

**COMMUNITY ENGAGEMENT IN IMPLEMENTATION OF FEE
FREE EDUCATION IN TANZANIA: A CASE OF SECODARY
SCHOOLSIN LUSHOTO DISTRICT COUNCIL**

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FREE EDUCATION IN TANZANIA: A CASE OF SECODARY
SCHOOLSIN LUSHOTO DISTRICT COUNCIL**

**By
Judith Emanuel**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Arts in Education (MA-EDU) of the Mzumbe University**

2019

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University a dissertation entitled “***Community Engagement in Implementation of Fee Free Education in Tanzania: A Case of Secondary Schools in Lushoto District Council***” in partial fulfilment of the requirements for award of the degree of Master of Arts in education (MA-EDU) of the Mzumbe University.

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DECLARATION

I, Emanuel Judith, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This dissertation is dedicated to, my husband Ndeji, my children Cecy, Fau and Jr for their moral, spiritual and material support to the accomplishment of this study.

LIST OF ABBREVIATIONS AND ACRONYMS

BRN	Big Results Now
EFA	Education for All
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FFE	Fee Free Education
FY	Financial Year
LGRP	Local Government Reform Program
MDG	Millennium Development Goals
OECD	Organisation for Economic Cooperation and Development
PEDP	Primary Education Development Plan
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
URT	United Republic of Tanzania

ABSTRACT

This study explored the level of knowledge, perceptions and interest among secondary school community who engage in implementation of FFE Programme using Lushoto District Council as a case study. The specific objectives of the study included to identify the level of knowledge of key stakeholders about implementation of FFE programme; find out perceptions and attitudes of key stakeholders about the implementation of FFE programme; and assess the contributions of existing legal framework in the implementation of FFE programme. Basically, the objectives of the study adhere with the institutional theory in the process of pre-empting the unknown. The study utilised a descriptive-case study design from a sample size of 157 study participants obtained through the use of non-probability (purposive sampling technique) and probability (simple random sampling technique). Data were collected using interview guides, structured questionnaires and documentary review. While qualitative data were analysed using thematic analysis, Quantitative data were analysed descriptively using computer software known as SPSS version 22.

The study revealed that Fee Free Education (FFE) programme was successfully implemented. The key stakeholders had high theoretical knowledge about the FFE and imparted it to the other stakeholders at the school community. They understood FFE as government programme where pupils would not pay any fee and other contributions as it was before the introduction of FFE. However, it showed that the community was aware that there could be contribution provided that it is initiated by community for school welfares. FFE was perceived to have increased students' enrollment as well as the access to education in rural settings. However, Teachers were demoralized due to deficits in disbursed funds for school budget needs, overcrowding of students and poor parental involvement towards contributing funds for students' food during the study. The rules and regulations showed deficiencies in the modality used to allocate budget, and lack of mechanisms to improve teachers' welfare hence, demoralised the execution of FFE programme. The study concludes that the success of any implemented education programme depends upon the established legal framework which needs to link with the level of knowledge, perceptions and interests of stakeholders who either affect or affected by the programme. The study recommends for a review of country's Education Policy of 2014 to include effective ways of execution of educational programmes.

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

For many years, all governments in the World have been struggling to ensure that the provision of education is totally free simply because education is the vital tool towards alleviation of poverty and ignorance. This study explored the level of knowledge, perceptions and interest among secondary school community such as parents and teachers who engage to implement Fee Free Education (FFE) Programme using Lushoto District Council as a case study. This chapter provides the introduction, background to the problem, statement of the problem, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study and organisation of the study.

1.2 Background of the Problem

The provision of Fee free education is a global agenda in Africa and the world at large (Bategeka et al, 2008). In different time and at different pace, countries across the world have increasingly shown the intention to review its education policies as to improve equity and quality of Education delivery. Most of the nations review their policy orientation in line with the international summits accords like the declaration Education for All (EFA) of Jomtien 1990, and that of Dakar 2000(UNESCO, 1990; 2000). Likewise the sustainable Development Goals put emphasis on the need for country governments to set policies which ensure equitable provision of education and to the best of it, basic education should be free of charge. In other words, government are urged to increase its budget allocation on education investment. The SDG goal number four, for instance required government to ensure equal opportunity in access to quality learning opportunities at all levels of education in a lifelong perspective(UNESCO,2015). These goals required countries to put in place strategies to ensure marginalised children such children with disabilities have access to and benefit from quality primary education (HakiElimu, 2017).

In Africa different countries embarked on abolition of school fees in primary and to some extent in secondary schools. Among them are Malawi in 1991, Ghana, in 1996, Uganda in 1997, Ghana, Kenya, 2001 and Rwanda, 2005(Oketch, & Rolleston, 2007).In the move to ensure that more children get access to schools, some governments opted to invest more in education thereby eliminating cost sharing schemes. The implementation of cost sharing programmes was found to decrease the national goals towards achieving the second goals of Education for all which calls nations to ensure that by 2015 all children have access to and complete a free and compulsory education of good quality(URT,2014;UNESCO,2000).

In the same vein of implementing fee free education, some countries like Ghana and Malawi made the secondary education Free. According to Mitchell(2018) the government of Ghana in 2017 extended the practice of fee free education up to secondary education level which defines the free education as the elimination of all sorts of contributions and fees like admission, library, science centre, computer laboratory, examination and utility fees and day meals are provided in the school. In Kenya, the days schools were set free letting the boarding school paying some fees while mid ay meal are set in accordance to internal school organisation. The free education in Uganda meant that the government eliminated all sorts of tuition fees and parents and teachers association charges for primary education (Bategeka and Lawrence, 2006).However, these grants were disbursed basing on the number of children enrolled in the school and the level of education. Education was not entirely free since parents were to contribute for scholastic materials, provide their labour power for classrooms constructions and the like. The results were that parents were unwilling to contribute for they perceived UPE programme has nothing to contribute for their children well being (Bategeka and Lawrence, 2006).

In Tanzania, the area of focus, the provision of fee free education is not a new practice since its post-independence. In 1970s under the Universal primary education, the government delivered of free education to students in primary schools, though not by 100 percents (URT, 2014). The practice of UPE in Tanzania was memorable, though faced institutional difficulties like the expense and the unstable economic condition of the nation which lead to establishment of cost sharing

programmes in 1986 as an effect of structural adjustment programmes (HakiElimu, 2016). Reaching the goals to increase education access under cost sharing was hardly a dream in Tanzania during the cost sharing practices (Education sector Analysis, 2011). The dream to adopt the UPE precepts were seemingly reckoned by the political class, In particular after the push of the Jontiem international conference in 1990, the government enacted a sound Education and Training policy in 1995. The ETP of 1995 opened a new venture with which expansion of education was not only compulsory but started to be perceived as a right of every citizens especially school age children.

With effect, the ETP 1995 policy started to be implemented under special education plans. The Education sector development plan first phase was put in place together with the Primary Education Development programme (PEDP I) (2001-2004). According to the Education sector Analysis (2018) the government plays role of funding the education sector through the public recurrent expenditure and development grants. Following the introduction of PEDP I in 2001 the volume of recurrent expenditure had considerably increased by factor of 5.4 between Financial years (FY) 2000/01 and FY 2008/09, from TSh 216.4 billion to TSh 1,172.9 billion. Similarly, in the secondary level, the government instituted the Secondary Education Development Programme (SEDP I) in 2004 which sought to increase education funding system in the secondary schools. In fact, the greater capital spending for the secondary level is the most impressive, having been multiplied by 35.8 between FY 2003/04 and FY 2008/09. While the recurrent government expenditure in primary school remained fairly constant over the period of three years; 2007-2009, the secondary schools excelled its expenses to about 13.5 millions Tsh in the financial year 2008/2009.

The notable effects of Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP) were congruent to the objectives of the ESDP which are: provision of free and quality education; increasing the number of children who are successfully completing primary schools in joining secondary schools, improvement in the quality of education that was provided, better institutional arrangements as well as capacity building (URT, 2001). Its components include;

enrolment expansion, quality improvement, capacity building and strengthening of institutional arrangements (Julius, 2018).

However, the practice differed from stipulated objectives, since though school fees and contributions were abolished in primary schools, the government failed to control the expenditure system of the funding system hence urging school to initiate some contributions in primary schools (Vavrus & Mosha, 2009). As for the secondary school, school fees was reduced to 40000 tsh and 70000tsh for boarding schools, but the amount of contributions were observed to surpass the intention of reducing schooling costs(Rakesh, 2011). All these implied that the implementation of primary fee free education was not successful due to multiple constraints like poor budget allocation, improper financial management of funds, corruption of the funding system, too much bureaucracy, over increased extracurricular contributions in schools.

In response to such and other shortcomings, the government of Tanzania decided to amend its Education and Training policy, and in 2014, a revised policy was put in place. The objective 3.6.5 of the policy stipulates for the need to finance basic education by establishing fee free education programme. According to the ETP2014 policy the basic education includes the primary and ordinary level of secondary education (URT, 2014). Following the declaration of the 2014 Education and training policy, the agenda of FFE gained attention of the policy makers and politicians. In November 2015 soon after general election, the Government officially declared that primary and secondary education from form one to form four are subject to fee free education programme. The FFE took effect from January 2016, following the declaration and a series of government circulars aimed to direct and affirm the government decision of implementing FFE.

The provision of FFE meant that all sorts of tuition fees and contributions which by then existed were officially abolished and that the Government financed the education system by compensation fees and capitation grants. The concept FFE is then defined by the Educational Circular No. 5 of 2015 formalised the commitment in Education and Training Policy 2014 (URT, 2015) and directed public schools to

ensure that primary and secondary education was free. This included the removal of all forms of fees and contributions. The Circular states that:

“Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of the new circular”(URT, 2016).

The administration of the FFE fund was well described in the circular no.6 of 2015 on the directives on the uses of the capitation grants. The guidelines specified the percentage of funds to be used for operational activities of the school basing whether the amount is allocated for compensation of fees or capitation grants (HakiElimu, 2017). The disbursement of the funds to school depends on the number of students enrolled in the particular school since each student has to get 20,000 for compensation fees and 25,000 for capitation grants making the sum of 45,000tsh per student per year (Mikao, 2017). There are other circulars which went simultaneously with the declarations of FFE. They include Education Circular No 5 of 2015 issued on 27 November 2015 (URT, 2015a); Education Circular No. 6 of 2015 issued on 10 December 2015 (URT, 2015b) and Education Circular No. 3 of 2016 issued on 25th May 2016 (URT, 2016). These circulars provide directives to government officers who are the implementers at different levels of implementation and, also they empower the implementation of FFE legally.

The implementation of FFE programme in secondary level of education aimed at making sure that all students are promoted to higher levels of education including colleges and university, but also making sure that upon graduation, they are in a position to access jobs across countries. The noted effect of the implementation is the increased enrolment of students in secondary schools, since once promoted from primary school parents can afford to send their children to secondary schools (Heymann and Cassola, 2014). The increased enrolment rate implies an increase in demand for the school management, resources availability in classrooms, like furniture necessary for studying, presence of sufficient learning and teaching materials and the supply of sufficient teachers in secondary schools. Moreover, the implementation of FFE policy involves the issue of quality of education to the Tanzania’s citizen, and teachers’ welfares which looks to be ignored in the

implementation process of FFE. While some measures are taken by the Tanzanian government to address the problem of FFE implementation in secondary schools, still the problems persist at the institutional level. It is against this background that this study is set out to explore the institutional factors that contribute to emerging challenges in implementation of FFE in secondary schools from 2016 to 2019.

1.3 Problem statement

In the meantime, the Fee Free Education (FFE) programme has been implemented for about four years since its introduction in Tanzania. The government of Tanzania implements the FFE under the vision of the Education and Training Policy (ETP) of 2014 which directs the delivery of Fee free education in its expanded form covering from primary school level to secondary school level. By introducing FFE it caused automatic replacement of the former free basic education financing system whereby the government contributed just a part of the educational running costs and the rest costs were contributed through fees and parental contributions (URT, 2014). The current implementation process has seen great success in the modality of the disbursement of funds to school since, heads of school acclaim that the funds are received in time.

Ideally, it was expected that implementation of FFE would address issues such as: budget deficit at school level, lack of school feeding programme, and teachers morale. However, in the real situation, the amount disbursed is hardly sufficient to cover the school running costs; hence schools suffer from budget deficit (HakiElimu, 2017). Other constraints included the rapid increase of students in schools, classroom overcrowding in classroom hence hardship in classroom management and poor community response to school demands. Cognisant of the emerged challenges related to the implementation of FFE, little is known about the contribution of knowledge (cognitive factors), perceptions and interests (normative factors) and the existing legal framework towards to the implementation of FFE.

1.4 Purpose of the study

1.4.1 Main Objective

The study explored how the level of knowledge, perceptions and interests among secondary school community members contribute to the implementation of Fee Free Education (FFE) Programme using Lushoto District Council located in Tanga region as a case study.

1.4.2 Specific objectives

The study was guided by three specific objectives namely to:

- (a) Analyse the level of knowledge among key stakeholders in the implementation of FFE programme in their school settings
- (b) Determine perceptions and attitudes of the school community about the implementation of FFE programme in their school settings
- (c) Assess the contributions of existing legal framework (rules and regulations) in the implementation of FFE programme

1.5 Research questions

The study was guided by three specific research questions namely to:

- (a) How did the level of knowledge (cognitive factors) of key stakeholders contribute to implementation of FFE programme in their school?
- (b) How perceptions and attitudes of key stakeholders contributed on the implementation of FFE programme in their school settings?
- (c) How did the existing legal framework (rules and regulations) for running FFE document contributes on the implementation of FFE programme?

1.6 Significance of the study

The findings of the study will add to the body of knowledge about a number of institutional factors that are responsible for the existence of the observed challenges in the implementation of the FFE. In addition the education stakeholders together were informed on the best and worse practices that destruct the good will of the government to actualise the fee free education programme to its beneficiaries. Also, the conclusions and recommendations of this study served as benchmark data for any further exploration and also as a useful material for academic purposes.

To education policy makers and Local Government Reform Program (LGRP) the study was essential shade light on the how to improve the implementation, monitoring and evaluation of FFE in education institutions benefit from the FFE programme. From a managerial perspective, this research helped education managers and decision makers, heads of schools and teachers to understand the relevance of FFE policy and its actual implementation challenges and how fare are they position to respond to such challenges in running public secondary schools.

1.7 Delimitation of the study

The study was delimited in terms of its methodology, nature of data to be collected and the place where data were gathered. The study used a qualitative approach with a design the accommodated descriptive statistical data. The scope of data to be collected was mainly based on the information pertaining to FFE programme introduced since 2016 to present. Specifically the study was done in Lushoto secondary schools.

