qualitative researchers (David *et al.*, 2004). The researcher chose to use interview since it allowed the collection of data on the participants on assessment of education stakeholders' views on provision of free education in ward secondary schools in Morogoro municipality in Tanzania. The interview was used for ward education officers, heads of school and parents. This study used a semi structured interviews since they are non-standardized and frequently used in qualitative analysis.

A researcher thought to get in-depth information about assessment of education stakeholder's views on provision of free education in ward secondary schools in Morogoro municipality in Tanzania (David *et al.*, 2004). The researcher was prepared an interview guide even though some additional questions were added. Also, the researcher used a tape recorder to get an opportunity to probe for the views and opinions of the interviewees. Werner *et al.* (1987) insists that interview should always be recorded verbatim with a tape recorder.

3.7.3 Secondary data

In addition to interviews, data can be generated from documents and records which are non-human sources made available, often at low cost, and being factual (Cohen *et al.*, 2000). Data obtained by this method enabled the researcher to cross check the

consistency of the data generated through interviews. Anangisye (2007) suggested that document review, particularly in qualitative research, were used by the researcher in order to gain insights into a study.

The documents which were used to get information in the present study were the national examinations results for consecutively three years from 2014/2105 2015/2016 and 2016/2017, class journals, school board meeting minutes and teachers files. These results showed how the schools were performing in the national examinations form IV each year. In order to see the improvement of the quality education in academic performance in ward secondary schools. Class journals showing the teachers' attendance in remedial classes. Meanwhile, teachers' files, staff meeting file and school board meeting minutes showed how teachers were discussed, selected, instructed and given letters that informs them to be motivated before and after the implementation of free education policy in ward secondary schools. To get teachers' perspective on the policy, full council annual report on implementation, achievement and limitation on education stakeholders' views on provision of ward secondary education for free education since 2016 to 2017.

3.8 Validity of the data

Validity in other words refers to the quality that a method or an instrument used in the research is accurate, correct, true, meaningful and right way (Kothari, 2016). In order to ensure validity of instruments, a multiple data collection technique known as triangulation was applied in this study (Patton, 1997; Gall *et al.*, 1996; Cohen *et al.*, 2000). This technique involved the use of more than one method of data collection and therefore permitted the researcher to combine strength and correct some of the deficiencies of some sources of data. For the purpose of this study, three data collection methods, namely interview, documentary review and questionnaires were used to ensure validity of this investigation.

3.9 Data analysis

After data collection, all the open-ended questionnaires were adequately checked for completeness. The qualitative data available from questionnaires, documents and interview were analyzed by descriptive and themes analysis. The data were checked to ensure that the output is free from outliers and the effect of missing responses is at minimum.

According to Cohen *et al.* (2007) themes analysis is a research technique for making credible and valid inferences from the meaningful matter to the contexts of their use. The data from the interviews was coded and categorized into parts for the purpose of organizing and assessing them for easy analysis. These enabled the researcher to make a wide-ranging report and a brief summary, and extract exact findings and suggest some recommendations.

3.10 Ethical issues

A researcher submitted research ethics application to heads of school and ward education officer's office and parents for approval before conducting the research. The researcher was ethically bound to respect the participants' human dignity, free and informed consent, privacy and confidentiality, justice and inclusiveness. Before the study, the participants were informed of the nature, procedures and purpose of the study. The participants were free to answer specific questions and withdraw from this study at any time for any reason. In all cases, the researcher did not press for answers to questions to avoid embarrassing the participants.

CHAPTER FOUR

FINDINGS PRESENTATION

4.1 Introduction

This chapter presents data and the findings of the study. The findings are structured into three mainly objectives corresponding to research questions on an assessment of education stakeholders' views on provision of free education in ward secondary schools in Morogoro municipality in Tanzania. The data were collected from two ward Secondary Schools, using semi-structured interviews to four parents, two heads of schools, and two Ward Education Officers, questionnaires to 32 teachers and documentary reviews. The data were presented and analyzed through the following questions:

4.2 Research question one

What were the motivations obtained by teachers during cost sharing system and free education policy in Tanzania?

The researcher aimed to assess about the Education stakeholders' views on motivation given under the provision of free education policy in ward secondary school in Morogoro Municipality in Tanzania. This study found the following in two selected ward secondary schools.

4.2.1 The findings from questionnaires

The findings were collected by using questionnaires whereby 32 teachers were provided with questionnaires to fill in from Kolla Hill and Sumaye ward secondary schools as follows.

4.2.1.1 Sumaye Secondary School

The questionnaires were provided to 16 teachers to fill in. From the questionnaire written above 10 (62.5%) teachers responded that, during the cost sharing system

they were motivated through remedial classes from parents' contributions. Teachers explained that they were paid per diem or allowances when performing office work outside the school, they were also provided with tea and meals by the head of school.

Also, teachers responded more that, motivations were provided for good performance in the national examinations of students form II and IV to all subjects with A, B, and C. (with the amount of A-10,000/=, B-7,500/= and C-5,000/= however, teachers insisted that in the free education policy they are not motivated at all, motivations had been decreased although most of the time they are encouraged by the heads of schools to work hard. One of the teachers said that;

Before free education we were motivated by contributions from the parents as the budget was enough to support us, but this time we do not have physical motivations (in terms of money) but rather we are encouraged by words

In addition one teacher also emphasized that;

The motivations remained in our school include teachers being selected for invigilating and marking national examinations form IV& VI, by telling us thank you for good job, to be awarded with tea and meals in order to strengthen us in working in our school.

4.2.1.2 Kolla Hill Secondary School

The questionnaires were distributed to 16 teachers to fill in as the participants, only 11(68.75%) teachers responded. The findings show that in the cost sharing system teachers were hardly motivated through seminars and workshops, remedial classes, overtime for working extra hours, week end tests, for good performance in the national examination form II and IV by considering grade A, B and C in the graduation day.

Also, they were awarded in departments by the head of school through parents contributions. However, 8(50%) teachers insisted that, the motivation remained in free education is only tea and meals, but most of the time laws, regulations and instructions are mostly applicable.

Academic teacher said that;

What we have now remained with, is fighting with other teachers especially when you insist them to attend their periods and sometimes the head of school had to provide tea and meals as a motivation to work hard in our working station.

4.2.2 Other documents

The documents were school board meeting minutes, teachers' personal files and class journals. Class journals showing the teachers' attendance in remedial classes. Meanwhile, teacher's files and school board meeting minutes showed how teachers were discussed, selected and given letters that informed them to be motivated before and after the implementation of free education policy in ward secondary schools.

4.2.2.1 Sumaye secondary school

Basing on the documents passed through it was observed that 12 teachers out of 16 (75%) had letters requesting them to go for marking national examinations and seminars, also the class journals were available showing the periods which were signed after teaching the remedial classes. Staff meeting minutes showing how teachers were discussed to be rewarded especially who perform better in the national examinations form II and IV. However, in the free education policy there were only documents showing encouragement of teachers and how they would be awarded certificate for hard working and good performance.

4.2.2.2 Kolla Hill secondary school

Similarly, the documents were passed through and observed that 10 letters out of 16 (63%) were found which inform teachers to attend subject seminars and workshops, invigilating the national examination form IV. One teacher had a certificate for hard working awarded for good work in 2015 and she was awarded in the May Day (Mei mosi) holiday, staff meeting minutes showed how works should be organized to every teacher, and they were insisted to follow professional code of conduct laws, regulations and instructions.

However, class journals observed revealed teachers attending remedial classes and normal classes in cost sharing system. In free education system it was found that teachers attended all normal classroom periods instructed from the syllabus.

4.2.2.3 Summary of questionnaires' findings

Generally, the findings obtained in two ward secondary schools in which 21 participants out of 32 (65.62%) revealed that, free education system has few motivations in which they do not motivate teachers since many motivations were decreased especially physical motivations. 10 (62.5%) teachers from Sumaye secondary school and 8 (50%) from Kolla Hill secondary school in responding the question of mentioning the kind of motivation left in their schools, they explained that what they had was only meals, tea, and encouragement from head of school mainly by words, but works were organized and guided with rules and instructions. This was contrary to cost sharing system where teachers were more motivated because the schools had enough budget collected from parents contributions.

4.2.3 The findings from interviews

The interviews were conducted to two heads of schools, two ward education officers (one from each school) and four parents (two from each selected school).

4.2.3.1 Sumaye secondary school

The administered interview to the head of school from Sumaye secondary school confirmed that cost sharing education system motivated teachers through the funds collected from the parents as they were motivated through performance of students in individual subjects by considering grades that A grade for 10,000/=Tanzanian shillings, B grade for 7,000/=Tanzanian shillings, and C grade for 3,000/=Tanzanian shillings, and sometimes they were motivated in their department depending on their subjects. Teachers were paid per diem for capacity building in different subjects getting new knowledge from the seminars.

Study tours of various subjects to students motivated also teachers because they were paid 35,000/=Tanzanian shillings as allowances for the tour, they enjoyed and obtained new knowledge.

However, the head of school emphasized that, in free education system the budget brought by the government is fixed to motivate teachers, but teachers were encouraged to work hard, to follow rules and all instructions given, sometimes they were given promise of paying them if the money would be available when they had to perform other tasks away from the school. In most of the time they were motivated by using words in performing various tasks (it is called as psychological motivation). Those who were working hard at school the head of school had planned to award them certificates (Recognition certificates), as a means of motivating them to perform their duties effective and efficiently.

The motivations of teachers in free education system are few and they are not in cash (it is called physical motivations). Also, teachers were involved in making school budget from the government capitation grants and fee compensation brought by the government at school, so they get informed that the money is not enough even to carry out school activities including the money to motivate them. This built the spirit of working hard with no motivation experienced before. Head of school said that;

In free education, motivations to teachers are few and they have changed from physical to psychological motivations. Teachers remained with patriotism in working and performing other school activities.

However, the head of school continued to comment that they were motivated with free education since they were paid 250,000/=Tanzanian shillings out of their salaries, mainly for allowances and accommodating heads of schools in other school activities.