Also, the study draws its research boundary within the lens of institutional theory. The theory helps to explain about how institutional factors such as the level of knowledge, perceptions and interest among secondary school community members such as parents and teachers who engage to implement Fee Free Education (FFE) Programme contribute its successful implementation trajectory using Lushoto District Council as a case.

1.8 Organization of the dissertation

This section describes the composition of the dissertation in terms of chapters and their respective address, relationships and components. The study has six chapters, finalized with list of references and appendices.

Chapter one addresses the problem setting by providing overall introduction of the study. It generally comprises of the background to the study, statement of the problem, objectives of the study, research questions, and significance of the study, conceptual framework and organization of the study.

Chapter two discusses the theoretical and empirical literatures reviewed during the study and the research gap. It demonstrates how the studies at hand reviewed and critique the theoretical and empirical works in the relevant areas of the community's views on the implementation of FFE will be dealt in this study.

Chapter three describes the methods and procedures used in the study. It contains type of the study and research design, area of the study, population and units of analysis, sample size and sampling techniques, data collection methods.

Chapter four elaborates the findings of the study basing on the specific objectives. The chapter five discusses the findings and the finally there is chapter six composes the summary, conclusion and implications.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literatures related to the study. It establishes what studies have been conducted on this subject at the global, regional and national level. The chapter presents theoretical literature review, empirical literature review, research gap as well as conceptual framework. Within the theoretical part of the literature review, the chapter has four sub-sections: implementation of FFE in Tanzania within the policy perspectives (2.2.1), the theories guiding the study namely, Institutional theory (2.2.2), and an overview of Fee Free Education (FFE) programme in Tanzania linked with the objectives of the study. Likewise, the study provides a review of empirical studies from the global, regional and national contexts (2.3), synthesis and knowledge gap (2.4) and a conceptual framework (2.5). The last chapter provides a conclusion of the chapter (2.5).

2.2 A Review of Theoretical Literature

2.2.1 Implementation of Fee free Education Programme in Tanzania

The fee free Education is the government declaration to take charge of education expenses in the pre-primary, primary and secondary schools thereby paying compensation fees and capitation grants which were previously being paid by parents or guardians. Other charges include payment of salaries to teachers, financing school learning expenses such as construction of classrooms, laboratories, teachers' offices and houses for schools in rural settings. In the classrooms, there is a need of several facilities such as chalks, text books, exercise books and other learning facilities (ESDP, 1997) as well as sports equipments. The FFE should not be mixed with other extra curricula costs like provision of food, transport, shelter, school uniforms to mention a few. The Fee Free Education Programme in this case should be understood as, in one side the abolition of fee and other mandatory contributions in secondary schools and the second side, the introduction of compensation fees and capitation grants received in schools (URT, 2015).

It should be noted that by establishment of FFE, the Tanzanian Government spends more than 18bn TZS per months which is equivalent to 137bn TZS set-aside to cover the full education costs of guaranteeing free education for all for the period January 2015 to June 2016 (HakiElimu, 2017). In this study FFE is implemented in secondary education. The subsector of secondary education is increasingly gaining attention of the policy makers and political leaders. The secondary education marks between the primary cycle and the tertiary level involving children of adolescent status. It is the important level which provide skills, and knowledge useful for learners to be promoted to the tertiary level, provide necessary know how on problem solving and a level to make the young generation fit for employment labour (Holsinger and Cowel, 2006). The term secondary school in this study means a basic level of education covering the first phase of lower or junior secondary education from form one to form four.

2.2.2 Implementation of FFE in Tanzania within the policy perspectives

The education and training policies of 1995 and 2014 together can be accounted for the observed outcomes in the practice of FFE. The focus of the 1995 Education and Training Policy was on decentralisation of education, establishment of schools and expansion of education and training chances. The other criteria were emphasis on education expansion through the practice of equity, curriculum development and increase of teachers' quality (URT, 2004). The observed achievements of the ETP 1995 were among others shift of paradigm from cost sharing to fee free education, increased government consciousness on the value of education and through education funding programme, improved involvement of private partners in the delivery of education services, and the introduction of fee free education in primary schools in 2001 (Ishengoma, 2012).

The Tanzanian National Education Policy of 2014 came as a result of the shortcomings observed in the previous ETP 1995. The ETP 2014 provided directives on increasing the participation and inclusion of private sector, increasing education and training opportunities for equality, expanding the scope of financing education and training, updating educational administration and management by delegation

and devolution of power, authority and responsibilities to the school, district and regional levels, improving the educational quality, enhancing the relationship between formal, informal and non-formal education and lastly, enabling the cultural growth of education of self-employment and employment creativity (URT, 2014). The ETP of 2014 further stipulates that the establishment of Fee Free education was crucial in the need to expand enrolment of student, improve government financing system in education sectors and facilitate the reduction of education cost born by parents and guardians.

2.2.3 The institutional theory

The institutional theory is understood differently by different scholars. The institutional theory was selected to explain the study variables and concepts since it propounded on the issues related to rules and regulations geared to shape individuals. The institutions applies to set prescribed social structures or rules which are durable and comprising of symbolic elements, activities and material resources regarding a family, religion, economic system, legal systems, academia and business (Saebo, 2017). The institutional theory propound that organizations are made of beliefs, rules and norms, which shape the practices or organizational forms (Scott, 2013). The institutional theory claims that organizations operate within a given set of internal and external influences which prescribe the differences in culture, legal requirements, conventional norms and ethos (Thoenig, 2011). According to Scott (2013) the inferred symbolic elements can be of different nature such as regulatory, normative and cognitive. The regulatory implies the laws and rules of the organizations. The normative symbols includes the beliefs about what constitutes right and wrong, shared sense of appropriateness and finally the cognitive which refers to things that represents the interests of or the habitual practices (Berthod, 2016).

The introduced fee free Education programme is implemented within a given set of rules, regulations which intends at influencing either the society or the political leaders, and they normally base on scrutinizing the normative and cognitive aspects pertaining to its realisation. Reflecting from the academic perspectives, the

institutionalisation of FFE depends on resources, participation and management professionalism to actualize its survival. For instance, educational institutions need students, teachers, parents, the government and financial resources funding, business demand sales and capital or investments. The resources dependence approach argues that an organization attains its legitimacy when it functions in accordance to the expectations of resource holders. By legitimacy, it implies the perceptions, attitudes and interest of stakeholders that act within a given set of school institutions to accomplish the ambitions of the FFE.

The institutional goals emerge to be of higher order than those of an individual since they constitute interests of the political actors without requiring repeated collective mobilization or authoritative interventions to achieve the regularities (Leicht and Jenkins, 2010). Institutional forms are majorly historical, political and sociological. The institutionalism from the political and historical institutions is classified as formal and informal procedures, routines norms and conventions in the organizational structures of the polity or the political economy. Institutional theories also posit that organization policy and political actions normally influence behaviours of individual and the organizations at large thereby limiting some forms and facilitate others.

The concept institution can be understood as the established system of dominating social rules which structure social interaction of individuals or organisations (Hodgson, 2006). The set of language, laws, money, table manners and firms are some of the institutions. An institution creates a set of stable behaviours expected from society members. OECD (2015) institutions normally reflect the behaviours, thoughts and activities of individuals though not reducible to them science institutions affect individuals preferences, ways of living and acting in daily being.

In other words, Institutional factors imply the set of rules, regulations, laws and government entities (OECD, 2013). Institutional factors can emanate from formal or informal precepts and determines how people and the government entities behave, foster community participation, financing management, resource management, personnel management, values and right of the individual. Other institutional factors

are like the balanced political power, community empowerment (Acemoglu and Robinson, 2012).

Institutions are understood by strengths of stability and enforcement. The institutional enforcement refresh to the degree which rules are compiled with practice and, the stability implies the routine of practice to comply with rules and regulations in a given duration (Pieterse 2004). Institutions may lack ability to enforce the rules and regulations due to either lack of power, resources or intentionality (González & King 2004). The applicability of institutional theory in the study is to understand the stability and enforcement of the schools in implementing the FFE programmes. Individuals may affect the implementation of FFE by weakening the behaviours of actors to implement the practice accordingly (Pieterse 2004).

2.2.4 An overview of Fee Free Education (FFE) programme in Tanzania

Tanzania has a long history with Fee Free Education. Soon after the independence particularly in 1960s, Education provided was fee freely under the Education for Self Reliance policy of 1968. In 1970s Tanzania as a free nation for ten years' period had experienced an economic depression which led to the decrease of government disbursement of funds on social services such as in education sector. During that era, public expenditure on education declined by a quarter from 1975 to 1990 (UNICEF, 1990) therefore, in 1990s cost sharing was re-introduced to facilitate the provision of education service (Daven, 2008).

Currently, the Government of the United Republic of Tanzania is implementing the Education and Training Policy of 2014 in which it is devoted to provide fee free basic education. it was declared by his excellence President Magufuli by assuring parents with children in basic education i.e. from primary education up to ordinary level secondary schools, that they will not pay any contributions for that education with effect from January 2016. He continued insisting that all necessary funds will be sent directly to schools (Twaweza, 2016). By doing so it replaced the former basic education financing system where government contributed part of the running cost and the rest was contributed through fee and parental contributions (HakiElimu, 2017).

The government intended to implement the Fee Free Education policy in three circulars which were Education circular number five of 2015, circular number six of 2015 and circular number three of 2016 (URT; 2015; 2016). The circulars included circular five insists 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.” However, according to URT (2016) revealed that, there has been mixed understanding and contradiction about the policy. Some political leaders caused this confusion. Some parents perceived fee free basic education to mean that they have nothing to do with education of their children. Circular number six of 2015 certainly stated that parents were required to meet the following costs; purchasing of school uniforms and learning materials such as exercise books, Medical expenses of the child, travel expenses. To purchase mattress, bed sheets for boarding schools.

Moreover, the abolition of school fees results in withdrawal of community support and involvement(TWAVEZA,2016). Its logic for the change in policy is clear because, if the cost of schooling is too high, poor parents will not send their children to school. Therefore, the elimination of compulsory charges will lower the cost of education and increase the enrolment number of children in school. Indeed, several studies suggest that the recent elimination of school fees in East Africa is the reason for the rapid increase in primary and secondary school enrolment with a lot of challenges including poor quality of education and minimal participation of community members (Glewwe & Zhao, 2005).

2.2.5 Perceived Challenges of FFE Implementation between 2016 and 2019

Twaweza (2016) indicated that, 85% report that the lack of parental engagement is a serious problem. Parents or guardians have never met with their child’s teacher or visiting a child in the school. Community members such as parents or guardians they needed to participate through provision of pens, exercise book, pencils, security, desk, graduation parties and trips. Despite the fact that, parents needed to make these extra contributions. Forty nine percent of citizens believe that the money which will

be needed is not going to be used as intended. Fifty-eight percent of citizens believe that these contributions are not authorized by the government and, 89% believe that public school teachers collect this money as a source of extra income. Lack of clarity or understanding of Education Circular Number 5 and contradicting statements from some political leaders caused this confusion. Some of the parents perceived “fee free basic education” 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 following costs;

Purchase school uniforms and uniforms for sports activities, learning material such as exercise books, pens, pencils and food for children attending day schools, to pay for the medical expenses; Pay travel expenses for their children for both in day and boarding schools; Purchase mattress, bed sheets, personal hygiene and material for those studying in boarding schools and for those staying in hostels used by government (HakiElimu, 2017).

The circular indicated that parents required providing information where practices contradict provision of fee-free education. However, this information was not conveyed to parents either by the government or by schools. Circular Number 3 of 2016 is very clear unlike circular 6 of 2015. It clarified how food for children was to be provided. The Circular required parents to cooperate with school leadership and to agree on ways of making contribution between community and school (URT, 2016).

2.3 Empirical Literature Review

This part presents the analysis of studies relevant to specific objectives of the prospective study. The empirical reviews under this study are expected to shed light on the stakeholders’ perceptions about the FFE implementation, establish the sources of emerging challenges in implementing FFE in secondary school and assessing the role of institutional factors that render difficulties in the FFE implementation.

HakiElimu (2017) did a qualitative study on the Impact of the implementation of Fee Free Education policy on Basic Education in Tanzania. Data were collected from seven district council in Tanzania Mainland. The lists of the districts included Korogwe, Muleba, Tabora Urban, Njombe, Mpwapwa, Sumbawanga and Kilosa. The interview as a method of data collection was employed to collect data and information from key informants, the study also employed the focus group discussion with parents and questionnaires were provided to teachers in primary and secondary schools. The study sought to collect views on the practice of FFE and in particular the amount of funds received in a school, the process to be followed. Respondents were of the views that FFE demands adequate planning for its implementation. The political will and power of the government to realise the policy goals go hand in hand with the guidelines and operational frameworks delivered to schools. Some of the alleged challenges of FFE are policy oriented such as management and governance, political power, programmes communication to stakeholders, linkage between quality and equity as well as the funding system of the education. Parents opined that FFE segregate community involvement in school matters, the enrolment increased in schools culminates overcrowding in classrooms.

The extra education expenses are still found to block parents from facilitating their children to attend school. These costs include textbooks, uniforms and stationary supplies. The financing system was also judged to have some deficiencies since fund was not sufficient to fulfil the school budget, the provision of funds basing on number of students presuppose that schools have equal demands and opportunities to get extra funding.

Mlay (2018) did a study under the title views on the contribution of policy shift in secondary education from SEDP, BRN to FFE in closing the enrolment gap between girls and boys in Bagamoyo District as a case. Specifically, her study looked at: - identifying the nature of gender-based gap in public secondary school enrolment before implementation of SEDP, BRN and Fee Free Education policy; examining the existing trend of gender-based gap in public secondary school enrolment during the implementation of SEDP, BRN and Fee Free Education policy; as well as assessing

the community perceptions on the extent to which policy shift in secondary education have contributed towards decreasing gender-based gap in student enrolment between 2011/2012 and 2016/2017. Her study utilised a descriptive case study design from a sample size of 120 study participants within 9 government owned secondary schools located in Bagamoyo District Council. By the end of data collection, she managed to analyse 100 questionnaires out of 111 administered and 6 interview guides out of 9 key informants. She used both purposive and stratified sampling techniques in the selection of the study sample. She collected data for her study through the use of questionnaires, interview checklists, Focus Group Discussions guide, and documentary review. In terms of data analysis, the quantitative data were analysed descriptively through a Software Package for Social Science (SPSS) version 20, and presented by using tables and figures. Also, the qualitative data were analysed through narrative content analysis. From her study she found that before the implementation of SEDP, BRN Ed, and FFE policy, there was a significant gender-based gap in access to public secondary school enrolment. However, with the execution of various policy interventions, mixed results trend towards reducing gender gap were experienced.

While both, SEDP and Fee-Free Education policy (FFE) have been realized more in closing the enrolment gap between girls and boys in secondary schools, BRN Ed programme on the other hand has been recognized for closing retention gap between girls and boys in secondary schools especially for initiatives such as school feeding programmes in schools which went together with the government execution of the Literacy and Numeracy Educational Support Programme (LANES) that emphasised on the acquisition of basic reading, writing and numeracy skills (3Rs). From her study she concluded that there is indeed a need to reverse a FFE practices from a more conventional policy tied to a participatory one to accommodate more voluntary approaches to community participation for closing not only the enrolment gap but also improving retention between girls and boys in secondary schools. Several stereotypical images, however, existed during the execution of FFE such as: education is a free gift given by the government; and this had some implication on parents' engagement to support school feeding programmes (Mlay, 2018). Though,

this study was different from the current study because it did not focus on the community's views on the implementation of FFE and its contributions to the improvement of teaching and learning processes in public secondary schools

Julius (2018) conducted the study on the contribution of policy shift in motivation of primary school teachers in Mvomero District Council. Her study was specifically looked at; first, identifying the extent to which PEDP I contributed in motivating teachers, second, assessing the contribution of BRN in education on teacher's motivation and lastly, examining the extent to which Fee Free Education contributed on teacher's motivation. She adopted exploratory research design and the sample size was drawn using stratified sampling, purposive and simple random sampling techniques where 68 respondents were involved in her study. The study was mixed method research approach due to the nature of research questions used. She collected data using questionnaire, in-depth interviews, observation and documentary review. Quantitative data were analysed by using descriptive data analysis and qualitative data analysed by using content analysis.

For the purpose of current study only the findings of FFE was considered while those of PEDP I and BRN left aside, however the findings on Fee Free Education depicted that most of teachers had negative perception on the provision of incentives as it only increased teacher's workload. Though, few teachers received in-service training on Reading, wRiting, aRithmetic (3Rs) during Big Result Now in education and Fee Free Education due to the fact that majority of teachers were not creative and updated in delivering contents to the learners. From her study she recommended that, before implementing any education policy intervention should provide clarity on the mode of motivating teachers. Therefore, in-service training, incentives and accommodation to teachers are very important to change teachers in improving teacher's performance (Julius, 2018). Conversely, this study was different from the current study because it did not focus on the community's views on the implementation of FFE and its contributions to the improvement of teaching and learning processes in public secondary schools.

Nicolaus (2018) conducted the study on the policy shift from SEDP, BRNed and FFE on the level of community participation in ward secondary schools found in Ubungu district Council. Her study limited itself between 2012 and 2018 years of policy shift implementation in education. Her study adopted a descriptive case research design, which revolved around mixed research approach. It also utilised a sample of 60 study participants. Further, it utilised both secondary and primary data which were collected through the use of questionnaires, interviews and documentary review. She used content analysis for analysing qualitative data analysis. While she analysed quantitative data in tabular form organization of she summarized data in rows and columns in order to get logical order. From her study she found that there are mixed results on the level of community participation in ward secondary school affairs in the trend of the educational policies such as SEDP, BRNed and FFE. And besides, in the implementation of FFE the participation of community members seems to have low level compared to BRNed and SEDP particularly in the necessary school affairs like attending school meeting for planning and decision making. School administrators mentioned negative views as the challenges they faced on the trends of all the three policies such as poor participation of the community members in school affairs.

The conclusion drawn from the findings shows a need for policy makers and government to view the importance of involving local stakeholders in educational matters including the process of making policies. Basing on her study she suggested that, politics should not be the foundations of educational policies as it may bring misinterpretations of the policies. It is recommended for the further researches to be carried out focusing on the involvement of local stakeholders in the educational policy making process at all stages (Nicolaus, 2018). Still, this study was different from the current study because it did not focus on the community's views on the implementation of FFE and its contributions to the improvement of teaching and learning processes in public secondary schools.

Ntibakazi (2018) did the study entitled views on the contribution of policy shift in public secondary school students' retention through establishment of hostels the case of Nsimbo district Council-Tanzania. His study looked at the contribution of SEDP

policy 2010-2012, the contribution of BRN education policy 2013-2015 and the contribution of Fee Free Education policy 2016-2018 in establishment of students' hostels for their retention in selected public secondary schools and to identify the causes of public secondary school students' dropout. For the purpose of current study only the findings of FFE was considered while those of SEDP and BRN left aside. However, the findings of his study revealed that FFE constructed one hostel which is not yet completed was still at the initial stage which up to now students were still overcrowded in the temporary few hostels which were not well equipped with beds. It is concluded that all three interventions made very little contribution to retention accommodation of students in secondary schools. His study recommended that there should be clarity to the interventions and adequate budget allocation for construction of hostels in secondary schools. Moreover, government interventions should not only focus on inputs and enrolments but also on quality and outcomes as well (Ntibakazi, 2018). Still, this study was different from the current study because it did not focus on the community's views on the implementation of FFE and its contributions to the improvement of teaching and learning processes in public secondary schools.

Twaweza (2016) indicates that, 85% report that the lack of parental engagement is a serious problem. Parents or guardians have never met with their child's teacher or visiting a child in the school. Community members such as parents or guardians needed to participate through provision of pens, exercise book, pencils, security, desk, graduation parties and trips. Despite the fact that, parents needed to make these extra contributions. Forty nine percent of citizens believe that the money which will be needed is not going to be used as intended. 58% Fifty-eight percent of citizens believe that these contributions are not authorized by the government and 89% believe that public school teachers collect this money as a source of extra income. Lack of clarity or understanding of Education Circular Number 5 and contradicting statements from some political leaders caused the confusion. Some of the parents perceived FFE to mean that they were no longer required to make contributions towards education of their children (Twaweza, 2016). However, this study was different from the current study because it did not focus on the community's views

on the implementation of FFE and its contributions to the improvement of teaching and learning processes in public secondary schools.

Another study by Vavrus & Mosha (2009) sought to investigate on the household expenses on how they influence school attendance in children education particularly on other expenditures associated with education, such as book fees, uniform fees, meal costs, and transportation costs. It was noted that contributions are higher and dynamic to the extent that parents could not distinguish role of the fee free education introduced in primary school. The study is rich in pointing out the influence of the extra-education expenditures on the school attendance. They asserted that school enrollment and specifically attendance is directly proportional to household income level in most of the public schools. In spite of its evidences provided, there is still a need to explore on the institutional factors contributing to emerged challenges of implementing fee free education policy that has not been dealt in depth in these studies.

In Uganda, the Policy Brief on Universal Primary Education was put in place by (Bategeka and Lawrence, 2006).The study demonstrated some challenges on expenditure tracking for UPE programme. Very little amount of funds reached schools to an average of 35%. It implied that corruption was adversely affecting the implementation of the programme. Some of other challenges poor funding in classroom constructions, demoralisation of teachers and underperformance of UPE pupils in final exams. There was also a problem of community participation in providing labour materials and power due to poor mobilisation of the community. The political leaders were also misperforming as expected, such as the members of parliament seemed to be weak in responding to community needs, sensitisation. Parents then preferred to send their children to private schools as the public schools were not performing well.

2.4 Synthesis and Knowledge Gap

A number of studies have been done to show the implementation of FFE in primary and secondary schools(Twaweza, 2016; HakiElimu, 2017; Mlay, 2018; Julius, 2018; Nicolaus, 2018 and Ntibakazi, 2018).From the outset of the reviewed literatures

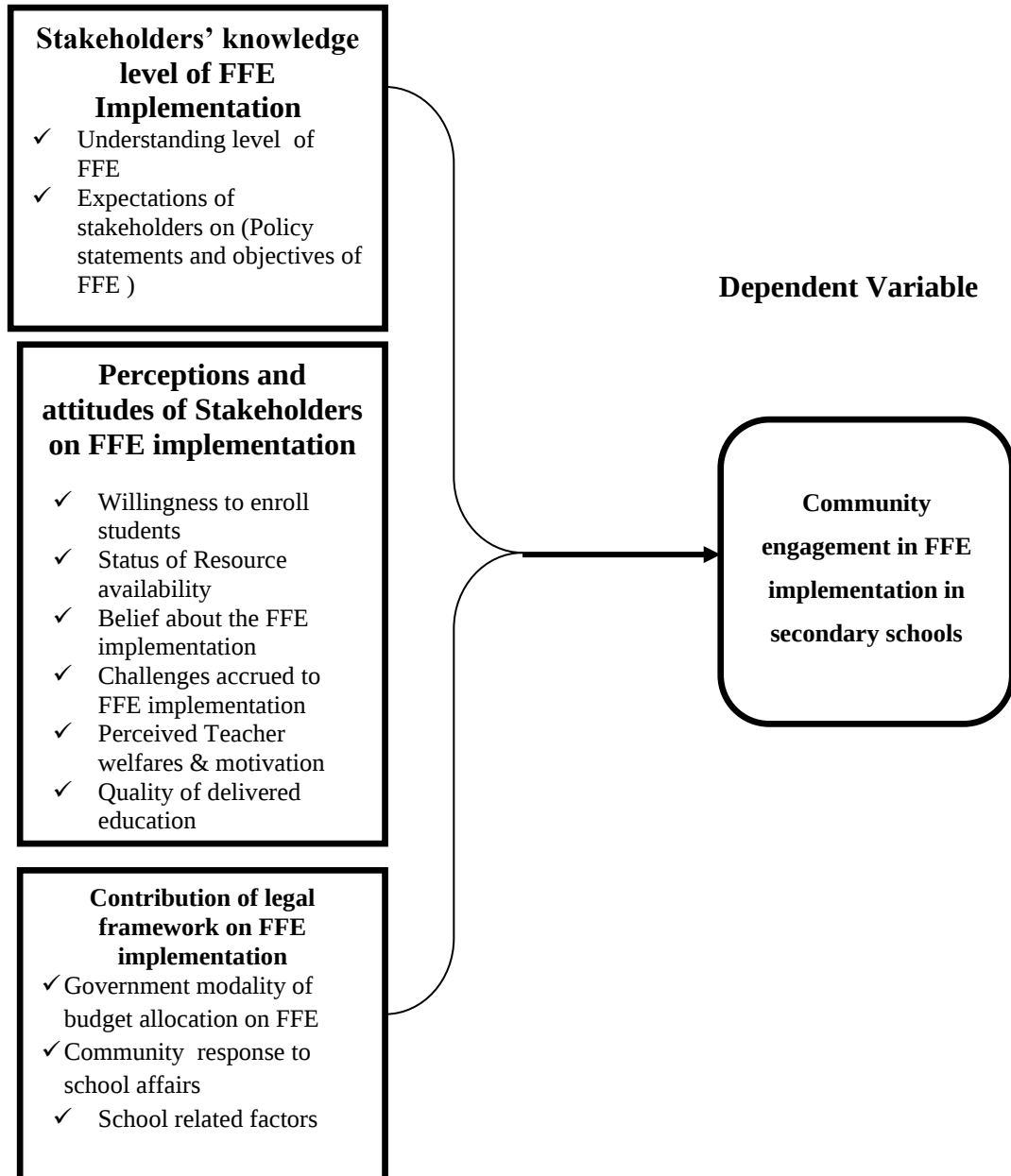
studies have contributed great inputs on community perception of FFE implementation, and some perceived challenges in the implementation process. However, there were no clear explanations on how institutional factors contribute to emerged challenges of FFE implementation in secondary school. Basing on the observations, the study is worth to be conducted to understand the contribution of institutional factors on challenges facing FFE policy practice.

2.5 Conceptual Framework

The conceptual framework in figure 2.1 sought to portray a paradigm cal outlook of the study. The stakeholder Knowledge of FFE, the sources of perception and attitudes of the emerged challenges for FFE implementation and the contribution of legal framework on FFE implementation are the independent variables. The community engagement in implementation of FFE in secondary schools created the dependent variable. The stakeholder's knowledge, towards the policy statement and objectives, government rules/ regulations, and guidelines or procedures was reflected by the behaviours of the policy implementers, and their practical experience of the FFE. The perceptions and attitudes were observed from the emerged challenges indicated by the nexus between FFE teacher welfares and motivation, Resource availability, Discretionary powers of heads of schools, and community participation, and quality of education delivered. The legal frameworks taken into consideration in this study are government modality for budget allocation and expenditure, parental response to school affairs, effects of guidelines provided to school, Financing system and school characteristics and leadership of school board.

Figure 2.1 Conceptual Framework

Independent Variables



Source: Adopted from Mlay (2018)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology chapter intends to expound the major strategies that were employed in the study design, field data collection and analysis. This chapter discusses the research approach, research design, study area, study population, sampling techniques and sample size. It also elaborates types of data to be collected, methods of data collection, procedures of data analysis, validity and reliability as well as the ethical considerations.

3.2 Research Approach

The study mainly used an interpretive philosophy to understand the phenomena under study. In the attempt to depict the association between knowledge, perception as and interests versus the community engagement in the FFE implementation needed a qualitative approach which facilitated to get in-depth data about the phenomena under study. The study mainly depended on quality of opinions, experiences and the meaning created from the world view of the respondents. The dominant part of the study is qualitative approach being complemented by the quantitative descriptive statistics. The qualitative approach was used since the research objectives were exploratory in their essence and sought for deep information from the meaning created from the respondents, but also researchers' understanding of the participant world views (Saunders et al., 2012).

3.3 Research Design

The descriptive case study research design was the practical design that responded to the demands of the study content and interpretive philosophy. To understand the process to which institutional factors evoked challenges in FFE implementation demanded an in-depth information of which the case study design was the best at getting detailed information.

The case study design was selected among other research design since it was found to possess two major crucial features. Firstly, the case study design was able to accommodate different methods of data collection in particular qualitative and quantitative tools. Secondly the case study design is the best strategy to attain in-depth data understood from the perspectives of the respondents' world views. Considering such strategic feature of the design, the present study sought to make use of triangulated methods of data collection for the sake of obtaining detailed data from the respondents' views, hence the design was indispensably worth to be employed.

3.5 Area of the Study

The study was conducted in Lushoto District Council in Tanga City Northern part of Tanzania. The choice of this area was due to the reason that no published studies had been conducted on the content of the prospective study in the area. Administratively, Lushoto district council is divided into 5 Divisions, 30 Wards and 101 Villages (see Table 3.2) below. Lushoto and Ngulwi wards are among the wards found in Lushoto district council in which are randomly selected, the reason for selection of the sample is homogeneous i.e. the sample is more or less the same in all 30 wards, also the study area can be reached easily by the researcher. The total number of public secondary schools in each Ward is 4 in which two schools were randomly selected from each Ward. Two schools were taken because it was a suitable representative of the sample i.e. was above or more than 30% of the population. In Lushoto ward there is Shambalai secondary school and Lushoto secondary school and in Ngulwi, there are Ngulwi secondary and Kitara secondary.