4.2.3.2 Kolla Hill secondary school

Similarly, the interview was conducted to Kolla Hill secondary head of school and he commended that, in cost sharing system teachers were motivated through remedial classes that the period of 1 hour they were paid 5,000/=Tanzanian shillings, they were also motivated through different department with good performance in environment, sports and games, cleanliness and self-reliance department, each department was paid 100,000/= Tanzanian shillings during the graduation day.

However, Teachers were motivated during the May Day (mei mosi) whereby each head of school contribute 150,000/=Tanzanian shillings and the District secondary education officer contribute 350,000/=Tanzanian shillings from his office and the money could be given to teachers who are working hard. Teachers were paid allowances for capacity building in different subjects, thus they were motivated also by getting new knowledge from the seminars and payment for good performance academically involving different grades (A, B, &C).

Head of school continued to emphasize that for the time being motivation for teachers had been decreased and budget is not enough to motivate teachers, only 35% were budgeted for administration activities and its specifications does not indicate the payment for teacher's motivations. Thus, teachers had to follow rules and regulations in working and other responsibilities. Head of school encouraged teachers by establishing get together party when they get good performance in their subjects especially in mock and national examinations although the budget is not enough. The head of school stated that;

In free education policy the motivation of teachers had decreased, and the budget is not enough to motivate them, then I have to use the allowance 25,000/-paid to us as the head of school to pay teachers who had to carry out school activities outside of the school in order to make things run smoothly.

4.2.3.3 Ward Education Officer from Kichangani ward

The Ward Education Officer from Kola Hill secondary school of Kichangani ward was interviewed and he responded that cost sharing education system motivated teachers by paying them through remedial classes from the money contributed by parents in academics. Seminars also of different subjects as they were paid allowances that encouraged teachers to work hard and be up-to-date. Heads of schools also supported teachers by providing them with breakfast while they are at school, and pay them allowances in carrying out some of the school tasks. Parents also motivated teachers just by encouraging them to help their children and involving them to the problem of their children so the parents were part of the school.

In free education system teachers are not motivated as before because the parents are not contributing and the government did not indicate the budget for teachers' motivation. He said that; *"In free education teachers are working at a very hard working conditions, under high pressure and no motivation at all, they also work by obeying rules and regulations only"*.

In addition the ward education officer commented that. *"Nowadays' motivations for teachers are few they have only marking sessions in the national examinations form IV&VI."*

4.2.3.4 Ward Education Officer from Bigwa Ward

Similarly, as one of the participants from Sumaye secondary school in Bigwa ward the interview was handled and commended that cost sharing education system encouraged teachers most of the time through extra classes, seminars special work in the national examinations. However, free education system has not been able to motivate teachers because of the fixed government budget. The ward education officer stated that, *"Teachers had to work hard but not intrinsically motivated and the remaining motivations were few mainly tea and sometimes meals"*.

In addition, the ward education officer commented that in Sumaye secondary school under the parents organization called UWAWA (UMOJA WA WAZAZI) they discussed and they have seen how the serious other problem is, and decided to ask for permission from the regional commissioner, in order to ask stakeholders to make contributions in supporting academic issues, and motivation for teachers in school.

4.2.3.5 Parents

The interview was done to four parents, two parents from Sumaye and two parents from Kolla Hill ward secondary school.

Parents from Sumaye secondary school confirmed that free education has motivated them because they are free from paying school fees and other contributions that has enabled them as parents to send our children to school. Some of the parents had negative attitude towards free education policy in ward secondary schools contrary to the aims of the government. They run away from their responsibilities thinking that all the things are obtained in school like exercise books, shoes, socks, uniforms, pens and pencils. However, they mentioned the motivations obtained by teachers during cost sharing system of education that parents made contributions on paying school fees and other contributions that were used to pay for remedial classes and meals; this has increased efficiency and effectiveness in teaching and learning process. One of the parents said that:

In free education system teachers have no any motivation rather than words because most of motivations were obtained from the parent's contributions, but now the money brought by the government is insufficient.

This was observed during the interview conducted between 1 parent and the researcher.

The researcher: Does the free education motivate teachers?
Parent: No, it does not.
The researcher: Why does it not motivate teachers?
The parent: Because the budget from the government to schools is not enough to pay them.
The researcher: What about you parents, are you motivated with free education?
Parent: Yes, we are motivated.
The researcher: How are you motivated?
Parent: We are free from paying school fees and other contributions.

In interviewing the parents from Kolla Hill ward secondary school the response were as follows; cost sharing system of education has motivated teachers in a way that teachers through parents contributions in schools, were motivated through extra periods, they were paid by the school after teaching remedial classes. But in free education system teachers are not motivated as before but they are working following rules and regulations. One of the parents stated that;

We parents we are motivated with free education because we are able to send our children to school, but teachers are less motivated and therefore there is no follow up to our children in schools.

4.2.3.6 Summary of interviews' findings

Briefly, the findings from interviews reveal that eight interviewers (100%) from two schools explained that in free education policy teachers are less motivated, but they work hard under high pressure abided with rules and regulations.

Meanwhile, two head of school admitted that they motivate teachers mostly by words and involving them in making the budget of the school using the capitation grants and compensation fee brought by the government, so that teachers feel motivated and know the truth.

It was also insisted that awarding certificates was one of the plans to be implemented in motivating teachers. Teachers were given tea and meals though there was no the budget of that. However, since the incentives for teachers are few in free education the heads of schools were working hard with teachers by meeting them psychologically so that they shift their mind from previous situation to the current one. Therefore, the summary of the findings of interviews in motivations for teachers in two different education systems is shown in the bar chart below.

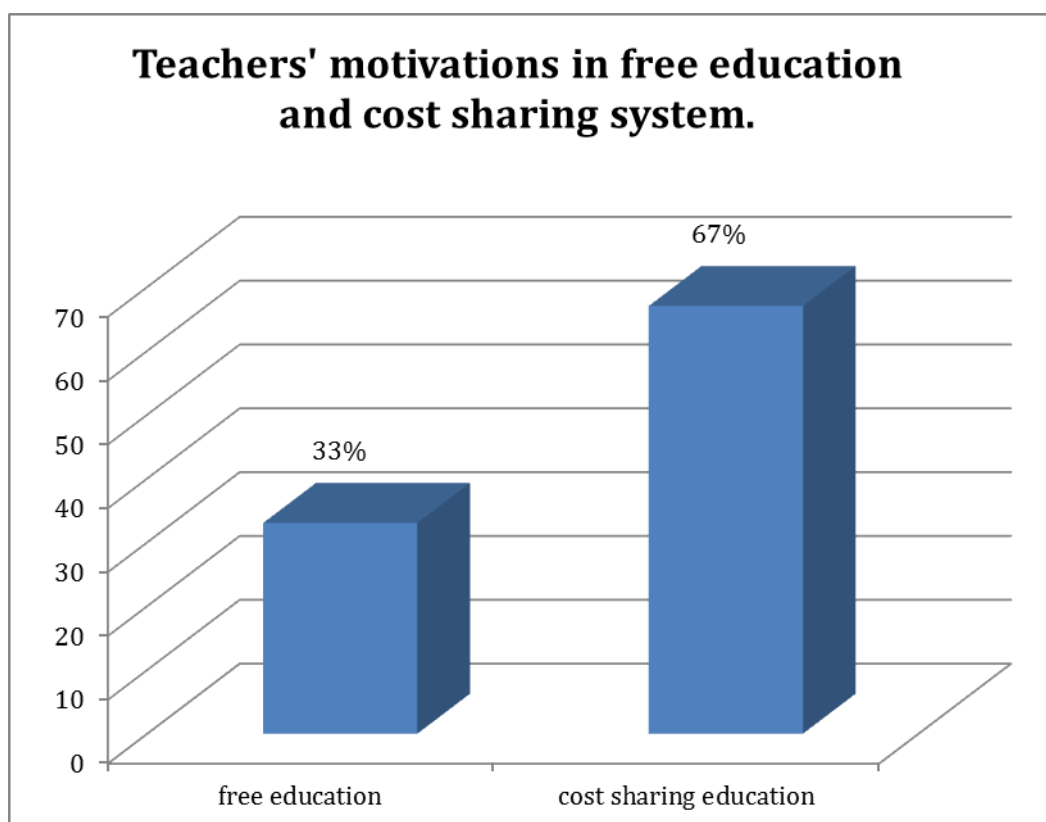


Figure 4.1: Showing the summary of teachers' motivations in free education and cost sharing system.

Figure 4.1 above shows that in free education system motivation is about 33.% that includes words, tea, meals, and marking sessions, while in cost sharing system is about 67% which also includes tea, meals, they were paid for remedial classes, allowances, good performance, making sessions, workshops, seminars and weekend test.

Similarly, in free education motivations had been given to parents, ward education officers and heads of schools as it was contrary in the cost sharing system of education, because heads of schools and ward education officers were paid 250000/- Tanzanian shillings per month for allowances, meanwhile parents were given opportunities to send their children to school.

4.3 Research question two

What is the quality (standard) of education in academic performance in ward secondary schools under the provision of free education?

In this part the researcher aimed to assess the quality (standard) of education in terms of academic performance under the provision of free education in two selected ward secondary schools from the participants and other documents.

4.3.1 Teachers questionnaires

Teachers' form both school (from kola hill and Sumaye secondary schools) responded to the question number two as it was asked as follows;

4.3.1.1 Sumaye secondary school

There were 16 teachers, 11 teachers out of them(68.7%) from Sumaye secondary school responded to the question and confirmed that the quality of education in free education policy was good and improving in their school although the performance of some individual students were still low. 8 teachers out of 16 (50%) commended that the quality of education in academic performance is slowly improving from year to year though teachers are less motivated, but they worked hard enforced by laws and regulations. One teacher said that; *“In reality, the quality of education of ward secondary school in the national examination results is improving, although individual performance to some students is poor”*

4.3.1.2 Kolla Hill secondary school

From kola hill secondary school 12 teachers out of 16 (75%) responded that the quality of education in academic performance was improving because all teachers carried out their responsibilities. 8 teachers out of 16 (50%) confirmed that most teachers attends all their periods as instructed from the syllabus, although some teachers become demoralized with the shortage of motivations. Academic master once stated that; *“Teachers were terrorized to work hard with laws and regulations but internally were demoralized”*

4.3.2 Heads of schools interviews

The interview was conducted in to two heads of schools from Sumaye and Kola Hill secondary school and the findings were revealed as follows:

4.3.2.1 Sumaye Secondary school

The head of school was interviewed and confirmed that in Sumaye ward secondary school the quality of education in academic performance under the provision of free education has improved considering general performance, but by looking at the individual performance many students are low achievers. Apart from that, the head of school tried to use all recourses to make sure that all form IV perform better in the national examination, this includes doing the tests every day after class hours, but still the performance of some students is low. The reasons behind is in catchment area whereby parents and guardians are not aware of education matters and therefore they do not see the importance of education to their children.

In addition, they do not make follow up to their children, thus they are the source of truant and most of the students are less interested in studying and not ready to learn, although some of teachers volunteer to teach remedial classes but some students do not attend periods and most of students said they did not eat anything from morning therefore it is difficult to stay at school any more.

He said that;

Before free education in 2015 a total of 23 students out of 246(9.3%) form IV passed the national examinations, during free education in 2016 a total 45 students out of 211(21%) performed well in the national examinations form IV.

In addition, the head of school insisted that, with the change of policy from cost sharing education policy to free education policy the ways of doing work has also changed because teachers were working with few students to get an A and B for motivations, but this time all teachers had to work hard for the benefit of all students. Therefore, the performance of students is also improving though teachers were less motivated.

4.3.2.2 Kolla Hill secondary school

The head of school had responded about the quality of education in academic performance in Kolla hill ward secondary school under the provision of free education that teachers were less motivated but the performance of students has increased and improved because teachers stand with in forced laws and instructions, although they feel discouraged. Laws and regulations have forced teachers to work hard and fulfill their responsibilities and therefore the academic performance is seen to be improved, but teachers are working under very hard conditions and pressure.

However, the regional and district education officer were also forced with the education policy to make follow up to teachers and see if they take their obligations as instructed, thus teachers get scared and work harder, all this led to the good performance of teachers and students academically.

In addition, the head of school emphasized that in every school day and hour early in the morning before the periods starts the examination classes had to do tests and teachers had to be present at school, thus led to the improvement of the academic performance in Kola Hill secondary school.

However, the head of school said that;

There has been improvement academically in the national examinations in free education because before example in 2014 there were no any division I, II and III students passed national examinations form IV, but in free education 2016 a total of 14 students out of 121 (11%) passed the national examinations form IV.”

However, the heads of schools (Sumaye and Kolla hill secondary schools) handled the examination results to a researcher showing the performance of students for three years.

When the document was passed through the results revealed that there was an improvement academically from 2014/2015 to 2016 /2017 as shown in Table 4.1:

Table 4.1: Form IV national examination results from 2014/2015 to 2016/2017

Secondary schools	Years	2014/2015					2017/2016					2016/2017				
		Division	I	I I	III	IV	0	I	II	III	IV	0	I	II	III	IV
Sumaye		2	5	16	56	66	1	12	32	80	86	2	9	24	104	74
Kola hill		0	0	12	87	58	1	2	11	55	51	0	6	15	54	18
Total no of students		2	5	18	143	124	2	14	43	135	137	2	15	39	158	20

Source: Head of school’s office 2018.

The table above shows the improvement of the academic performance of students in two schools in three consecutively different years, before free education and during free education.

4.3.2.3 Ward Education Officers

Similarly, the WEO of Kichangani ward from Kolla Hill secondary school admitted that the general performance of kola hill secondary school has improved since 2016 when free education started. Teachers were working hard though they are not motivated as before they are abided with of laws and regulations. The WEO stated that: *“The performance of my school is now improving though it is a burden to slow learners whereby teachers cannot use their extra time to help them without payment”*

However, the WEO of Bigwa ward from Sumaye secondary school commended that the performance of students academically is good and improving although some of the students are lower achievers and they had no help from when free education policy started, hence they fail in their examinations. The weekly and monthly tests have been reduced due to insufficient budget; also the students are not given enough exercises in classes due to high enrollment. The WEO said that, *“Due to fixed budget students had to do examinations only once per months this contributes to the failure of lower achievers”*

4.3.2.4 Parents

Similarly to 4 parents equal to 100% from Sumaye and Kolla hill ward secondary school supported that the general performance of students in schools was improving although many students were still failures (they get division zero). But 2 (50%) parents from Sumaye insisted that the quality of education is good as performance of students is also moderate as it is neither highly improving nor becoming too low as compared to cost sharing system.

One parent from Sumaye secondary school gave an example of 2016 division zero were 86 and 2017 were 74 only few students passed the examinations. However, another parent from Kola hill said that: *“My son who completed form IV in 2016 got division III among the 11 students but the other students got division IV & zero”*

In addition to that, 2 (100%) parents from Kola hill emphasized that the performance is improving because teachers attend all their periods in classes as instructed. One of the parents said that:

One day I asked my child about how they study at school and how do the teachers work in the classrooms, he told me that, nowadays they were taught all the periods and if the teacher did not attend the period, he makes compensation.

4.3.2.5 Summary of interviews' and questionnaires findings

Generally, about 23 out of 32 (71.8%) teachers from Sumaye and Kola Hill secondary schools admitted that the quality of education in academic performance in free education was improving because teachers were working hard abided with laws and regulations. two ward education officers also insisted about the improvement of the quality of education in academic performance in free education, although teachers were demoralized because they were less motivated. They said that teachers were reluctant to use their extra time to help the slow learners in the classrooms, as the result the general performance was raising while individual performance of some students were low. One of the WEO from kola hill said that:

Teachers were working very hard during working hours, but there after teachers also do not stay at school to help learners because they were not paid anything to support them. Sometimes the head of school had to select few teachers from his own source to pay them in order to help the students.

However, all participants involved confirmed that motivation of teachers has decreased in free education but the academic performance has not been affected because the performance was improving though there are some few challenges academically.

Also, two head of school (from Sumaye and Kola hill secondary schools) confirmed similar response that the quality of education in academic performance was improving in their schools. They supported their fact by providing the national examinations results for three years showing the results before and after free education. Therefore, the summary of the general performance of students in three years is shown in Table 4.2.

Table 4.2: Summary of school performance from 2014/2015 to 2016/2017

Years	Secondary Schools					
	Kola Hill			Sumaye		
	2014/2015	2015/2016	2016/2017	2014/2015	2015/2016	2016/2017
Total Total number of students	157	125	83	246	211	215
Performance of students.	99	89	53	79	140	139
Percentage of performance	63%	75%	64%	32%	66%	65%

Source: Head of school's office 2018.

Table 4.2 above shows that the national examination results from Kola Hill secondary school from 2014/2015 to 2016/2017 the performance has increased to 12%, from 2014/2015 and 2016/2017 the performance has increased to 1%. However, the performance of Sumaye secondary school from 2014/2015 to 2015/2016 has increased to 34%, while from 2014/2015 and 2016/2017 the performance has increased to 31%. This indicates that apart from low motivations of teachers as compared to cost sharing system the academic performance has increased.

4.4 Research question three

What are the challenges facing the provision of free education in ward secondary schools?

The challenges were discussed on the implementation of free education in ward secondary schools.

4.4.1 Teachers' questionnaire

Teachers answered the question about the challenges facing free education policy implemented in ward secondary schools. The findings revealed that 10 teachers from Kola hill and 12 teachers from Sumaye secondary school out of 32 (68.75%) explained the challenges as follows:

- a) The academic performance in ward secondary schools individually is low though generally is slowly improving because some students are not much knowledgeable.
- b) Incentives for teachers were removed especially physical motivations, therefore it is very difficult to help slow learners in class because teachers are not ready to use their extra time, however, things like remedial classes, seminars and workshops have been removed hence teachers are not current and up-to-date in new methodologies and technologies. However, one teacher said that: *“Teachers are now bored and demoralized in working as the results working desire has declined hence no follow up to students academically”*
- c) The desire of teachers in working has been reduced due to lack of equality between responsibilities and rights.
- d) Insufficient budget brought by the government which is not enough to accommodate frequent exercises and tests and to support other academic issues at school.
- e) There is an acute shortage of teaching and learning materials.
- f) Shortage of science teachers to accommodate the number of students.

4.4.1.1 Heads of schools’ interview

A total of 2 heads of schools (1 from kola hill and 1 from Sumaye secondary schools) argued that the aim of the government in the provision of free education was good to every citizen, but it faces some few challenges.

- i. a) Insufficient budget. The government budget that has been planned to be sent in ward secondary schools in terms of capitation grants and fee compensation which are fixed and specified to accommodate specific school activities in such a way that it cannot show the reality because it

does not consider the location and the increase of students enrollment. For example, the capitation grants per month brought to school are specified as follows: 35%- office expenses, 30%- academic purposes, 15%- continuous assessment, 10%-medicine related to female students, 10%- Minor repair, head teacher's allowance – 250,000/=Tanzanian shillings.

The head of school from Kola Hill secondary argued that:

The fund brought by the government per month considers the number of students 500 of two passed years while now the school due to free education has 800 students, thus the fund is not enough to accommodate all students, it is difficult to pay for water, electricity and security guard. It is difficult also to conduct the weekly and monthly tests because it is very expensive.

In Sumaye secondary school budget is the most itching challenge in academics administration and maintenance with the shortage of budget in capitation grants and fee compensation. The money from the Government is not enough to carry out those categories of functions, although academically on the side of laboratory apparatus and chemicals they had no problem. The head of school from Sumaye secondary school stated that:

If I conduct weekly test once, the preparations and finishing all process of making test I will have to use more than 800,000/=Tanzanian shillings for 818 number of students only for one week in which the money brought in this category is not enough. Now I have to ask teachers to write monthly tests on the blackboard so as to save budget for terminal examinations. So means weekly and monthly test are not done by printing and not frequently.