Table 3.1: Distribution of Administrative Units in Lushoto District council

No	Divisions	Wards	Villages	Hamlets
1.	Lushoto	6	30	100
2.	Mlola	6	20	100
3.	Mlalo	6	20	156
4.	Gare	6	20	109
5.	Mgwashi	6	11	112
Total		30	101	577

Source: Researcher's construct(2019)

3.6 Population and Units of Analysis

The study population was composed of the education stakeholders around the issue of FFE implementation. It involved teachers and parents found in the study area. Others are the District Secondary Education Officer (DSEO) and Head of Schools (HS) in Lushoto District Council.

Schools were the unit of analysis for the study findings. Information collected from each school was treated to present the picture of FFE implementation of the respective school.

3.7 Sample size and Sampling Techniques

3.7.1 Sampling Techniques

Both probability and non-probability sampling techniques were used in the study. The probability technique was the simple random sampling and purposive sampling technique was used for non-probability sampling technique.

3.7.1.1 The simple random sampling

This is the sampling design whereby every member has an equal chance to take part in the study as respondents (Creswell, 2014). The simple random sampling was used to select parents and teachers. After the determination of the sample population, the study undertook simple random sampling techniques to identify the sample size. The simple random sampling technique was used since all teachers from the selected schools had equal chance to take part in the study similar to parents forming the school community members. The simple random sampling helped the researcher to be free from bias in the selection of the respondent who took part in the study.

3.7.1.2 Purposive sampling techniques

The purposive sampling is mainly inclined towards the qualitative approaches, though the recent literatures pointed out that this sampling technique was also useful for some quantitative approaches (Given, 2008). Purposive sampling is the process of intentionally selecting individuals from the group of population based on authority's or researcher's knowledge and judgment (Msabila & Nalaila, 2013). Given (2008) demonstrates that although a purposive sampling typically defines a narrow set specific of cases, it is as well possible to some mixed methods.

The advantages of the purposive sampling are its effectiveness in terms of costs and time, and that it can be helpful to collect data when there are a limited number of primary sources (Dudovskiy, 2016). Being qualitative in nature, the present study used purposive sampling to facilitate the selection of key informants such as heads of schools, DESO and WEO. This sampling technique was used to get the sample of Four Heads of Schools, two WEOs and one DEO. The basic intention was to get knowledgeable respondents, who could provide useful information and be able to link notions with facts in the conversations.

3.7.2 Sample size selection

The selection of sample size for parents and teachers will be facilitated by the use of Yamane's formula (1993). The total population of parents in two wards of Lushoto and Ngulwi is 215, thus the formula is as follows:

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

Where n = sample size

N = population of the study comprises 215 as total number of targeted population.

e = margin of error which is 10% (0.05)

1 = constant

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

$$n = \frac{215}{1 + (215 * 0.05^2)}$$

$$n = \frac{215}{1.54}$$

$$1.54$$

$$n=139$$

Also, the total population of teachers in two wards of Lushoto and Ngulwi is 150, thus the researcher adopted Yamane's (1993) formula to find the sample size (Kothari, 2004). The formula is as follows:

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

Where n = sample size

N = population of the study comprises 150 as total number of targeted population.

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

1 = constant

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

$$n = \frac{150}{1 + (150 \cdot 0.05^2)}$$

$$n = 150/1.38$$

$$n = 108$$

The sample size comprises 139 parents, 108 teachers which makes the total of 247 of the study population.

Generally, the study employed a sample size of 157 respondents who were fully engaged in data collection, for clarification, the sample size comprised of 97 parents, 60 teachers, who took part in the questionnaire method. The other participants like 3 Head of Schools, 1 Ward Education Officers and 1 District Education Officers were supposed to take part in the study as key informants. The table 3.1 provides a summary of the attained number of the population sample. The existing variation between the attained numbers of respondents from the expected number was due to the fact that most of the respondents failed to return back the questionnaires.

Table 3.2: Sample Size

Category	Expected Number of Respondent	Attained Number of Respondent	Percentage
District Education Officers	01	-	100%
Ward Education Officer	02	1	100%
Head of Schools	04	3	100%
Parents	139	97	100%
Teachers	108	60	100%
Total	254	161	100%

Source: Researcher's Construct, 2019

3.8 Types of data and Methods of Data Collection

The study collected primary data and secondary data. The questionnaires, interview and documentary review were the methods used in this study for data collection.

3.8.1 Questionnaire Method

Questionnaires are the series of questions, each one providing a number of alternative answers from which the respondents can choose. In this study, questionnaires were directed to 139 parents and 108 teachers. In order to maximize the response rate, avoid misunderstandings of questions by respondents and omissions, the researcher administered the process of filling in the questionnaire. This will enable the researcher to retrieve the questionnaire sheets from respondents. The type of the questionnaires according to the nature of the study is both close-ended and open-ended questionnaire as respondents were able to answer the stated alternatives and give comments. Finally the tool was administered to 100 parents and 70 teachers.

3.8.2 Interview Method

Interview was done to District Secondary Education Officer of Lushoto District Council, Four Heads of Schools and Two Ward Education Officers of Lushoto and Ngulwi to explore the views, experiences and attitudes of the respondents. Using interview in collecting data the interview is useful to get detailed information from the perspective of the respondents (Kothari, 2017). In the end the study managed to consult the Ward education officer and three heads of secondary schools.

3.8.3 Documentary Review

These are sources containing data, which have been collected and accumulated for another purposes. This consists of readily available collections and already compiled statements and reports whose data may be used by researcher for their studies. The study reviewed journals, unpublished reports, policy documents and school financial reports related to FFE. Nachmias and Nachmias (1992) point out that secondary data is suitable and credible for replication and offers additional insights. Secondary data intended to supplement other sources of information and improve the level of reliability of the data.

3.9 Data Analysis Techniques

Upon the completion of field work, data collected from interviews and documentary reviews were subjected to thematic analysis method, whereas for the questionnaire data were analysed by the use of quantitative descriptive methods.

The thematic analysis method was used to analyse qualitative data gathered by interview and documentary review methods. The procedure to follow in the analysis was the transcription of audio conversations. Then, the translation proceeded for the texts that were in Kiswahili into English. The completion of translation process, the narrative information was coded into a set of meaningful and comparative categories as to provide sense of message given. The categorisation then facilitated in making themes necessary for writing the report concordant to the research objectives.

Quantitative data were analyzed by the use of descriptive statistical analysis method as to get frequencies, percentages and central tendency measurement. The cross tabulation was used in the analysis of the second objective to study value and estimation on of correlation between variables. A Statistical Packages of Social Science (SPSS) version 21 did the analysis.

3.10 Validity and Reliability Issues

The reliability and validity in the study was attempted by working with the appropriate population, use of triangulation of different research approaches (Qualitative and quantitative) and tools of collecting data: (Questionnaire, Interview and Documentary review). Validity refers to the ability of a scale or tool or research instrument to measure what is supposed to measure. It is the extent to which a test measures what we actually wish to measure (Msabila & Nalaila, 2013). Reliability and validity are two factors, which are rarely referred in qualitative studies as compared to quantitative ones, however, recent literature purports that qualitative research should consider reliability of tools and the validity of the respondent selected to represent the rest of the population.

It implied presenting data without betraying its message, making claims which are sustainable by the data, avoiding inaccurate, bias or wrong reporting of data (technical errors or orthographic errors), ensuring that the research questions are

answered, releasing research result neither too soon nor too late (Cohen et al., 2007). The interview guide and questionnaire was tested by a pilot study aiming at ascertaining their validity and reliability to the 30 randomly selected respondents in Lushoto district council. Lewis and Thornhill, (2003) suggested that the number of people for pilot test should be at least 30%.

3.11 Ethical Consideration

Ethical standards were necessarily adhered to in order to give assurance in protecting rights of respondents. The research ethical principles were observed in the entire course of realising the research work. Among others the study maintained professional writing skills which kept it from plagiarism, mistreating phrases and logical explanations of methods. Upon completion of the proposal the research sought research permit from Mzumbe University and thereafter from the regional, district and ward administrative authorities. While in the field, the researcher comported in a manner that was worth a researcher, respect participants and respondents freedom to participate or not, explain the objectives of the study and ask for the respondents' consent. In report writing anonymity and confidentiality principles were highly observed and the researcher did not use the gathered information for other purpose apart from the intended one.

3.12 Conclusion of the chapter

The methodological aspects elaborated in the chapter indent to provide the researcher with wider picture and means to attain valid data. The study employed the qualitative approach which sought to open up chances for the researcher to be part and parcel of knowledge creation through interpretation of the collected data and presentation of findings. The design and methods used to collect data together provided wide chance for the study to attain the intended results from the number of respondents through the use of different methods.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The chapter presents the findings obtained from the collected data during the field work. Prior to the presentation of the findings, the study provides a description of the social-demographic profile of respondents who took part in the study. In practice the presentation of findings follows the specific objectives. In this study the specific objectives involve determination of stakeholder perceptions about the implementation of fee free education programme, to establish sources of emerging challenges of fee free implementation in secondary schools and to assess the institutional factors that render difficulties in fee free education implementation.

4.2 Demographic characteristics of respondents

The main aspect of socio-demographic characteristics was about sex distribution, age group of respondents and education level. In addition the occupation status was sought from parents' profile while teachers were asked to tell their work experience in years. In Table 4.1 the profiles of both respondents are described in brief. The table combines the information of parents and teachers. To understand the table, the total number of respondents is 157 respondents. The abbreviations used (f=frequency) and (%=percentage). The third column counts the cumulative total and percentage of all respondents in terms of their representative in the particular profile information. The three characteristics profiles are commonly shared among respondents with exception of the two last characteristics of occupation and experience in work.

Table 4.1: Demographic Profile of respondents

Variables	Values	Parents		Teachers		Total of respondents	
		F	%	F	%	N	%
Sex	Male	45	22	31	51.7	76	48.4
	Female	52	78	29	48.3	81	51.6
	Total	97	100	60	100.0	157	100.0
Age	21-29 years	4	4.1	9	15.0	13	8.3
	30-39 years	9	9.3	40	66.7	49	31.2
	40-49 years	15	15.5	8	13.3	23	14.6
	50 years and above	69	71.1	3	5.0	72	45.9
	Total	97	100.0	60	100.0	157	100.0
Education level	Primary Level	19	19.6	-	-	19	12.1
	Diploma	34	35.0	17	28.3	51	32.5
	Bachelor	31	32.0	41	68.3	72	45.9
	Masters	13	13.4	2	3.3	15	9.5
	Total	97	100.0	60	100.0	157	100.0
Occupation status	Peasant	24	24.7	-	-	24	24.7
	Business Man/Woman	31	32.0	-	-	31	32.0
	Public Servants	33	34.0	-	-	33	34.0
	Employed in Private Sector	9	9.3	-	-	9	9.3
	Total	97	100.0	-	-	97	100.0
Work Experience	Below 7 years	-	-	37	61.7	37	61.7
	7-13 years	-	-	7	11.7	7	11.7
	14-20 years	-	-	5	8.3	5	8.3
	21-27 years	-	-	11	18.3	11	18.3
	Total	-	-	60	100.0	60	100.0

Source: Field data (2019)

By referring to the results shown in the table 4.1, the study attests that the representation of respondent by sex was fair since there was a slight difference between male (48.4%) and female (52.6%). This proves that the study took concern of sex representation in the search of its information.

The age group distribution was found to be different in predomination between respondents' parents and teachers. While many parent belong to the age group of 50 and above by 71%, teachers belonged to the age group of 30-39 year 67%. The cumulative total demonstrates that 45.9% of all respondents were aged 50 and above followed by the group of 30-39 of age by 31.2% of respondents.

With regard to the education level, respondents were all literate in the sense that they at least have a primary education. A high proportion of respondents parents had a diploma (35%), and a bachelor degree by 32% with some (13.4%) having postgraduate education. On the other hand, 68% of teacher respondents had a bachelor degree and 38% of respondents teacher held a diploma level of education.

The occupation status of respondent parents shows that public servants are dominant by 34%, the business men and women by 32% and peasants by 24.5% of respondents.

Similarly, the other profile feature of respondents portrayed that 61.7% of respondent teachers have the work experience of below 7 years, followed by 11.8% of those who worked from 21-27 years. In sum the distribution of respondent working experience was found to have two separate group of young generation and old generation that has long working experience.

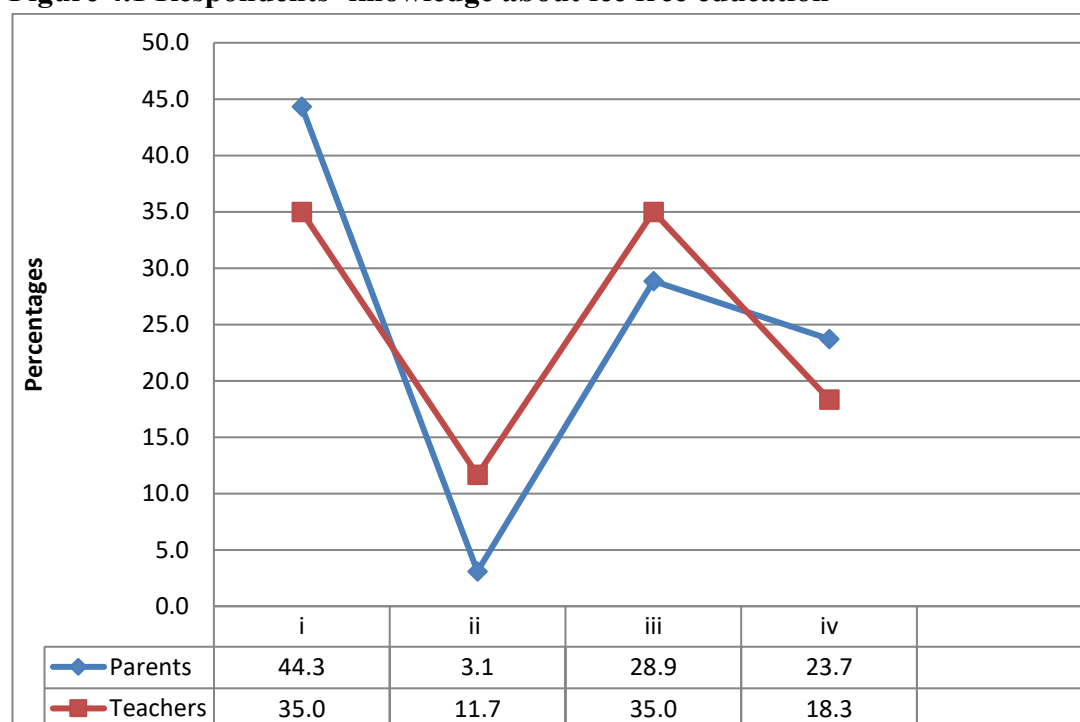
4.3 The knowledge level of stakeholders about the implementation of FFE

The first objective of the study intended to determine the perception of education stakeholders about the implementation of Fee Free Education programme as it is undertaken in the secondary schools. To understand perception, the study classified three aspects which helps to indicate the perception of the practice or phenomenon. The indicative variables for the perceptions involved knowledge or understanding of FFE, attitude of respondents towards the practice and the perceived behaviour of implementers towards the practice of FFE.

4.3.1 Understanding level of Fee free education programme

In attempt to portray a sense of understanding the study provided four answers for respondents to select the best answers from the list of multiple choices provided. In the analysis the responses category of number (i and ii) were correct and thus imply that the concept is rightly understood whereas, the answers for roman number (ii and iv) signified that respondent misperceived or misunderstood the meaning of fee free education programme. The responses are providing in the figure 4.1.

Figure 4.1 Respondents' knowledge about fee free education



Source: Field data (2019)

Legend for Figure 4.1:

- i. It means pupils will not pay any fee and other contributions that were being provided by parents or guardians before, but in case of need the community members can initiate contributions for school welfares.
- ii. No more contributions are to be paid in schools by parents and not otherwise.
- iii. Parents have chances to participate in contributing to some school affairs but not by force.
- iv. I think Fee Free Education programme means removal of all kinds of fees and contributions and govt should cater for the all costs.

The figure 4.2 shows that 45% of respondent parents and 35% of respondent teachers understood FFE education to mean. It means pupils will not pay any fee and other contributions that were being provided by parents or guardians before, but in case of need the community members can initiate contributions for school welfares. Also, the respondents who understood that FFE implies that parents have chances to participate in contributing to some school affairs but not by force where represented by 28% parents and 35% of teachers. Basing on the criteria of the analysis, there is a significance number of respondents who possessed the right understanding of FFE

implementation programme. This was represented by taking the cumulative total respondents as shown in the table 4.2.

Table 4.2 Valuation criteria for knowledge levels of fee free education programme

Appropriate understanding of FFE		Misunderstood meaning of FFE
Percentages of respondents knowledgeable of FFE		Percentages of respondents less knowledgeable of FFE
Parents	73.2%	26.8%
teachers	70%	30.0%

Source: Figure 4.1.

In the table 4.2 it was evidenced that 73.2% of parents possessed an appropriate understanding of fee free education while only 26.8 had misunderstood the meaning, on the other hand 70% of teachers responded correctly about the meaning of FFE while 30% of teachers had a misunderstood meaning of FFE.

In the interview with the ward education officer, the interviewee expressed that the introduction of fee free education was a relief to parents, though some have misconceived its objectives. The Ward education officer had this to say about fee free education:

There are so many people who appreciate the establishment of the fee free education policy, though few understand clearly what it intends since some think that fee free means everything is free. There is some amount paid directly to school and the school budget spends it according to the directives given by the government.

Basing on the explanations of the Ward education officer, there are some community members who have misunderstood the declaration of the government.

4.3.2 Expectations of respondents about the implementation of FFE

The other means to measure knowledge of participants was by learning their expectations and desires. These aspects were sought to evoke the interior inclinations of implementers and beneficiaries of the programme. In that regard the study demanded respondents to tell whether contributions for mid-day meals should be set

and their further ambitions about the implementation process of the fee free education programme as described in the table of responses in table 4.3.

Table 4.3: Expectations of respondents towards FFE implementation

Variables	Values	Parents		Teachers	
		f	%	f	%
Is there need for parents to contribute for students to get-day meals at school?	Yes	91	93.8	49	81.7
	No	3	3.1	9	15.0
	I don't know	3	3.1	2	3.3
	Total	97	100.0	60	100.0
What else do you expect from the implementation of a FFE programme?	Parent not to be burdened with contributions anymore	18	18.6	5	8.3
	Parents and other community members should cooperate in sustaining school affairs	44	45.4	45	75.0
	The Government should take all responsibilities of sustaining school financial and academic demands	24	24.7	5	8.3
	It should remain the way it is done up to now	8	8.2	2	3.3
	I don't know anything	3	3.1	3	5.0
	Total	97	100.0	60	100.0

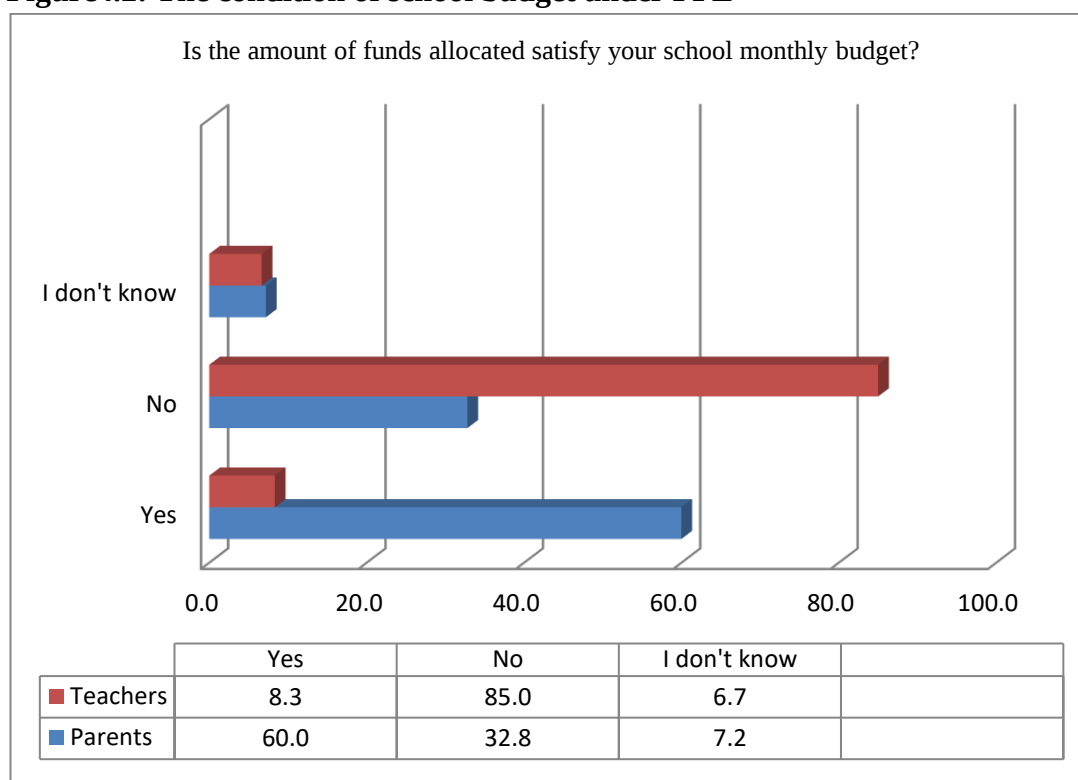
Source: Field data (2019)

The table 4.3 demonstrates that respondents are in unanimous agreement that contributions are desired for facilitating schools to provide lunch meals for students. In this issue of mid-day meals it was agreed by 93.8% of parents and by 81.7% of teachers. In other hand, the other expectation that was represented by a significant number of respondents include; parents and other community members should cooperate in sustaining school affairs, this was agreed by 44 (45.4%) of parents and 45(75%) of teachers. Twenty four percent of parents also opined that the Government should take all responsibilities of sustaining school financial and academic demands, and 18% of parents wished parents not to be burdened with contributions anymore.

4.3.3The situation of the school budget under FFE

Respondents were asked to say in their view and observations whether the allocation of funds under fee free education was sufficient for the monthly budget of the school. The figure 4.2provides a descriptive analysis of the responses given by respondents in the field.

Figure4.2: The condition of school budget under FFE



Source: Field Data (2019)

The Figure 4.2revealed that there was budget deficit problem in schools. This was perceived by 85% of teachers with few (32%) of parents. Though parents predominantly conceived the budget for the school was sufficient which implies the situation was impressing. This variation in perceptions regarding school budget has implications on contributions and add reasons for the possible presence of some institutional challenges as well.

In the course of interviews sessions the heads of schools provided the estimates of the budget they received per month. The table 4.4portrays the amount of money received in each school.

Table 4.4: Amount of money received monthly in selected secondary schools

Name of school(pseudo)	Amount received per month	Monthly budget	Annual amount
Lusto	1,000,000/=	900,000/=	12,000,000/=
Salms	691,500/=	nil	Nil
Shambs	800,000/=	600,000/=	9,600,000/=

Source: Field data (2019)

The Lushoto secondary school show to receive enough funds for the capitation and fee compensation, however, some of the head of schools reported that sometimes the monthly expenses may overcome income received.

4.4 Perceptions and attitudes of stakeholders on the Emerged Challenges in Implementing FFE in Secondary Schools

The second specific objective sought to find out about the perceptions and attitudes of stakeholders on the implementation of FFE. In particular the emerged challenges of FFE in secondary schools were determined. In practice this objective focuses on understanding the perceived challenges in the practice, the observed attitudes of stakeholders about the practices, beliefs and behavioural practices related to the FFE implementation.

4.4.1 Perceived challenges emerged in the implementation of FFE

The study probed from respondents to inform the experienced new challenges linked to the implementation of fee free education programme. Table 4.5 presents the challenges that were categorised into three levels, the first involves parent related challenges, and second school related challenges and third shortage of funds in school.

Table 4.5: Emerging challenges of FFE in secondary school

		Parents		Teachers	
		f	%	f	%
What are the challenges related to implementation of FFE?	Parent related challenges: Poor community participation in school matters. Low knowledge of FFE operations	45	46.4	19	31.7
	School related challenges: Budget deficit, student irresponsibility, funds are not timely allocated, large number of students, Poor student pass mark and poor infrastructure and deficiency of learning resources.	48	49.5	41	68.3
	The welfares of teachers are not considered in the programme	3	3.1	-	-
	Government provide little money for schools and does not provide students with lunch in schools	1	1.0	-	-
	Total	97	100.0	60	100.0

Source: Field data (2019)

In reference to table 4.5 the first category of challenges was found to be that of school related challenge. It comprises of problems like budget deficit in schools, students behave irresponsibly, and number of students, Poor student passes mark and poor infrastructure and deficiency of learning resources. The second category involves parents' related challenges like poor participation; low understanding of the programme operation, and finally the FFE does not take considerations of teachers' welfares. Lastly, the government provides little funds for schools to meet its demands.

4.4.1.1 The causes of the challenges that emerged during fee free implementation

The study inquired from respondents to give their opinions about the possible root causes of the emerging challenges that were mentioned in table 4.5. The provided responses are displayed in figure 4.6.

Table 4.6: perceived causes of fee free education programme

Question	Responses	Parents		Teachers	
		N	%	N	%
What is the cause of the emerging challenges of FFE implementation	Shortage of funds in schools for them to feed students, afford extra costs.	61	62.9	29	48.3
	The goals of fee free education programme are not well understood to parents and community members	36	37.1	31	51.7
	Total	97	100.0	60	100.0

Source: Field data (2019)

From table 4.7 the perceived root causes of the emerging challenges of fee free implementation were the shortage of funds in schools that make schools not to afford extra-curricular costs like provision of mid-day meal for students, buy learning and teaching materials and others. The second mentioned root cause is that the goals of fee free education programme are not well understood by parents and community members that makes it hard for them to participate in time of need in the school affairs.

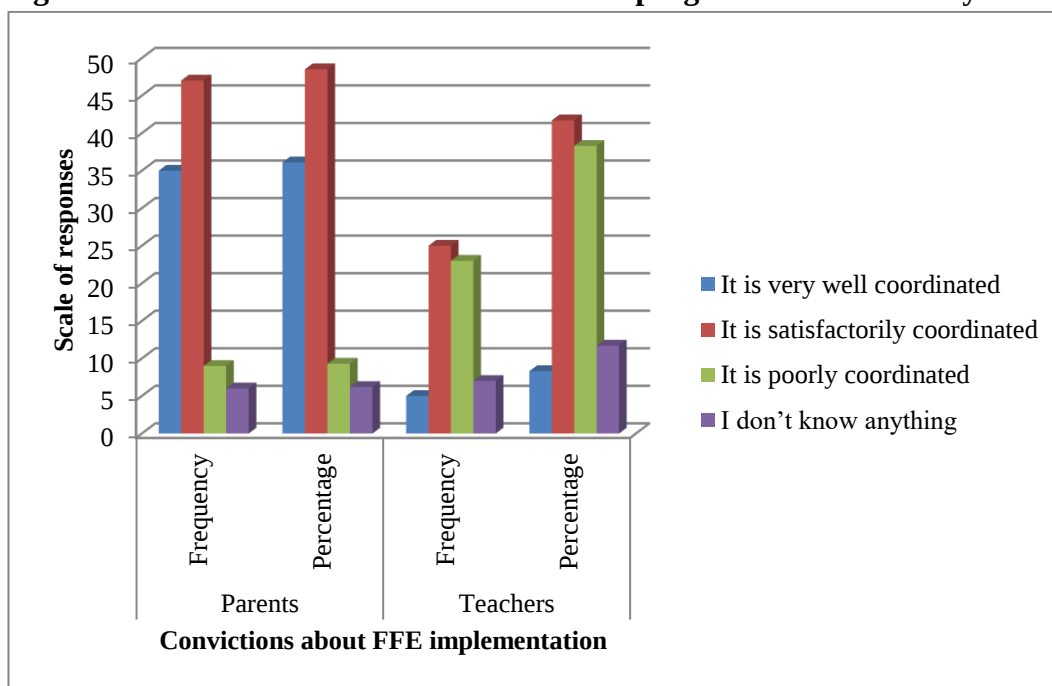
4.4.2 Attitudes of stakeholders towards the implementation of FFE

Attitude was measured by the sense of belief and satisfaction level of respondents about the phenomenon under practice. Respondents were asked to tell about their views of convictions and level of satisfaction about the implementation process of fee free education in secondary schools.

4.4.2.1 The belief of respondents concerning the implementation of FFE

The expression of belief was sought by learning the opinions of respondent regarding their convictions on the management and administration of the FFE as represented in the figure 4.2.