In addition, the head of school of Kola Hill insisted that:

Example in Kola hill ward secondary school before 2 security guard we paid them @ 250,000/=equals to 500,000/=Tanzanian shillings, after free education later we failed to pay both of them, then we had to remain with only one security guard by paying him 150,000/=Tanzanian shillings, this is due to inadequate budget

- ii. b) Increase of an enrolment from free education with no increase and improvement of infrastructures like classes, no of toilet holes, desks, student's tables, chairs and laboratories. However, the head of school of Kola hill secondary school stated that:

For example before free education in Kola hill secondary school number of students was 640 with the same number of desks, table and chairs, but after the provision of free education there are 845 students with the same number (640) of desks, tables and chairs. This has led to overcrowding of classes and make students to sit 2 students in one chair and table.

- c) Inadequate teaching and learning materials especially art subjects text and reference books. Although in 2017 art text books were brought in ward secondary school with the ratio of 1:2 but then they were returned because the text books were not in a good quality as required. Therefore, the schools are still suffering the same problem that 1 text book to 20 students. One head of school stated that: *“The budget has no percentage of purchasing books but rather chemicals and laboratory equipment only”*
- d) Free education policy is not understood by most of parents and therefore they do not show cooperation in education issues in schools and make follow up to their children. Most of them think that everything for their children are provided in school like exercise books, food, uniform and contributions in building infrastructures, it is thought that the work is done by the schools and the government, therefore parents became reluctant in making contributions on electricity, water service and security guard and it became difficult even attending parents meeting in schools.

In addition one of the parents said that:

The government by providing free education has only reduced the burden to parents by providing free education to their children and they feel that they are part and parcel of those schools.

- e) No motivation to teachers though they work in a very difficult environment and conditions abiding by laws and regulations but intrinsically and extrinsically were not motivated, they are working as if they are working in military forces.
- f) Free education has provided a room of having low achievers in ward secondary schools as some of the students who complete standard VII have low ability in studying secondary school subject in such a way that they are not capable of performing well in their academics. The head of school from Sumaye said that:

Example in Sumaye secondary school 2018 there 50 students who are low achievers out of 285. Therefore, the aim of free education policy is good but the nature of children who are sending from primary school are not capable of studying secondary school education.

4.4.1.2 Ward Education Officers' Interview

The findings from 2 out of 2 (100%) Ward education officers from Sumaye and Kola Hill secondary school emphasized that the aim of free education is good though it had some challenges that hinder its implementation of it in ward secondary schools. They argue that:

- a) Over-enrollment of students because the parents are now free to send their children to school.
- b) There is no motivation to teachers because there is no extra money to pay them
- c) Insufficient infrastructures like classrooms, laboratories and teachers houses.
- d) Insufficient budget that do not consider all school requirements, the head of school had very hard time in using the money because they are not allowed to transfer the money into other school activities, or like taking the money of academic into electricity or water service, they

sometimes use their money to pay the loans expecting that they will be refunded.

- e) The free education has confused the parents that most of them believe that everything is provided at school like uniform, exercises books, and meals. Thus, they become reluctant in making contributions on other aspects

Like in water and electricity services and food for their children. One of the WEO said that; *“Sometimes they do not attend even parents meeting in school because of being scared of paying contributions. They do not bother even in making follow up of their children at school”*

However, they don't show cooperation as part of school and carry out different school activities.

4.4.1.3 Parents' interview

The 4 parents out of 4 in two schools (Kola hill and Sumaye secondary schools) insisted about findings in which they revealed about free education system that, free education system is good to all people especially parents, but it has some challenges to be addressed as follows.

- a) Fixed budget, this has made difficulties in conducting weekly, monthly test and exercises because is too expensive to handle and the money is not enough to cover the expenses. This has led to low performance to some of our children especially to slow learners.
- b) Inadequate teaching and learning materials including text books and reference books.
- c) Confusion of parents about free education. Some of us parents received free education system differently not as the government intended, others understood that free education is without payment of anything including school fees and other contributions like food, maintenance of school buildings and school security, but also some understood that free

education means education is free from school fees only. One of the parent said that:

Education has been given to parents in the parents meeting that we as parents are responsible for paying other contributions, but still it has been seen as confusion to some of the parents.

- d) Inadequate number of teachers for some subjects especially in science subjects as the result the parents were required to send their children to tuition centres, and the school cannot afford to acquire teachers from other schools as part time teachers, because no parent's contributions and the school budget is not enough.
- e) Shortage of school facilities like students chairs and tables, and teachers houses. One parent said that; *“Some of our children have no table and chair to sit on, as the result two students sit in one chair and use one table so it is a problem.*

4.5 Research question four

Which strategies are to be used in solving the challenges facing the provision of free education in ward secondary school?

The findings obtained from 31 out of 40 (77.5%) participants including two heads of schools, two ward education officers, four parents(interviewers) and 23 out of 32(71.87%) teachers(questionnaires) from two schools (Kola Hill and Sumaye ward secondary schools). They explained various strategies to be taken by the government to rectify the noted challenges that exist in the implementation of free education policy. Various opinions and ways had been given out as follows:

- a) Low/Poor Academic Performance
Some of students in free education are lower achievers, so they do not perform well in their studies, therefore the government should select the students who have ability to study for secondary education.

b) Motivation to Teachers

Important motivation for teachers should be implemented by the government for good performance of students, like allowances, capacity building in all subjects, in service and indoor training, and workshop in order to make them up-to-date and enough knowledge about their specialization.

Also, free education policy should consider the promotions, increment of teachers' salaries and good working conditions.

c) Confusion of parents about free education policy

Free education policy is a motivation to parents but it has been accepted differently from the way it was expected since it is not clear to most of the parents. Therefore, the government through district secondary education officers and the heads of schools should provide enough education to parents so as to make them understand better what it means about free education through different media and parents meeting in schools, although the government has brought the letter dated 28th of January 2018 elaborating about how free education policy is to be implemented by the parents, but has not reached to all parents because some parents do not attend school meeting, so it difficult to reach them .

d) Insufficient budget:

The government should increase budget in all the specifications allocated and specify more in those percentages by considering the number of students and localities because these portrays the reality. The increase of budget will help to accommodate all required school activities and addressing shortage of school facilities, paying for electricity and water service, and school security guard, buying of text and reference books, conducting weekly and monthly tests.

e) Over Enrollment

The free education has enabled parents to send their children to school thus has led to over enrollment of students in ward secondary schools contrary to the number of classrooms. The government should construct more ward secondary schools so as to eradicate the problem of over-enrollment of students in ward secondary schools or by improving the available schools by building more classrooms, laboratories, teachers' houses and students toilet holes and employing also teachers according to the number of students in order to empower the schools to accommodate all the available students.

f) Shortage of learning and teaching material: Free education is good but the government should provide enough teaching and learning materials in ward secondary schools like text and reference books in order to rich the ratio of 1:1.

g) Free education policy should consider the promotion, increment of teachers' salaries and good working conditions.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter involves the discussion of the findings obtained through research questions from the field. This chapter starts by discussing the education stakeholder's views on the implementation of free education in ward secondary schools in Morogoro Municipality basing on motivations, quality of education in academic performance and challenges facing free education policy in Tanzania. However, this chapter will also discuss the strategies used in overcoming the challenges. In addition to that, theoretical implications to the findings have been included.

5.2 Research question one

What were the motivations obtained by teachers during cost sharing system and free education policy in Tanzania?

5.2.1 The findings from questionnaires and other documents

The teachers' questionnaires included 32 participants, 16 teachers from each secondary school (from Kolla Hill and Sumaye secondary schools). The findings obtained from the study confirmed that motivation of teachers has been reduced as teachers are less motivated and what remained at school were only encouraging words, tea and meals provided by the heads of schools. However, teachers were working hard following rules and regulations.

The, other documents like teachers' files showed that teachers were highly motivated most in the cost sharing system; 12 teachers' files out of 16(75%) showed letters that asked them to go for seminars and workshops (this was from Sumaye secondary school), while in Kolla Hill secondary school 10 teachers' files out of 16(63%) were found which inform teachers to attend subject seminars and workshops, invigilating the Form IV national examination.

In free education system the documents passed through from both schools revealed that letters of marking sessions in the national examinations form IV were given only to 12 teachers (7 from Sumaye and 5 from Kolla Hill secondary schools) among the 22 teachers (54%) who were selected in cost sharing system. This indicate that teachers are less motivated in free education system and they are working under high pressure from rules and regulations, frustrations, and with very hard conditions, this discourage teachers from working hard, effective and efficiently.

This is similar to Nawaz and Yasin's (2015) findings on determinants of teachers on motivation, in which they explain that motivations to teachers improves the performance of employees and in return employee motivation develops the organization. However, effective motivation led to the improvement in production and reduction in costs, which brings about profit maximization.

This is similar to Gitonga's (2012) findings who conducted a study about the influence of teachers' motivation on students' Performance in Kenya certificate of secondary education in public secondary schools in south district Kenya. The study suggested providing conducive working condition in schools that teachers would be motivated to perform better hence good students' performance in the examinations.

Also, the findings from the study revealed that heads of schools and ward education officers are motivated in free education system compared to cost sharing system, because the governments provides them with 250,000/-per month, this was not found in cost sharing system. However, parents are highly motivated in free education system because they have an opportunity to send their children to school free of charge.

The findings was similar to HakiElimu, (2017) who conducted a study on the Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania and found that free education benefited most parents of those in boarding secondary schools as they were no longer required to pay 70,000 shillings. Also, parents of students in day schools were also not obliged to pay 20,000 as they were paying before. This also compacted to the findings obtained by URT.(2016) which

revealed that the fee – free education benefited most parents of children in primary schools, and parents of children of those in boarding and day secondary schools as they are not paying fees and other contributions as before. However, the findings are similar to those by HakiElimu (2017) as they reported that free education remove the burden of fees for parents but costly to government with few assets to schools.

5.2.1.1 An overall of questionnaires' findings

The findings obtained from questionnaires in appendix A confirm that free education implementation does not motivate teachers as before, which means teachers in free education are less motivated. This was justified by 21 participants out of 32 (65.62%) from both schools (Kolla Hill and Sumaye secondary schools).

However, the findings of this study show that the motivations for teachers have been reduced by 67.3% and they are motivated by 33.3%. For instance, during cost sharing system teachers confirmed that as motivation they given were tea, meals, they were paid for remedial classes, allowances, good performance, making sessions, workshops, seminars and weekend test. But in free education teachers are motivated by marking sessions in the national examinations form IV, tea and meals words.

Basing on answers of teachers, they emphasize that being motivated physically (financially) encourages them to perform better as it rose interest of working hard and feel that they are owed by their responsibilities.

For instance, 10 (62.5%) teachers from Sumaye secondary school said that teachers have no morale to teach the remedial classes on the extra time, although they are forced to do so to help the slow learners in order to improve students' performance.

Reflecting the views from Sumaye and Kolla Hill secondary schools 22(55%) teachers emphasized that what they have most in schools is mainly marking sessions to few teachers, encouraging words, rules and regulations and therefore they can't afford to use more time at school helping students while they have nothing in their pockets. Therefore, the higher the motivation of teachers the higher performance on teachers responsibilities, efficiency and better achievement.

Nawaz and Yasin (2015) found that motivation to teachers improves the performance of employees and in return employee motivation develops the organization. However, the findings of the study insist teachers to carry out their responsibilities basing on the instructions, rules and regulations abided with.

5.2.2 The obtained findings from interviews.

The participants interviewed in each school were four, which involved one head of school, one ward education officer and two parents. Therefore 8(100%) participants were interviewed in two schools (Kolla Hill and Sumaye secondary schools). All were interviewed about the motivation of teachers in free education system comparing to cost sharing system. When the heads of school were asked what the motivations were provided to teachers in free education, the interviewed stated that:

In free education motivation has been decreased due to fixed budget comparing to cost sharing system, we are using psychological motivations mostly by encouraging them by words and promising them that they will be paid when the money will be available, meals, rules and regulations also transparency, and certificates to recognize them, contrary to cost sharing system where we used physical motivation (in terms of money) through study tours, remedial classes, weekend test, allowances, seminars, workshops and performance.

The more correlating ideas from the heads of schools revealed that, many teachers are employed with high expectations, when they found real situation they become embarrassed and discouraged that makes them to have psychological problems with the absence of motivations and very bad working conditions.

In addition the head of school from Sumaye said:

It is very difficult for us now to give works to teachers that need to be performed by them because there is no motivation, although we use encouraging words and promises but in most cases we insist them to follow rules and regulations to carry out their responsibilities.

The two ward education officers also added that:

The motivation of teachers in free education is low or teachers are not motivated at all because teachers are not paid anything when using extra time, neither during working hours teachers are motivated by tea and meals. But in cost sharing system teachers were motivated from the parents' contributions.

This was also supported by 4 (100%) parents from both schools (Kolla Hill and Sumaye secondary schools) who emphasized that in cost sharing they were making contributions on academics to motivate teachers in remedial classes, weekend tests, meals and good performance, study tour, and sometimes they contribute on the making replacement on the shortage of teachers especially on science subjects teachers.

In free education teachers are not motivated because there are no contributions but rather they have to follow rules and regulations. One parent from Sumaye secondary school insisted that, this time when the school lacked teachers in some subjects, the school cannot afford to hire part time teachers because they have no money to pay them, so they wait until the government employ them.

However, 22 (67.78%) participants showed the difference of motivations between two education systems that in cost sharing system teachers were more motivated and free education system teachers were less motivated, they also show how the motivations were important to teachers in academic performance of a school.

Also, two ward education officers said that motivation of teachers physically will improve academic performance because teachers will be committed to work hard and efficiently. This was similar to Gitonga (ibid) results which showed that the external motivations that relating to working conditions of teachers enhance the performance of teachers and students.

5.2.3 Overall findings of the interview

The interview responded by 8(100%) participants have insisted that in free education teachers are hardly working under high pressure due to rules and regulations that were abided with and few encouragement from heads of schools thus involve words, tea, meals and certificates. However, the findings revealed that marking secessions opportunities of form IV and form VI national examinations are provided to few teachers.

However, it was realized that the variations of motivations between the two education systems was based on school budget, that during cost sharing system the budget was enough to support motivations but in free education the school budget is fixed.

5.3 Research question two

What is the quality of education in academic performance in ward secondary schools under the provision of free education?

5.3.1 The findings from questionnaires

Teachers' questionnaires have included 32 teachers, 16 from Kola Hill and 16 from Sumaye secondary schools. The findings of the study obtained revealed that there is improvement of the quality of education in terms of academic performance in general, although the individual performance of many students is low.

Moreover, 8(72%) teachers from Kolla Hill secondary school commended that the quality of education in academic performance in free education is slowly improving from year to year though teachers are less motivated, but they worked hard enforced by laws and regulations. Most of individual students in their school get division IV and zero, although the number of students getting division I, II&III is increasing at low rate. The improving performance is enhanced by teachers carrying performing their responsibilities guided by instructions, although the slow learners are not taking care of that enhance division IV and zero.

Sumaye secondary school Teachers revealed that in free education there is improvement of the quality of education in academic performance only because teachers perform their duties effectively by attending all their periods as instructed from the syllabi, despite all the challenges facing the schools academically. This involves the problem of motivation to teachers.

However, it was found that 02 teachers emphasized that in free education in their schools slow learners were allocated in their classrooms whereby teachers use free periods to help them so that they can improve their academic performance as others did.

This was evident from Newman (2017), who found that although there is rapid increase in educational attainment under free secondary education policy, it has not addressed the decrease in the educational achievement of students

5.3.2 An overall of questionnaires findings.

Generally, 22 out of 32 (68.7%) teachers were involved in answering questionnaires regarding their views on the quality of education in the provision of free education in ward secondary schools. It was realized that free education policy has led to the improvement of the quality of education in academic performance of students in the national examinations of form IV since 2016.

However, 8 (50%) teachers of Sumaye secondary school commended that among the general improvement of performance academically to students most of individual slow learners get division IV and zero. Among those 8 teachers 2 of them gave reasons and said that, most of slow learners get division zero because teachers have relaxed in looking for new strategies of teaching and time to help the slow learner students in the teaching and learning sessions. Curiosity of teachers has been declined and no encouragement of students to study hard instead they discourage them to perform well. All this is due to lack of motivations to teachers (physical motivations).

5.3.3 The findings from interviews.

The interview was conducted in two secondary schools (Kolla Hill and Sumaye secondary schools). Each secondary school had four interviewees from which eight were interviewed. This involved two parents, one heads of schools, and one ward education officer from each school.

When the head of school were asked their views about the quality of education in academic performance under the provision of free education in ward secondary schools they said that, apart from all challenges found in free education policy still the academic performance is improving. This is due to the enforced laws and regulations abide teachers. Head of school from Sumaye secondary school said that: *“We are working very hard with our teachers using laws and regulations instructing us to carry out our responsibilities so that we perform better and better.”*

The head of school explained that the improve of the quality of education in academic performance originate from using all resources they have and efforts to make sure that they do better in the national examination form IV though teachers work under high pressure and very hard conditions.

Head of school from Kolla Hill secondary school emphasized that, in every school day and hour early in the morning before the periods starts the examination classes had to do tests and teachers had to be present at school, this help the students make practice and capable of answering the questions in the examinations from which has contributed to the improvement of academic performance in free education system. The interviewed head of school stated that: *“The school performance of Kola Hill secondary school has improved because the available rules and regulations have made teachers to work hard as if they are in the military force.”*

Moreover, the heads of schools showed how the free education policy has improved performance by showing the examination results of three years including 2014/2015, 2015/2016 and 2016/2017 although teachers were less motivated.

Furthermore, the ward education officers from Kolla Hill and Sumaye secondary schools supported by 100% that the performance of students in their schools in free education system has improved apart from different challenges facing teachers and students. Because teachers perform their responsibilities as instructed. This was observed when the ward education officers pass over the schools inspect and make follow up the teaching and learning activities taking place in those schools.

Together four parents from both schools (two from Kolla Hill and two from Sumaye secondary schools) supported also by 100% that the general performance of students in the national examination form IV is improving in free education system to some of the students, but the results of individual students is low because teachers do not make follow up to the students who are low achievers, but teachers attend their periods.

This study generally revealed that the quality of academic performance in the provision of free education has improved due to seriousness in organizing, insisting and make follow up of teaching and learning activities. This was in consistence with Khamath (2013) who found that most of the schools sampled showed improvement in performance through recording which were available in those schools because the students stay more at school with better learning materials that was the result of free education in Kenya.

HakiElimu, (2017) reported that the specified school activities on the use of capitation grants was a problem to the heads of school, whereby several activities carried out before now there are no funds to accommodate them like paying part time teachers, paying for school board allowances, and electricity.

5.3.4 The overall findings from interviews

The interview was responded on by 8 interviewees (100%) who argued that, the quality of education in academic performance in free education has improved despite all challenges that affect education system in ward secondary schools. This is due to good organization and strategies of the heads of schools and follow up of the district

education secondary officers who inspect the schools frequently. Also, teachers are working hard in carrying out their responsibilities under the rules, regulations and instructions.

5.4 Research question three

What are the challenges facing the provision of free education in ward secondary schools?