Figure 4.3 Coordination of Fee free education programme in secondary schools



Source: Field data (2019)

The figure 4.2 demonstrates that respondents were convinced that the coordination of FFE was satisfactory by 48% for parents and 41% of teachers. However, while 36% of parents were of the view that the implementation was very well coordinated, 38% of teachers believed that the implementation process was poorly coordinated.

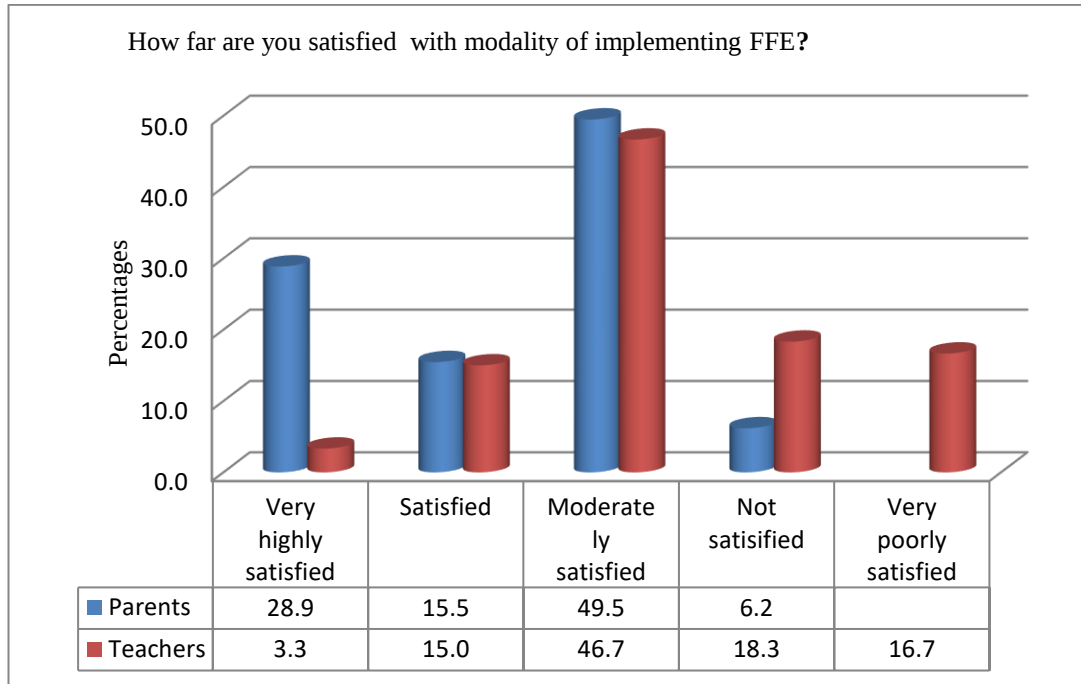
The headmaster of Salms secondary school pointed that the *“I think the government needs its people to acquire good education and education is for all as one of its policy in education.”*

The result indicate that there was a slight difference in attitudinal disposition about the implementation of fee free education whereby parents had a positive attitude and teachers had a relatively negative attitude towards the coordination process of FFE implementation.

4.4.2.2 The level of satisfaction about the implementation of fee free education

The third issue which was employed to study about attitude was appreciation of the people about the implementation of fee free education. Virtually, the Figure 4.3 describes the responses of respondents who were told to range their level of satisfaction in line with their experiences of the implementation of processes.

Figure 4.4: The level of satisfaction of respondents about FFE implementation



Source: Field data (2019)

Learning from the results portrayed in the figure 4.3 it was found that significant number of parents (49.5%) and teachers (46%) were moderately satisfied by the implementation process. This observation suggests some reservations that they hold about the practices allied to free education. It also present that the appreciation status of the implementation was average.

4.4.3 Observed behaviour of respondents on the implementation of FFE

The last aspect in the determination of perception was to learn behaviour of respondents with regard to implementation of fee free education. The elements to be traced in the study of behaviour included the willingness to support school affairs, the situation of the school budget under FFE and whether respondents have enrolled their children in public schools. The assumption of these element are that if there is willingness to support school affairs then FFE, the budget is sufficient and whether children are enrolled in public schools then the practice of FFE is positively perceived.

4.4.3.1 Willingness to support school affairs under fee free education

The study asked respondents to first tell if the contributions are still demanded in school and then get the response or reaction of parents as perceived by respondents as presented in the table 4.7.

Table 4.7Willingness to support school affairs

Questions	Responses	Parents	Teachers
	<i>Values</i>	Number of respondents	Number of respondents
Do the need for contributions still exists in schools?	Yes	75(77.3%)	30(50.0%)
	No	22(22.7%)	27(45.0%)
	I don't know	-	3(5.0%)
	Total	97(100.0%)	60(100.0%)
How is response of parents towards school matters?	They are supportive to school demands/	90(92.8%)	34(55%)
	They are not ready to support school affairs through contributions	7(7.2%)	26(45%)
	Total	97(100)	60(100%)

Source: Field data (2019)

Table 4.7shows that the need for contributions still exists in schools as portrayed by 77% of respondent parents and 50% of teachers. Similarly, the parents are conceived to be supportive to the school affairs as it was mentioned by 92% of parents and 55% of teachers (respondents).

The headmistress of Lushoto secondary school explained that, *the fee free education in our school is implemented well as the students receive all services as required. But the government should encourage this by providing foods, security, learning materials and uniform to the students.*

4.4.4Stakeholders' preference to enrolled their children in the public secondary schools

The study sought useful to learn from respondents on how they behaved towards fee free education programme. In order to assess the coherence between perceived challenges of FEE and practice of respondents the study first probed whether the

respondent had a child in the public school and then seek for the reason for either having or not having a child enrolled in the school that is under fee free education programme. A descriptive analysis as done by cross tabulating the results and present them in table 4.8.

Table 4.8Willingness to enrol a child in public school

If Yes what do you have to say about his/her academic excellence? * Do you have a child studying in public school? Cross tabulation							
Count							
		Do you have a child studying in public school?					
		Parents			Teachers		
		Yes	No	Total	Yes	No	Total
If Yes what do you have to say about his/her academic excellence?	Reason for YES: She does well, and I support her materially; the progress is average due to lack of academic resources	61	13	74	7	4	11
	Reason for No: Teacher don't teach well, poor performance remarked no trust on public schools, no enough study resources, overcrowding, in classes.	16	7	23	0	49	49
Total		77	20	97	7	53	60

Source: Field data (2019)

From table 4.8, parents 61 parents agreed to have children enrolled in public secondary schools. On contrary, 49 teachers mentioned to have not enrolled children in public schools. Those who enrolled their children in public school perceived that academic progress of children were moderately good and parents support their children material. On the other hand teachers with forwarded reasons that Teacher don't teach well, poor performance remarked no trust on public schools, no enough study resources, overcrowding, in classes.

Impliedly, there is a positive perception of respondents regarding the programme on one face, on the other side of the coin, the need for contributions and school support makes assertion of the possibility of challenges or shortcomings that have been found from the implementation hence schools have some deficiencies which makes

necessary for the parents to get involved through financial contributions. The results provide a ground for the third objective which intends to identify contribution of the legal framework on FFE implementation and the emerging challenges.

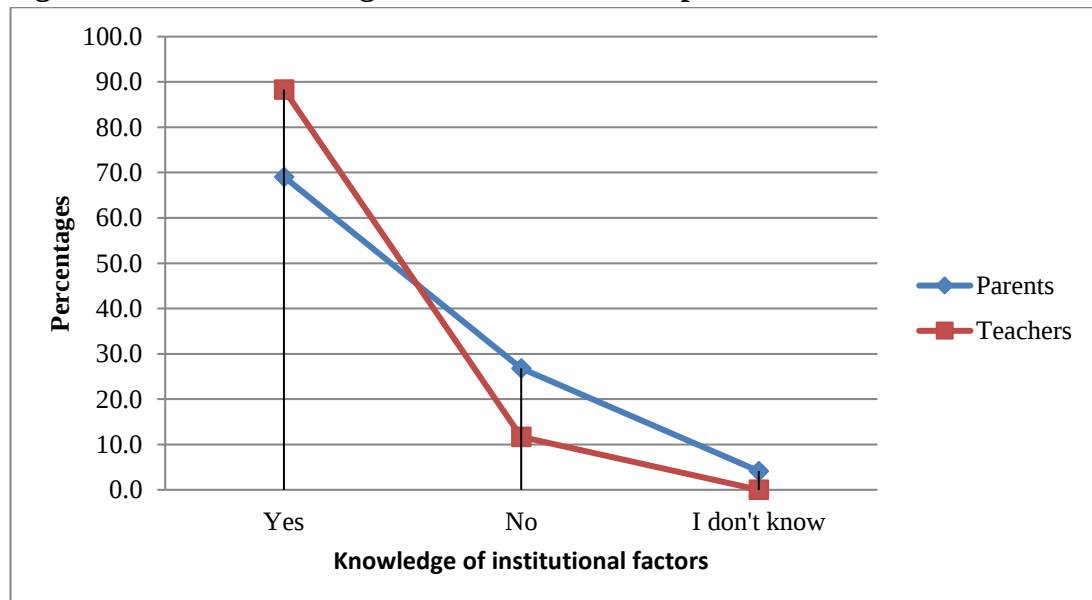
4.5 The Contribution of Legal Frameworks on FFE Implementation

The third objective of the study assessed the contribution of the legal frameworks in the implementation of FFE in secondary schools. The study presumed that some of the rules and regulations set forth by the government resulted to different challenges on the modality of school financing, culminated parents to be reserved and school fail to meet their targets in implementation process.

4.5.1 Government modality of school funding and the possible institutional challenges in the implementation process of FFE

The logic behind the inquiry on the existence of modality of school financing and the attributed challenges in the implementation of fee free education in secondary is to create ground of evidence for the attestation of the institutional/legal framework related factors. The figure 45 displays the descriptive results given by respondents.

Figure 4.5: Existence of legal frameworks that impede FFE Practice



Source: Field Data (2019)

The results from the figure 4.5 ascertain that the existence of institutional factors that lead to emerging challenges in the implementation of fee free education programme. The unanimous agreement was found by 88% of teachers and 70% of parents that some of the institutions practices are responsible for causing the implementation to be problematic in secondary schools.

4.5.2 Determination of the legal framework that lead to emerged challenges of FFE

Respondents were requested to either agree, disagree or if uncertain in case one of the factors could be a cause for the difficulties observed in implementing fee free education. The study provided a list of proposed institutional challenges and presented them in a likert scale as to give options for the respondent to choose their best answer. The results are summarised and presented in table 4.7 appended in appendix section.

From the output of the results presented in table 4.7 there are institutional factors which accrues from the government operational processes in the implementation, the school related factors and parents related institutional factors. In a summary form the table 4.8 presents the classification of the factors basing on three aspects.

Table 4.9: The Categorisation of rules and regulations

s/n	Categories	Institutional factors
1	Government related factors	The government over controls the expenditure modality of the funds provided in schools
		FFE does not guarantee teachers welfares
		There is little student involvement in education delivery under FFE
		The modality of providing funds by number of students is deficient of considering school needs
		The government over controls the expenditure modality of the funds provided in schools
2	School related factors	FFE promotes overcrowding of students in classrooms
		Teachers are uneasy with the implementation of FFE
		Teacher do not perform well their duties as required after introducing FFE
		School board has not say over the school expenditure on FFE programme funds
		The school budget is not sufficient as per the school demands.
		Heads of schools have low financial management ability of the FFE funds
		Schools are deficient of learning and teaching materials
3	Parents and community related factors	Poor participation of the community members in school matters
		Parents unwillingness to contribute for some necessary extra expenses
		Parents are less collaborative in schools especially on learning process of their children

Source: Field Data (2019)

Congruent to the observed findings from table 4.7, the Ward education officer pointed out the notable challenge is the poor understanding of the programme by the society in the following words.

“It creates difficult in their willingness to participate. He went further describing that although heads of school informed the community about it several times through meetings, parents do not seem to comprehend.”

4.5.3 Type of emerged challenges from the institutional factors

The study sought to identify the kinds of challenges which are derived from the institutional factors. Respondents were asked to provide the kinds of challenge emerging from the institutional factors. Table 4.10 presents the descriptive results of the emerged challenges which originate from government, school and parents institutional factors. Table 4.10 is therefore subdivided into three parts (4.10a, b and c) each of the parts demonstrates the particular challenges emerging from either the government, school or parents or community related factors.

Table 4.10a: Emerging challenges from government related institutional factors

s/n	Institutional factors	Challenges	Number of Parents		Number of Teachers	
			f	%	f	%
i	The government over controls the expenditure modality of the funds provided in schools	Delay of public funds	35	36.1	20	33.3
		Failure to run school	22	22.7	12	20.0
		Mismanagement of services	28	28.9	18	30.0
		Poor school performances	9	9.3	6	10.0
		I don't know	3	3.1	4	6.7
ii	FFE does not guarantee teachers welfares	Teacher are demoralized to teach	46	47.4	29	48.3
		Low school and student performances	43	44.3	25	41.7
		I don't know	8	8.2	6	10.0
iii	Education leaders are over manipulated by political leaders	Failure of planning about school matters	41	42.3	26	43.3
		Poor delivery of education quality	41	42.3	24	40.0
		I do not know	15	15.5	10	16.7
iv	There is little student involvement in education delivery under FFE	Students cannot know their role to play in the school	34	35.1	23	38.3
		Poor academic performance in the school	33	34.0	20	33.3
		I don't know	30	30.9	17	28.3
v	The modality of providing funds by number of students is deficient of considering school needs	Stagnation of school activities	41	42.3	24	40.0
		Budget deficient in school	43	44.3	28	46.7
		I don't know	13	13.4	8	13.3

Source: Field data (2019)

Table 4.10a shows the emerging challenges include delay of public funds, failure of schools to meet running expenses, mismanagement of services and Low school and students performance, teachers are demoralised. Others are failure of planning about school matters, poor delivery of education quality, students cannot know their role to play in the school, budget deficient in school and stagnation of school activities.