The heads of schools ward education officers, teachers and parents were asked on the challenges that face the provision of free education in ward secondary schools. A total of 30 out of 40 (75%) of participants in both schools (Kolla Hill and Sumaye secondary schools) gave the challenges as described below:

5.4.1 Challenges from teachers, heads of schools, ward education officers and parents

a) The academic performance in ward secondary schools is individually low:

The study conducted in two secondary schools revealed that in free education system the academic performance in ward secondary schools individually are low though generally is slowly improving because some students are not much knowledgeable. Because some of the students are slow learners and they have no assistance from teachers in the extra time. For example, in the national examination results of 2014/2015 in Sumaye and Kolla Hill school secondary schools it was observed that majority of students scored division four and zero.

Therefore, it shows that, the majority of students' academic performance in the national examinations is low although they study free. For consecutively three years the majority of students are found in division IV and zero, example in Sumaye secondary school the national examination of 2014/2015 the total number of students scored division IV is 240(42%) and Zero is 226(40%) out of 569 students.

Either Oketh *et al.* (2013) supported the finding by reporting that free education in East Africa has increased donor funds for primary and secondary education, extension of teacher education programmes and free education, all of them caused the decline of the quality of education in Kenya.

b).Insufficient budget

The participants revealed that the government budget which is sent in ward secondary schools in terms of capitation grants and fee compensation are fixed and for specific activities, thus is not enough to accommodate the specific school requirement, example teachers fail to pay electricity, security, employ part time teachers, paying for UMISETA and other activities.

However, the budget does not consider the location and increase of the number of students. This is similar to HakiElimu's (2017) findings on the Impact of the implementation of Fee-Free Education Policy on Basic Education in Tanzania. They found that the funds allocated were sent to schools with specifications for different activities that include 35% of the total fee compensation grant to be used for office expenses, registry section, planning, security, electricity, and water. 10% of the 35% is paid to the head master as responsibility allowance. 30% to be used for academic purposes, for purchasing reams, chalks, manila paper, for school inspection, and contributions for UMISETA, 15% to be used for continuous assessment, mock examination, weekly and monthly tests and for printing and photocopying tests, 10% for medicine for First Aid; and 10% for minor repairs like purchasing locks and repairing desks, which does not cater the other school needs.

The specified budget cannot accommodate all activities planned by the school. For example 30% of the budget in academics is not enough to accommodate the frequent exercises and tests and to support other academic issues at school due to the increase number of students. Example in Kolla Hill secondary school before free education academic contributions from the parents in 2015 was about 6.1 million and fee compensation brought by the government was about 170,000 per each student. So it was enough to conduct all kind of examinations at school, but in free education the

school receive about 354,000/= per month to 845 students. Therefore, to conduct one test it cost about 800,000/= for 845 from which the money brought by the government is not enough. HakiElimu, (ibid) which reported that the specified school activities on the use of capitation grants was problem to the heads of schools, whereby several activities carried out before now there is no funds to accommodate them like paying part time teachers, paying for school board allowances, and electricity.

Also, HakiElimu (ibid), found that the government should not consider specifications but should consider location of schools and school development plan because each school has particular needs different from other schools that has to be considered.

This was also revealed by Godda (2018) who found that capitation grants given to secondary school from the government were attached with strict guidelines as stipulated in Education Ministry circular no. 6 of 2015 as “Mwongozo wa Matumizi ya Ruzuku” of 28 December 2015.

c) Over-enrollment of students

The study revealed that free education system in ward secondary schools has allowed parents to send their children to school free as a motivation to them. A number of students have been enrolled in this system of education. In schools that were visited specifically in Kolla Hill and Sumaye secondary schools, the number of students has increased with no increase and improvement of infrastructures like classes, number of toilet holes, student’s tables, chairs and laboratories.

For example in Kolla Hill secondary school before free education the school had 640 students and the number of chairs and tables to students were 640, but during free education system the number of students has increased to 845 with the same number of student’s tables and chairs. This has made students sitting 2 students in one chair and table that affect much the process of teaching and learning which result to poor performance.

This is similar to Tondi (2012), who found that overcrowding of classes hinders perfection of teachers in making an assessment of students' exercises books in ensuring that the lesson is clear to students.

This is consistent with the findings of Mutisya (2011) who reported that free education has highly increased enrollment of students in secondary schools in which all children from poor families, and other groups had a chance to join in secondary school due to the eradication of school fees and other contributions which were paid by parents by parents.

It is also similar to the findings reported by Khamati (2013) who reported that the abolition of school fees and other contributions in Uganda, Tanzania, and Kenya at the primary have good impact since free education has increased the chances to secondary education by those who could be excluded.

The findings were consistent with HakiElimu, (2017) who explain that school fees abolition increases access of children from disadvantages families to join in secondary school.

Sumra, (2017) supported the findings as it was reported that there was high enrollment in secondary school resulted from free education implemented in secondary schools that led to shortage of teaching and learning materials due to insufficient government funds provided to the secondary schools.

The finding also supported the report of USAID (2007) who revealed that more overcrowding of students as twice than before has led to poor academic performance to students who are supposed to be the beneficiaries of free education by abolishing school fees in schools.

d) Inadequate teaching and learning materials

There was a shortage of teaching and learning materials especially art subjects text and reference books. Although in 2017 art text books were brought in ward secondary school with the ratio of 1:2 but then they were returned back because the text books were not in a good quality as required. Therefore, the schools are still

suffering the same problem that 1 text book to 20 up to 60 students. The shortage of text and reference books affect the efficiency of teachers and students in teaching and learning process thus it causes low achievement or poor performance of students in the internal and national examinations form II and IV.

This was cemented with Mutisya's (2011) findings that the increase number of students in secondary school under the implementation of free education has led to shortage of teaching and learning materials in schools.

e) Free education policy is not understood by most of parents

The free education system confuses them and therefore they do not show cooperation in education issues in schools and make follow up to their children. Most of them think that everything for their children are provided in school like exercise books, food, uniform and contributions in building infrastructures, it is thought that the work is done by the schools and the government, therefore parents became reluctant in making contributions on electricity, water service and security guard and it became difficult even in attending parents' meetings in schools.

This supported the findings of HakiElimu,(ibid) which explained that the confusion of parents about free education policy was caused by lack of information about the policy from the government from the circular No. 3,5 and 6, also they were confused by the politicians especially political leaders who were speaking different statements.

This was supported by Khamati's (ibid) findings in Kenya that most of parents refused to make contributions to schools for their children because the education was free.

f) Decrease of motivation to teachers

From the study, the findings revealed that teachers are not motivated in their work especially physical motivations (money), although they work very hard in a very difficult environment and conditions. Moreover, they were abiding by laws and regulations but intrinsically and extrinsically were not motivated.

Also, 2 teachers when answering questions explained about how motivation were limited that they have no allowances, there is no training programmes on the subjects, only few teachers are selected to go for marking sessions in the national examination form IV and form VI. These affect efficiency of teachers in working hard; students are also affected especially low achievers because teachers cannot use their extra time to help them. This was supported by Gitonga (2102), who found out that conducive working condition was a critical motivation factor that improves the teachers' motivation hence the performance of the students.

g) Shortage of teachers

From the study it was realized that the free education system has increased enrollment of students but the number of teachers remained the same in all subjects. Before free education, the schools had few numbers of teachers especially science subjects and during free education system still have inadequate number of teachers to accommodate the increased number of students. For example, in Sumaye secondary school there are 818 students but there are 2 biology teachers and 2 physics teachers; that hindered their efficiency and effectiveness in teaching and learning process, this led to low achievement of students. This was similar to HakiElimu (ibid) which found that making teachers to work with many students as twice will lead to the academic failure for many students.

It is also consistent with Godda (2018) who found that free education has caused rapid increase of students, however, due improper planning to accommodate those students it has affected the quality of education in Tanzania that include the overcrowding of classes and shortage of teachers.

h) Free education has provided a room of having low achievers in ward secondary school

The results from the study revealed that some of the students who completed standard VII have low ability in studying secondary school subjects in such a way that they are not capable of performing well in their academics, however, some of them cannot read and write. For example in Sumaye secondary school 2018 there 50

students who are low achievers out of 285. These students were incapable of studying secondary school education who ended in division IV and Zero. This is similar to Tondi (2014) who reported that in free education most of the students enrolled in community secondary schools have poor performance as they cannot read and write.

5.5 Research question four

Which strategies are to be used in solving the challenges facing the provision of free education in ward secondary school?

In respect of the above discussed challenges by the teachers, heads of schools ward education officers, and parents have also suggested specific measures in solving the problems.

About 69% of the teachers (22 out of 32), 2 heads of schools (100%), 2 ward education officers (100%) and 4 parents (100%) insisted on motivation to both teachers and students in improving effectiveness and efficiency of teachers in improving students' academic performance.

- a) Some of students in free education are lower achievers, so at last they do not perform well in their studies, therefore the government should select the students who are capable of studying in secondary education system.
- b) The government through district secondary education officers, ward education officers and the heads of schools should provide enough education to parents so as to make them understand better what it means about free education through different media and parents meeting in schools,
- c) The government should increase budget in all the specifications allocated and specify more in those percentages by considering the number of students and localities because these portray the reality.

- d) The government should construct more ward secondary schools so as to eradicate the problem of over enrollment of students in ward secondary schools or by improving the available schools by building more classes, laboratories, teacher houses and students toilet holes and employ also teachers according to the number of students in order to empower the schools to accommodate all the available students.
- e) Free education is good but the government should provide enough teaching and learning materials in ward secondary schools like text and reference books in order to rich the ratio of 1:1.
- f) Free education policy should motivate teachers, this involve the promotions, increment of teachers' salaries and good working conditions and other physical motivations in order to make them efficiently and effectively in carrying out their responsibilities.

5.6 Theoretical applications to the findings

Shared decision-Making Theory is a theory developed by Liontos (1994), focusing on major educational management reforms that involve the process of making educational decisions in collaborative manner. Shared decision-making involves fundamental changes in the way schools are managed as well as alterations that could be made in the role and relationship of everyone in the school community.

The findings available do justify the validity of the theory since the views given by the heads of schools, ward education officers, teachers and parents have great influence in making decisions in collaborative manner in education management that bring changes in the implementation of free educational policy in ward secondary schools in Morogoro municipality.