Table 4.10b: Emerging challenges from School related institutional factors

s/n	Institutional factors	Challenges	Number of Parents		Number of Teachers	
			f	%	f	%
i	FFE promotes overcrowding of students in classrooms	Laziness among students	40	41.2	23	38.3
		Students may fail to understand lesson	40	41.2	23	38.3
		I don't know	17	17.5	14	23.3
ii	Teachers are uneasy with the implementation of FFE	Poor performance of teachers in classroom	51	52.6	29	48.3
		Passive resistance to its implementation	36	37.1	22	36.7
		I do not know	10	10.3	9	15.0
iii	Teacher do not perform well their duties as required after introducing FFE	Failure of students	44	45.4	31	51.7
		Poor school performance in national examinations	44	45.4	22	36.7
		I do not know	9	9.3	7	11.7
iv	The school budget is not sufficient as per the school demands.	Lack of sufficient materials for teaching and learning	45	46.4	25	41.7
		Failure to meet school demands and implement activities	42	43.3	27	45.0
		I do not know	10	10.3	8	13.3
v	Schools are deficient of learning and teaching materials	poor performance	56	57.7	27	45.0
		Poor learning ability of students	35	36.1	24	40.0
		I don't know	6	6.2	9	15.0
vi	Heads of schools have low financial management ability of the FFE funds	Failure for the school to meet the target of the funds given	46	47.4	29	48.3
		Embezzlement and mismanagement of school expenditures	34	35.1	19	31.7
		I don't know	17	17.5	12	20.0
vii	School board has not say over the school expenditure on FFE programme funds	poor representation of school challenges	40	41.2	27	45.0
		Opposition mobilization for contributions needed in school	49	50.5	27	45.0
		I do not know	8	8.2	6	10.0

Source: Field data (2019)

School related institutional factors were also mentioned by respondents. Some of them include students may fail to understand lesson, laziness among students, passive resistance to its implementation, poor performance of teachers in classroom, poor school performance in national examinations, lack of sufficient materials for teaching and learning and failure to meet school demands and implement activities.

Other challenges found were poor learning ability of students, failure for the school to meet the target of the funds given, embezzlement and mismanagement of school expenditures, poor representation of school challenges and opposition mobilization for contributions needed in school.

Table 4.10c: Emerging challenges from parents/community related institutional factors

s/n	Institutional factors	Challenges	Number of Parents		Number of Teachers	
			f	%	f	%
ii	Poor participation of the community members in school matters	Poor performance of students	34	35.1	16	26.7
		misunderstanding between community and teachers	49	50.5	35	58.3
		I don't know	14	14.4	9	15.0
iii	Parents unwillingness to contribute for some necessary extra expenses	School runs risk of budget deficit	42	43.3	22	36.7
		School fail to provide lunch meal for students	38	39.2	24	40.0
		lack of learning and teaching materials, no purchasing power	14	14.4	12	20.0
		I don't know	3	3.1	2	3.3
xi	Parents are less collaborative in schools especially on learning process of their children	Difficulties in school to achieve education targets	38	39.2	21	35.0
		Poor students performance	47	48.5	24	40.0
		I do not know	12	12.4	15	25.0

Source: Field data (2019)

From table 4.10c the factors related to parents and community dis involvement poses a number of challenges like misunderstanding between community and teachers, poor performance of students, school runs risk of budget deficit, school fail to provide lunch meal for students, difficulties in school to achieve education targets and lack of learning and teaching materials since the school has sufficient no purchasing power.

4.6 Summary of the chapter four

The chapter presented the findings of the study basing on three specific objectives. However, it began by presenting the demographic information of respondents.

The first objective determined the knowledge level of stakeholders whereby the stakeholders' understanding, expectations and school budget conditions were revealed. The study found that stakeholders had a right theoretical knowledge of

FFE. The second objective determined the perceptions and attitudes of stakeholder on the emerged challenges in the implementation of fee free education in secondary schools. The objective studied the perceive challenges and its root causes, attitudes towards FFE implementation and the behaviour of respondents towards the implementation of FFE. Stakeholders were moderately positive and satisfied with the implementation and were willing to support FFE and enrol their children in public schools. The third specific objective assessed the contribution of legal framework in the implementation of fee free education programme. The study found that there are three types of institutional factors contributing to poor implementation of fee free education programme. The factors were government operations, school related factors, and parents related factors.

In conclusion the study found that that the awareness level of respondents regarding the implementation of FFE was very impressing. The perceived practices that impeded the implementation of FFE were majorly based on the deficiencies in the declared rules and regulations as well as misconceived understanding of implementer about the implemented programme.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The chapter provides a discussion of findings obtained in chapter four. The first part presents the discussion of the perception of stakeholders about the implementation of fee free education, the second section discusses the sources of challenges emerged from the implementation of fee free education programme and the third section gives an elaborate of the assessment of institutional factors that cause challenges in the implementation of fee free education.

5.2 Stakeholders Knowledge level of the Implementation of Fee Free Education

In the course of determining the knowledge level of stakeholders the study focused on understanding, expectation and budget condition of schools in the implementation of fee free education programme in secondary schools. The findings of each of these elements are discussed in the proceeding subsections.

5.2.1 The understanding of stakeholders about fee free education

It was revealed that 73% of respondents had a right theoretical understanding of the implementation of fee free education. The FFE was understood as the programme introduced by the government whereby pupils will not pay any fee and other contributions that were being provided by parents or guardians before, but in case of need the community members can initiate contributions for school welfares. The other understanding was that under the implantation of FFE parents have chances to participate in contributing to some school affairs but not by force.

The impressive understanding of respondents is supposedly to be explained by the fact that most of the respondents are educated where the majority have a bachelor level of education, and both parents and teachers were characteristically belonged to the public servants. In addition, the implementation has so far lasted for more than three years since its inception (Hakielimu, 2017). The findings are in congruent with the definition provided by the government in its published circular in 2015. In paraphrasing the statement, the government defined *fee free education to mean that*

pupil or student will study without parents to pay any fee or other contributions that were being charged in schools before the release of this circular (URT,2015).

5.3 Perceived challenges in implementing FFE in secondary schools

The second objective sought to determine perception and attitudes of respondents on the implementation of FFE. It was observed that respondents perceived FFE to have increased enrolment in schools, hence leading to some institutional challenges in schools.

5.3.1 Shortcomings in the implementation of fee free education

The root causes of the challenges were found to be shortage of funds in schools and the low level of understanding of the goals of fee free implementation. Implying that despite the fact that about three years have passed since the government established the fee free education, its goals are yet to be understood by the community of parents.

The study asserts that the problem arise from the fact that the government declared the elimination of school fees and other contribution in the circular no.5 of 2015, then after some while the government provided directives to heads of schools that some contributions could be done in school by involving parents through the school board and the contribution to be recommended by the regional officer (URT, 2015a; 2015b). The study by HakiElimu (2017) explained that the two circulars of the government confused the understanding of parents about the model of operation of the fee free education. It is from this fact, the study agrees with the findings of the study done by Mikao (2017) on the existence of the mixed education funding system which co-exist in the schools.

5.3.2 Opinions of Stakeholders towards the implementation of fee free education

The attitude of respondents was guided by belief and appreciations of respondent about the implementation of fee free education programme. The study found that respondents believed that the management of fee free education was moderately coordinated and thus there are some misfits in its implementation. With this

conceived beliefs teachers were significantly reserved while parents were optimistic and very positive about the practice. This finding was also observed in the study by Mikao (2017) whereby teacher and parents had varied in belief and attitudes towards the implementation of fee free education.

In the same vein of studying the attitudes of stakeholders, the expectations of respondent were still high by 85% that the contributions are necessarily needed in schools. One of the issues that were frequently mentioned was the need to provide midi-day meals in schools. There was an expression of the need for community-school cooperation in sustaining schools. Parents desired that the government to cover all the costs of education. The study by Mitchell (2018) supports the findings of the present findings of the study. These findings suggested that schools have demands that exceeds the income sources that is the government subsidy from the fee compensation and capitation grants that schools receive (HakiElimu, 2017).

5.3.3 The reactions of stakeholders towards practice of fee free education

Stakeholders perceived that the implementation was moderately satisfying. Schools still conduct contributions and parents were willing to support schools affairs. Another observation was that schools experience budget deficits. Teachers were less motivated to enrol their children in public schools. The reasons forwarded for teachers reaction were that there was low trust in public schools in matters of academic excellence. The study findings of the study were similar to the findings observed by Bategeka and Okuru (2006) and Caroline and Stahley (2012). In addition, the study conducted by Twaweza (2016) had different perspectives with regard to school experience of budget in the implementation of fee free education. The study attested that respondents were of the view that the government will provide sufficient funds in the school to cover the cost of the eliminated contributions (Twaweza, 2016).

With regard to the amount of funds provided in schools, then it was found that schools received 25000 capitation grants per student and 20,000 compensation fees per student annually. Together the amount makes the sum of 45,000 Tanzania shillings (URT, 2016). It is evident that for school to face budgetary difficulties with

such amount of funds allocated for academic and administrative purposes. In addition the poor participation of parents, overcrowdings of students in schools together leads to schools increased demands and budgetary increment (Hakielimu, 2017).

5.4 The legal frameworks that render difficulties in FFE implementation

The assessment made in the third objective was to study the contribution of the legal frameworks on the implementation of fee free education. The study started determining the institutional factors and thereafter analyse the type of emerged challenges from each of the institutional factors. While there are studies that have searched for the challenges facing the implementation of free education, there was no study that managed to classify the challenges as pertaining to institutional factors (Issah, Elden, Forson and Schrofer, 2015; Little, 2010).

5.4.1 An elaborate of government institutional factors leading to emerging challenges

The government related challenges include delay of public funds, failure of schools to meet running expenses, mismanagement of services and low school and students performance, teachers are demoralised. Others are failure of planning about school matters, poor delivery of education quality, students cannot know their role to play in the school, budget deficient in school and stagnation of school activities. The modality of providing capitation grants and compensation fees by relating to the number of students was found to be problematic as it presupposed schools have similar financial needs and sources of funds. The FFE was further noted by HakiElimu (2018) that it has not dealt with the improvement of teacher conditions and welfares. The study was also supported by the findings of Bategeka and Okuru (2006) that the implementation of universal free primary education policy in Uganda faced challenge of improving teachers salary and school infrastructures hence creating resource concentrations. The government related factors involve the lack of consideration of teachers' welfares under FFE and the government provides little funds for schools to meet its demands.

5.4.2 The school related challenges

The school related factors are poor performance of teachers and students in realising academic targets, teachers' passive resistance to its implementation, lack of sufficient materials for teaching and learning and failure to meet school demands and implement activities. Other challenges found were poor learning ability of students, low discretionary powers of heads of schools, embezzlement and mismanagement of school expenditures, poor representation of school challenges and opposition mobilization for contributions needed in school. The literature in support of study findings portrays that the funding system in schools determine the level of schools to meet the expenses. Schools continue to implement the fee free policy with the informal contributions hence reducing the meaning of the free education (Kattan, 2006).

5.4.3 The parent and community related challenges

The parent related challenges included raise of misunderstanding between community and teachers, poor performance of students, school runs risk of budget deficit, school fail to provide lunch meal for students, difficulties in school to achieve education targets and lack of learning and teaching materials since the school has sufficient no purchasing power.

Proponents of cost sharing suggest that there is relationship between cost sharing and parental or community involvement (Mwansa et. al. 2004). If that argument holds validity, then it is evident that parents and community are not able to participate in school affairs since the schools are supported by the government. However, scholars also argue that parent participation is and should not be limited to financial contributions; instead, there are other means of participation (Ugwuoke, 2011). In line with the previous studies, the present study found that the lack of clear understanding of the policy goals in particular the Fee free education policy has magnified the problem of poor parent and community participation in schools matters.

CHAPTER SIX

SUMMARY, CONCLUSION AND IMPLICATION

6.1 Introduction

The chapter presents the summary of the study, draws conclusion and highlights the policy implications. In addition, the study provides some recommendations and suggests areas for further research.

6.2 Summary of the study

The study aimed to explore the institutional factors that contributed to emerging challenges of fee free implementation in secondary schools. Specifically, the study sought to determine knowledge level of stakeholders about the implementation of fee free education programme, to establish perceptions and attitudes of stakeholders on the emerging challenges in implementing FFE and lastly to assess the legal framework that contribute on FFE implementation.

The study was conducted in Lushoto district council involving four secondary schools. The case study design was employed in the study. The study used simple random and purposive sampling techniques. A sample size of 157 was attained in the end of the study. The methods of data collection used in the study were interview, questionnaire and documentary review. Thematic content analysis and descriptive statistics were methods used for data analysis. The findings of the study were presented following the series of specific objectives.

The first objective determined the knowledge level of stakeholders whereby the stakeholders' understanding, expectations and awareness of school budget condition related to fee implementation. The study found that the theoretical understanding was highly appropriate by 73% of respondents and respondents varied in attitudes towards the implementation of fee free education. About 85% of respondents expected that some contributions are necessary in schools like the need to provide lunch to students. There was an expression of the need for community school cooperation in sustaining schools. Parents desired that the government to cover all the costs of education. In sum, respondents found the implementation was

moderately satisfying suggesting the presence of some shortcomings. In practice the study found that parents perceived schools to perform well and stakeholders are moderately willing to support school affairs. School faced budget deficits, though some parents conceived the budget to be sufficient. The study revealed that very few teacher enrolled their children in public schools for the reasons that teacher do not teach well, lack of trust in public schools, poor school academic performance a and poor behaviour conduct of students. It means pupils will not pay any fee and other contributions that were being provided by parents or guardians before, but in case of need the community members can initiate contributions for school welfares. Also, the respondents who understood that FFE implies that parents have chances to participate in contributing to some school affairs but not by force where represented by 28% parents and 35% of teachers.

The second objective determined the perceptions, attitudes and behaviour towards the practice of fee free education programmes was the main issues of concern. While teachers had some reservations, parents were very optimistic about the practice. It was revealed that there were school related challenges, parents related challenges and government related challenges. Schools faced challenges like budget deficit, irresponsibility of students, huge number of students in classrooms, poor academic pass mark, poor school infrastructures and lack of sufficient learning and teaching materials. Parents related challenges were low understanding of the fee free education programme operation, poor participation in school affairs. The government related factors involve the lack of consideration of teachers' welfares under FFE and the government provides little funds for schools to meet its demands. The root causes of the challenges were found to be shortage of funds in schools and the low level of understanding of the goals of fee free implementation.

The third objective of the study assessed the contribution of legal frameworks in the process of implementing fee free education. The study determined the institutional factors and analysed the challenges of attributed to each of the factors. The study started by elucidating from respondents whether there are some institutional factors that pose challenges in the implementation, then it proceeded to the determination of the institutional factors and finally to analyse type of emerged challenges from each

of the institutional factors. The government related challenges include the emerging challenges include delay of public funds, failure of schools to meet running expenses, mismanagement of services and Low school and students performance, teachers are demoralised. Others are failure of planning about school matters, poor delivery of education quality, students cannot know their role to play in the school, budget deficient in school and stagnation of school activities. The school related challenges are students fail to understand lesson, laziness among students, passive resistance to its implementation, poor performance of teachers in classroom, poor school performance in national examinations, lack of sufficient materials for teaching and learning and failure to meet school demands and implement activities. Other challenges found were poor learning ability of students, failure for the school to meet the target of the funds given, embezzlement and mismanagement of school expenditures, poor representation of school challenges and opposition mobilization for contributions needed in school. The parent related challenges included raise of misunderstanding between community and teachers, poor performance of students, school runs risk of budget deficit, school fail to provide lunch meal for students, difficulties in school to achieve education targets and lack of learning and teaching materials since the school has sufficient no purchasing power.