Lionton (1994), insisted that the large number of alternatives can be generated and analyzed when more people are involved resulting from innovative issues. The views on motivation, quality of education in academic performance, challenges and strategies on how to overcome the challenges, all impart new skills and knowledge to

all education stakeholders including the government that improve efficiency in the quality of decision making in making changes in the implementation of free education policy in Tanzania, specifically in ward secondary schools in Morogoro municipality.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

6.1 Introduction

This chapter presents a summary of the study showing the major findings, conclusions and recommendations for action.

6.2 Summary

The study assessed the education stakeholders' views on the provision of free education in ward secondary schools in Morogoro municipality Tanzania. The objectives were to assess the education stakeholders' views on the motivation given before and during the provision of free education policy in Tanzania, to evaluate the education stakeholders' views on quality of education in academic performance under the provision of free education in ward secondary schools, to assess the education stakeholder's opinions on challenges and how to overcome those challenges under the provision of free education in ward secondary schools. Furthermore, shared decision making theory was employed. The study also involved other empirical studies related to the study from Tanzania and other countries outside Tanzania.

The study was conducted in Morogoro Municipality. Two ward secondary schools were selected including Kolla Hill and Sumaye secondary schools. Forty (40) participants were involved in this study, including 32 teachers, two ward education officers from Kichangani and Bigwa ward, two heads of schools from both schools and four parents (two from each school).

Data collection methods used were documentary review, questionnaire and interview. Questionnaire was used to teachers and interview was used to the heads of school, ward education officers and parents. Documentary review was used in checking national examination result of form IV for three years (2014/2015, 2015/2016, 2016/2017) to confirm the quality of education in academic performance

in ward secondary schools in Morogoro Municipality. The study used qualitative approach whereby qualitative data were subjected to content analysis. The quantitative data available were manually analyzed by calculating frequencies or grand total and percentages however, they were presented in tables.

This study provides an insight into the heads of schools, ward education officers, teachers, parents and other educational stakeholders on the importance of motivation and how teachers should be motivated, the improvement of the quality of education in academic performance in free education system on national examination form IV. It was realized that although education is provided for free in ward secondary schools, there are many challenges facing it, yet there is improvement in the quality of education in academic performance.

Moreover, with an example of the national examination results obtained by Kola Hill secondary school from three consecutive years, starting from 2014/2015 to 2016/2017, the performance has increased to 12%. However, the performance of Sumaye secondary school from 2014/2015 to 2015/2016 was increased to 34%, while from 2014/2015 and 2016/2017 the performance was increased by 31%. The improvement of academic performance was revealed through examination results of the national examination form IV provided by the heads of schools.

Also, teachers, heads of schools, Ward education officers and parents' own responses through questionnaires and interview justified that, in free education the quality of education in academic performance has improved though there was less motivation to teachers.

It has been revealed that the performance of students academically has been contributed by teachers working hard restricted with rules and regulations. Though intrinsic and extrinsic motivation of teacher's in working hard is very important factor to the performance of students.

The finding of the study showed that free education policy had various challenges, these include over enrollment of students, fixed capitation grants and fee compensation, confusion of parents about free education policy, shortage of teaching and learning materials and infrastructures, shortage of teachers and less motivation to teachers. Therefore, all these challenges should be solved as the follows:

- The government should select the students who are capable of studying for secondary education.
- Enough education should be to parents about free education in media and school meeting
- The government should increase budget in all the specifications allocated and specify more in those percentages by considering the number of students and localities because these portrays the reality.
- The government should construct more ward secondary schools so as to eradicate the problem of over enrollment of students in ward secondary schools or by improving the available schools by building more classes.
- Free education policy should motivate teachers; this has to involve the promotions, increment of teachers' salaries and good working conditions and other physical motivations.
- The government should provide more text and reference books in ward secondary school and improve infrastructures.

6.3 Conclusion

The study was conducted in Morogoro municipality in two selected ward secondary schools with the aim of assessing education stakeholders' views on the provision of free education in ward secondary schools.

The findings of the study show that there is improvement in the quality of education in terms of academic performance in free education policy. For three years (2014/2015, 2015/2016, 2016/2017) the performance of the national examination form IV was improving, in two ward secondary schools (Sumaye and Kolla Hill secondary schools),. 22 out of 32 (68.7%) teachers, 100% of heads of schools, Ward education officers and parents supported that, though they commented that the motivation of teachers had decreased, though teachers were restricted with laws and regulations.

This is because in the cost sharing system teachers were paid for remedial classes by parents, therefore only those students whom their parents paid for remedial classes were the once who were well taught cared for by teachers. Thus few students performed well, but majority were poorly performing. This is contrary to free education system that all teachers are bounded with laws, regulations and instructions that all teachers had to teach all instructed periods teaching all students the same. In free education all teachers work hard in carrying out their responsibilities thus the performance has improved.

However, the findings revealed different challenges in the provision of free education in ward secondary schools after the response of 22 teachers' questionnaires and 8 interviewees as explained in chapter five.

Furthermore, different strategies have been revealed from the study, as they emphasize the government to increase the budget in ward secondary schools, teachers to be motivated in improving working conditions, trainings so as to keep them up to date and other physical motivations, and the use of self-commitment in teaching and learning process apart from rules and regulations that enforce them to work hard.

6.4 Policy implications

Generally, from the findings of the study, the researcher comes out with two policy implications as follows:

6.4.1 Enforcement of rules and regulations

The free education policy is good, but the rules and regulations should be insisted, monitored and observed by the heads of schools, Ward education officers, teachers and school quality assurers in order to enhance the working hard of teachers and improve academic performance.

This is because, if teachers will work hard the students will be given the required knowledge, various strategies will be used to help the slow learners in teaching and learning process. Hence, good achievement of learners, thus it will result in having very competent and knowledgeable people in the national economy.

The government needs to clarify the rules and regulations especially on the specifications given to the heads of schools on how to use the capitation grants received from the government on how much should the heads of schools pay for the electricity, water service and security guards. This will clear the doubt from the heads of schools when administrating the schools.

6.4.2 Awareness creation

The study observed that free education policy is still confusing the parents as they believe that everything for their children is obtained in school. This has resulted in failure of the parents to make follow up to their children due to escaping from contributions for some of the basic issues like contribution for meals to their children. They do not attend school meetings and even for discipline issues about their children.

The findings from the study concluded that the parents should be educated more on the free education policy about their responsibilities in academic issues of their children, the heads of schools, ward education officers and district education officers (DEOS) should make sure that media like radios, posters, workshop, seminars and televisions are used to educate parents.

The government should also enforce and insist all parents to follow the instructions given on the provision of free education in ward secondary schools in order to support their children.

However, the government should make sure that free education goes together with the improvement of the infrastructure system so as to create conducive environment for learning.

6.5 Recommendations

The following recommendations are provided to educational stakeholders; these are teachers, parents, policy makers and the government.

6.5.1 Teachers

Free education in Tanzania guides teachers with rules, regulations and instructions in implementing their responsibilities, the researcher argue that, these should help them to maintain discipline of teachers and make them work hard in ward secondary schools although motivation to teachers is necessary for more accuracy and efficiency.

6.5.2 Parents

They should be aware that students' academic performance depends on many factors including the positive support from the parents especially in guiding, instructing, counseling them, providing them with teaching and learning resources, physiological needs like clothes, food, health and safety. Therefore, parents should be ready to carry out their responsibilities, not only the government that is already burdened apart from having meager resources.

6.5.3 Policy makers

The policy makers should design education policy by considering the views and awareness from all educational stakeholders basing on data information, challenges and ways to overcome the problems. This is called stakeholder alignment in policy

making. Stakeholder alignment will enable them to design the appropriate policy that suits the needs of all people in the nation and even beyond since today's world is a global village; whatever you do in Tanzania will have effect on the other part of the world. So, policies made in education should be comprehensive and responsive to various issues in a strategic and sustainable way.

6.5.4 The government

The government has to ensure that there is enough budget to support and accommodate all school activities so as to allow smooth running of the schools. This involves the different localities and the number of students of a particular school. Also, it should employ enough teachers and deploy them to schools especially those with acute shortage matching with the increasing number of students.

6.6 Areas for further research

The study assessed few aspects in education stakeholders' views on the provision of free education in ward secondary schools Tanzania particularly in Morogoro Municipality basing on the motivations of teachers, the quality of education in academic performance, challenges and strategies to overcome them. Several aspects are worth and therefore, it is recommended the remaining areas to be studied for future.

Therefore, there is a need to assess education stakeholders' views in the provision of free education in ward secondary schools Tanzania and other districts.

In addition, the study was conducted covering few aspects like motivation, quality of education and challenges facing free education policy in Tanzania particularly in Morogoro municipality but further studies can be conducted in other districts in other ward secondary schools on other aspects of discipline and truancy in connection to free education policy.

REFERENCES

- Anangisy, W. A. L. (2007). Researching Teacher Misdemeanors in Tanzania: The Methodological Issues and Implication for Data Generation. *Journal of the Faculty of Education University of Dar Es Salaam*, 27, 28-53.
- Anangisy, W. A. L. (2011). *Developing Quality Teacher Professionals: A Reflective Inquiry on the Practices and Challenges in Tanzania*. Dar-Es Salaam: University of Dar-Es Salaam and Curriculum. Paris: IIEP.
- Belle, L. J. (2007). *The Role of Secondary School Principals in Motivating Teachers in the Flacq District of Mauritius*. Masters of Education Dissertation. University of South Africa.
- Bey, M.T. & Turner G.Y. (1996). *Making a School a Place of Peace*. London: Sage
- Blackmore, K. & Cooksey, B. (1981). *A Sociology of Education for African*. London: Citizen, January 9, 2017 “Special Report: Thousands likely to miss classes”
- Cohen *et al*, (2000). *Research methods in education*. Rout ledge London, England: *Commitments and Local Reality*. The Case of Geita District, Tanzania School of Social Sciences, Växjö University.
- Creswell, J. W. (2003). *Research design: A Qualitative, Quantitative and Mixed Method Approaches* (2nd edn). Thousand Oaks, CA: Sage.
- Daven, Jonatan (2008) Free Primary Education in Tanzania? - A case study on costs and accessibility of primary education in Babati town. Copenhagen: Sodertorn University College.
- Davidmann, M. (1989). The will to work: What people struggle to achieve (2ed.) (On-Line). Available: <http://www.demon.co.uk/solbaram/articles/willwork/html>

Education Circular No. 3 of 2016 on the implementation of abolition of school fee charges), May 2016,<http://www.moe.go.tz/en/publications/send/44-circulars-nyaraka/270-waraka-namba-3-wa-mwaka-2016-elimu-bure>(accessed December 22, 2017), p. 2.

Gitonga D. W. (2012), “The influence of teachers’ motivation on students’

HakiElimu, (2017), The Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania

Kenya, P. (2008). “Provision of free education in primary schools, basing on exploration the effectiveness of the Kenya government in provision of free education”, in Kenya.

Khamati, (2013).Factors Influencing the Implementation of Free Secondary Education in Mumias District, Presbetarian University in Kenya.

Knutsson, Benjamin (2005) *Education for All or Enrolment for All? Linking Global*

Kombo, D.S & Tromp, L.A. (2006). Proposal and Thesis Writing: An Introduction. Pauline Publications Africa. Nairobi.

Kothari, CR, (2016). *Research Methodology and Methods techniques*. New Age International, New Delhi, India.

Krishnaswami, O. R. (2002). *Methodology of Research in Social Sciences*. Delhi: Himalaya.

Lointos, (1994) 6). The Adequacy Of Indigenous Care Practices In Promoting Coping Efficacy Among AIDS Orphaned Children Babati District. Unpublished Master of Applied Social Psychology Dissertation. University of Dares-Salaam.

- Luvega, C. I. (2007). "An evaluation of the implementation of Free Primary Education Policy in selected public primary schools in Kakamega District". Unpublished Master of Education Thesis. Maseno University
- Machumu, M. M. (200) techniques, New Delhi, Wiley Eastern Limited
- Malmberg, L., Hansen, S & Heino, K. (2000). Basic Education for All: A Global Concern for Quality. Vasa: Abo Akademi University.
- Mathers, C., Oliva, M., & Laine, S. W. M. (2008). *Improving Instructional Through Effective Teacher Evaluation: Options for States and Districts*. Washington. D.C: National Comprehensive Center for Teacher Quality.
- Mobegi, (2015). 'Stakeholders' view on the effect of financial mismanagement on physical facilities in public secondary schools " Gucha district in kenya
- MOEVT. (2010). *Education Sector Development Programme: Secondary Education Development Programmed II (July 2010-June 2015) Final Draft*. Dar as Salaam: National Printing Company. Open University of Tanzania.
- Mtondo H .(2016).Assessment of ward education coordinators in providing managerial support to community secondary schools in Kibondo district in Tanzania, published by open university in Tanzania.
- Mutisya, M. (2007). Impact of free secondary education on quality of secondary education in Katangi, Yatta, Machakos district, Kenyatta university in kenya.
- Nsheen, N. and Yasin, H. (2015),"Determinants of motivation in teachers", Islamic university of Bahawalpur, Pakistan.
- Ohba, A. (2009). "Does free secondary education enable the poor to gain access?" university of Sussex.
- Oketch O. at, al (2007). Policies on free education on primary and secondary in East Africa. University of London.

- Sumra, (2017), Sumra (2017), I of free education in Tanzania within seven districts”
Tanzania
- Tilya, F. & Mafumiko, F. (2010). Papers in Education and Development. *Journal of the School of Education University of Dar es Salaam*, 29, 37-56.
- Tilya, F. (2011). Teacher Preparation In Tanzania For Quality Education To 21st Century Society. Retrieved in 3rd April 2017 from http://www.Tenmet.Org/Public_Html/QEC2017/Tilya.
- Tondi (2014), Analysis of stakeholders’ views on the quality of education in community schools in Moshi rural district, Open University Of Tanzania
- Tweeze (2016) A New Dawn? Citizens’ Views on New Developments in Education. Sautés wananchi, Brief No. 30.
- UNESCO (1990) World Declaration on Education for All and Framework for Action to meet Basic Learning Needs. World Conference Jomtien, Thailand 5-9 March 1990. UNESCO: Paris
- UNESCO (2016a) Education 2030, Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all. Paris: UNESCO
- UNESCO. (2000). Positioning Secondary Education in Developing Countries: Expansion
- URT (2005) *Basic Education Statistics in Tanzania (BEST) 1995- 2005: National Data*. Dar es Salaam: Ministry of Education and Culture.
- URT (2014) *Sera ya Elimu na Mafunzo*. Dar es Salaam: Ministry of Education and Vocational Training.

- URT (2015a) “Waraka wa Elimu Namba 5 wa Mwaka 2015” Kufuta Ada Kwa Elimu Ya Sekondari Kidato Cha Kwanza Mpaka Cha Nne Kwa Shule za Umma na Michango
- URT (2016) “Waraka wa Elimu Namba 3 Wa Mwaka 2016 Kuhusu Utekelezaji wa Elimumsingi bila Malipo” Dares Salaam: Wizara ya Elimu, Sayansi na Teknolojia. 25/5/2016.
- URT. (1995). Tanzania Education and Training Policy. Dar es Salaam: National Printing Company.
- URT. (2004). *Education Sector Development Programme Institutional Arrangement Guidelines for Secondary Education Development 2004-2009*. Dar es Salaam: MOEC.
- URT. (2010). *Certificate of Secondary Education Examination (2009) report and analysis of the results*. Dar-es-Salaam: MOEVT.
- USAID (2007) School Fees and Education for All: Is Abolition the Answer? Washington D.C. EQUIP 2, Working Paper.
- World bank,(2016),” world free of poverty” research department and office of the chief economist for human development.
- “Yote Katika Elimu Msingi” Dar es Salaam: Wizara ya Elimu, Sayansi na Teknolojia

APPENDICES

APPENDIX I.

QUESTIONNAIRE FOR THE TEACHERS

Dear participant, I am Agnes Venance, I am a student pursuing MAED Studies at Mzumbe University of Tanzania. I'm conducting a study on Assessment of Education *stakeholder's' views on the Provision of Free education in Schools in Tanzania in Morogoro Municipality* .This study is conducted only for academic purposes and not otherwise. Any information provided will be treated confidential and used for the intended purpose only. I therefore kindly request you to participate in this study. Thank you!

Give the correct answers in the question below and provide information requested to the best of your knowledge.

1. Mention and explain the kind of motivations obtained by teachers during cost sharing system and free education policy in Tanzania?
 - i)
 - ii)
 - iii).....
 - iv)
 - v)
2. a) Does the motivation increased or not in free education? Give reasons for your answers.

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

b) If the motivations have decreased in your school, mention the remaining once.

i)

ii).....

iii).....

iv).....

3. What is your observation on the impacts of decreasing or increasing of motivation on the quality of education in academic performance in ward secondary schools under the provision of free education?

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

4. Which are the challenges facing the provision of free education in ward secondary schools?

i).....

ii).....

iii).....

iv).....

vi).....

vii).....

viii).....

5. What are your views on the implementation of free education policy in ward secondary schools in Tanzania?

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

APPENDIX: II

. Interview guideline for heads of schools and ward education officers.

1. Give out your views on how teachers get motivated before 2016 and after the provision of free education policy in Tanzania? Mention the types of motivations.
2. What are the ways in which motivation is provided under the provision free education in ward secondary schools?
3. What are your opinions in terms of decreasing or increasing of teachers motivations in the quality of education on the academic performance in ward secondary schools under the provision of free education?
4. What are your views on free education budget and real budget expenditure in schools?
5. Tell me your views about the implementation of free education policy in ward secondary schools?
6. Mention the challenge that faces free education provided in ward secondary schools.
7. Briefly explain the strategies that can be used to overcome the challenges facing free education policy in your school?

THANK YOU FOR YOUR COOPERATION

APPENDIX III:
INTERVIEW GUIDELINE FOR PARENTS

1. How are you motivated by free education policy in Tanzania?
2. Mention the type of motivations provided during the cost sharing system and free education in ward secondary schools. Give reasons, why?
3. How do you compare the cost sharing and free education policy before and after 2016 in ward secondary schools in terms of quality of education in academic performance?
4. Give out your views, on the challenges of free education system in Tanzania?
5. What are your opinions on strategies to be used in solving the challenges facing the provision of free education in ward secondary schools?

THANK YOU FOR YOUR COOPERATION.

APPENDIX IV:

The national examination results of Sumaye secondary school form IV from 2014/2015-2016/2017.

	DIVISION					
	I	II	III	IV	0	TOTAL
YEARS						
2014/2015	2	5	16	56	66	145
2015/2016	1	12	32	80	86	211
2016/2017	2	9	24	104	74	213

The national examination results of Kolla Hill secondary school form IV from 2014/2015-2016/2017.

	DIVISION					
	I	II	III	IV	0	TOTAL
YEARS						
2014/2015	0	0	12	87	58	157
2015/2016	1	2	15	55		211
2016/2017	2	9	24	104	74	213

APPENDIX V:

Other documents from Sumaye and Kolla Hill secondary schools

School board meeting minutes.	<ul style="list-style-type: none">• Discussing how different parents contributions should motivate teachers before free education..
Staff meeting file.	<ul style="list-style-type: none">• Discussing how teachers should follow professional code of conduct, laws, regulations and how works should be organized
Teachers personal files.	<ul style="list-style-type: none">• Showed how teachers were motivated before and after free education through letters that showed selection in seminars, rewards, workshops and marking sessions of the national examination form IV.
Class journals	<ul style="list-style-type: none">• Showed the attendance of teachers in classrooms and remedial classes before and after free education.