6.3 Conclusion

The findings and the discussion of the study provides a ground for the study to draw the following conclusions:

- i. Most of the emerged challenges in the implementation of FFE are derived from the deficiencies in modality to finance schools under FFE like the government operating system, school leadership and parent or community understanding of the programme.
- ii. The government directives have overstressed on the expenses based on normal situation whereas schools face different realities but the directives and guideline have little options for the head of the school to use discretionary powers to facilitate the implementation.

6.4 Recommendations and Policy Implications

The study has dealt with exploration of legal frameworks that contribute to the implementation of fee free education. Basing on the findings, discussion and conclusion the following recommendations are worth presenting.

The understanding level of stakeholders was favourably high but the practice shows that parents and community members have low level of participation in school affairs. There is need to increase sensitisation through public meetings by political leaders and let the heads of school spend time on dealing with other management activities.

The sources of the challenges derive from the perceived shortage of funds by the government to schools. The government should look forward to see the best practices which would encourage parents to contribute to fill in the gaps of school needs.

6.5 Limitation of the study and suggestion of Areas for further study

The findings of the study have no problem since they also get complemented with the list of supporting literatures. However, the study was limited by scope of its population. The study was done only in four schools in Lushoto district council, there is need to undertake a quantitative study that could provide causal explanation about the association between the institutional factors and the emerged challenges of fee free education implementation. Another similar study would be needed to investigate how could teachers be motivated in the implementation of fee free education.

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APPENDICES

Appendix I: Institutional factors that pose difficulties in FFE implementation

		Number of Parents			Teachers		
		Yes	No	I don't know	Yes	No	I don't know
i	The government over controls the expenditure modality of the funds provided in schools	70(72.2 %)	26(26.8%)	1(1.0%)	41(68.3 %)	10(16.7 %)	9(15.0%)
ii	Poor participation of the community members in school matters	59(60.8 %)	33(34.0%)	5(5.2%)	58(96.7 %)		2(3.3%)
iii	Parents unwillingness to contribute for some necessary extra expenses	53(54.6 %)	38(39.2%)	6(6.2%)	60(100.0%)		
iv	FFE does not guarantee teachers welfares	68(70.1 %)	28(28.9%)	1(1.0%)	57(95.0 %)	35.0	
v	FFE promotes overcrowding of students in classrooms	67(69.1 %)	29(29.9%)	1(1.0%)	54(90.0 %)	3(5.0%)	3(5.0%)
vi	Teachers are uneasy with the implementation of FFE	45(46.4 %)	47(50.5%)	3(3.1%)	52(86.7 %)	813.3	
vii	Teacher do not perform well their duties as required after introducing FFE	40(44.3 %)	47(48.5 %)	10(7.2 %)	52(86.7 %)	813.3	
viii	Education leaders are over manipulated by political leaders	59(60.8 %)	35(36.1%)	3(3.1%)	49(81.7 %)	1118.3	
ix	There is little student involvement in education delivery under FFE	59(60.8 %)	31(32.0%)	7(7.2%)	38(63.3 %)	2033.3	2(3.3%)
x	The school budget is not sufficient as per the school demands.	68(70.1 %)	24(24.7%)	5(5.2%)	58(96.7 %)	23.3	
xi	Parents are less collaborative in schools especially on learning process of their children	70(72.2 %)	23(23.7 %)	4(4.1%)	58(96.7 %)	23.3	
xii	Schools are deficient of learning and teaching materials	75(77.3 %)	19(19.6 %)	3(3.1%)	58(96.7 %)	23.3	
xiii	Heads of schools have low financial management ability of the FFE funds	75(77.3 %)	19(19.6 %)	3(3.1%)	51(85.0 %)	711.7	2(3.3%)
xiv	School board has not say over the school expenditure on FFE programme funds	70(72.2 %)	21(21.6 %)	6(6.2%)	48(80.0 %)	1220.0	

xv	The modality of providing funds by number of students is deficient of considering school needs	66(68.0 %)	25(25.8 %)	6(6.2%)	46(76.7 %)	1423.3	
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Source: Field data (2019)

Appendix II: Questionnaire for parents

Form No.

Name of Institution/school:

I respond by the name of Judith Emmanuel. I would like to request you to fill in this questionnaire sheet. The questionnaire is made to facilitate responses for the study on “Institutional factors contributing to emerged challenges of Fee free Education programme in Secondary school”. I appreciate your participation and, I further assure you with my esteemed confidence and protection. The answers given will only be used for this academic purpose and not otherwise.

I beg for your honesty and objectivism in answering this questionnaire. Please put a tick (✓) to the most correct answer among others.

Section I: Demographic information

Tick the appropriate box

1. What is your sex?

i) Male ()

ii) Female ()

2. On what age group do you belong?

i) Below 18 years ()

ii) 19-24 years ()

iii) 25-30 years ()

iv) 31-35Years ()

v) Above 35years ()

3. What is your education level?

i) Primary ()

ii) Secondary ()

iii) College (Certificate or Diploma) ()

iv) Bachelor Degree ()

v) Postgraduate (Degree) ()

vi) Other (). Specify

4. What is your occupation status?

- i) Peasant farmer ()
- ii) Livestock keeper (Pastoralist) ()
- iii) Business man/woman ()
- iv) Public servant ()
- v) Employed in private sector ()

Perceptions of Fee Free Education

5. What do you understand by fee free education? Tick only the most correct answer.

- i. Means pupils or students will not pay any fee and other contributions that were being provided by parents or guardians before, but in case of need the community members can initiate contributions for school welfares.
- ii. No more contributions are to be paid in schools by parents, and not otherwise
- iii. Parents have chances to participate in contributing to some school affairs but not by force.
- iv. I think fee free education means removal of all kinds of fees and contributions and the government should cater for the entire school running costs.

6. How do you find the implementation process of the FFE?

- i. It is very well coordinated
- ii. It is satisfactory coordinated
- iii. It is poorly coordinated
- iv. I don't know anything

7. Do you still provide some contributions to school?

- i. Yes
- ii. No
- iii. I don't know

8. If there could be other contributions to be made in schools, what will be your reactions?

- i. I am ready to pay for the contribution
- ii. I am not ready to pay for the contribution

9. As a community member do you think there is need to contribute for students to get-day meals at school?

- i. Yes
- ii. No
- iii. I don't know

10. In case of any contributions to be made at school, what will be your way forward?

- i. I will encourage others to contribute
- ii. I will mobilise other to refuse to contribute

11. What else did you expect from the implementation a fee free education programme?

- i. Parents not to be burdened with contribution anymore
- ii. Parents and other community members should cooperate in sustaining school affairs
- iii. The government to take all responsibilities of sustaining school financial and academic demands.
- iv. It should remain the way it is done up to now.
- v. I don't know anything

12. How far are you satisfied with the modality of implementing fee free education?

- i. Very highly satisfied
- ii. Satisfied
- iii. Moderately satisfied
- iv. Not satisfied
- v. Very poorly satisfied

13. Do you have a child studying in public school?

i). Yes

ii) No

If **Yes** what do you have to say about her academic excellence? If **No** why?

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Part three: Causes of emerging challenges in implementing FFE in secondary schools

14. What are the challenges that are related to implementation of FFE?

- i.
- ii.
- iii.
- iv.
- v.

15. What is the cause of each of the challenge?

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16. Are there any institutional factors that pose challenges to the implementation of FFE?

i) Yes ()

ii) No ()

iii) I don't know ()

Part four: The role of institutional factors in causing challenges of FFE implementation

17. In your opinions do you think the following are among the institutional factors that pose challenge in FFE implementation?

		Yes	No	I don't know
i	The government over controls the expenditure modality of the fund provided in schools			
ii	Poor participation community members in school matters			
iii	Parents unwillingness to contribute for some necessary extra expenses			
iv	FFE does not guarantee teachers welfares			
v	The FFE promotes overcrowding of students in classrooms			
vi	Teachers are uneasy with the implementation of FFE			
vii	Teacher do not perform well their duties as required after introducing FFE			
viii	Education leaders are overly manipulated by the political leaders in real implementation process of FFE			
ix	There is little involvement of students on the education delivery under FFE			
x	The school budget is not sufficient as per the school demands			
xi	Parents are less collaborative in schools especially on learning process of their children			
xii	Schools are deficient of learning and teaching materials			
xiii	Heads of the schools have low management ability of the FFE programme funds			
xiv	The school board has no say over the expenditure of the the FFE fund.			
xv	The modality of providing funds by number of students is deficient of considering school needs			

18. What possible challenges may originate from each of the factors?

Institutional Factors		Possible challenges of FFE implementation
i	The government over controls the expenditure modality of the fund provided in schools	
ii	Poor participation community members in school matters	
iii	Parents unwillingness to contribute for some necessary extra expenses	
iv	FFE does not guarantee teachers welfares	
v	The FFE promotes overcrowding of students in classrooms	
vi	Teachers are uneasy with the implementation of FFE	
vii	Teacher do not perform well their duties as required after introducing FFE	
viii	Education leaders are overly manipulated by the political leaders in real implementation process of FFE	
ix	There is little involvement of students on the education delivery under FFE	
x	The school budget is not sufficient as per the school demands	
xi	Parents are less collaborative in schools especially on learning process of their children	
xii	Schools are deficient of learning and teaching materials	
xiii	Heads of the schools have low management ability of the FFE programme funds	
xiv	The school board has no say over the expenditure of the FFE fund.	
xv	The modality of providing funds by number of students is deficient of considering school needs	

Appendix III: Questionnaire for teachers

Form No.

Name of the Institution/school:

I respond by the name of Judith Emmanuel. I would like to request you to fill in this questionnaire sheet. The questionnaire is made to facilitate responses for the study on “Institutional factors contributing to emerged challenges of Fee free Education programme in Secondary school”. I appreciate your participation and, I further assure you with my esteemed confidence and protection. The answers given will only be used for this academic purpose and not otherwise.

I beg for your honesty and objectivism in answering this questionnaire. Please put a tick (✓) to the most correct answer among others.

Part One: Demographic information

Tick the appropriate box

1. What is your sex?

i) Male ()

ii) Female ()

2. On what age group do you belong?

i) Below 21 years ()

ii) 21-29 years ()

iii) 30-39 years ()

iv) 40- 49Years ()

v) 50 and above ()

3. What is your education level?

i) Form six leaver ()

ii) Diploma ()

iii) Bachelor Degree) ()

iv) Masters degree ()

v) Doctorate (PhD) ()

4. What is your work experience?

- i) Below 7 years ()
- ii) 7-13 years ()
- iii) 14-20 years ()
- iv) 21-27 years ()
- v) 28 and above years ()

Part two: Perceptions of stakeholder about implementation of Fee Free Education programme

5. What do you understand by fee free education? Tick only the most correct answer.

- i. Means pupils or students will not pay any fee and other contributions that were being provided by parents or guardians before, but in case of need the community members can initiate contributions for school welfares. ()
- ii. No more contributions are to be paid in schools by parents, and not otherwise. ()
- iii. Parents have chances to participate in contributing to some school affairs but not by force. ()
- iv. I think fee free education means removal of all kinds of fees and contributions and the government should cater for the entire school running costs. ()

6. How do you find the implementation process of the FFE?

- i. It is very well coordinated ()
- ii. It is satisfactory coordinated ()
- iii. It is poorly coordinated ()
- iv. I don't know anything ()

7. Do your school still ask for some financial contributions from parents?

- i. Yes ()
- ii. No ()
- iii. I don't know ()

8. How do you find the response of parents towards school matters?

- i. They are supportive to school demands ()
- ii. They are not ready to collaborate with teachers ()

9. As a teacher do you think there is need for parents to contribute for students to get mid-day meals at school?

- i. Yes ()
- ii. No ()
- iii. I don't know ()

10. Is the amount of fund allocated for your school satisfy your school monthly budget?

- i. Yes ()
- ii. No ()
- iii. I don't know ()

11. What else did you expect from the implementation a fee free education programme?

- i. Parents not to be burdened with contribution anymore ()
- ii. Parents and other community members should cooperate in sustaining school affairs ()
- iii. The government to take all responsibilities of sustaining school financial and academic demands. ()
- iv. It should remain the way it is done up to now. ()
- v. I don't know anything ()

12. How far are you satisfied with the modality of implementing fee free education?

- i. Very highly satisfied ()
- ii. Satisfied ()
- iii. Moderately satisfied ()
- iv. Not satisfied ()
- v. Very poorly satisfied ()

13. Do you have a child studying in public school?

- i). Yes () ii) No ()

If **Yes**, what do you have to say about her academic excellence? If **No**, why?

.....

Part three: Causes of emerging challenges in implementing FFE in secondary schools

14. What are the challenges that are related to implementation of FFE?

- i.
- ii.
- iii.
- iv.
- v.

15. What is the cause of each of the challenge?

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16. Are there any institutional factors that pose challenges to the implementation of FFE?

i) Yes ()

ii) No ()

iii) I don't know ()

Part four: The role of institutional factors in causing challenges of FFE implementation

17. In your opinions do you think the following are among the institutional factors that pose challenge in FFE implementation?

	Yes	No	I don't know
i The government over controls the expenditure modality of the fund provided in schools			
ii Poor participation community members in school matters			
iii Parents unwillingness to contribute for some necessary extra expenses			
iv FFE does not guarantee teachers welfares			
v The FFE promotes overcrowding of students in classrooms			
vi Teachers are uneasy with the implementation of FFE			
vii Teacher do not perform well their duties as required after introducing FFE			
viii Education leaders are overly manipulated by the political leaders in real implementation process of FFE			
ix There is little involvement of students on the education delivery under FFE			
x The school budget is not sufficient as per the school demands			
xi Parents are less collaborative in schools especially on learning process of their children			
xii Schools are deficient of learning and teaching materials			
xiii Heads of the schools have low management ability of the FFE programme funds			
xiv The school board has no say over the expenditure of the the FFE fund.			
xv The modality of providing funds by number of students is deficient of considering school needs			

18. What possible challenges may originate from each of the factors?

Institutional Factors		Possible challenges of FFE implementation
i	The government over controls the expenditure modality of the fund provided in schools	
ii	Poor participation community members in school matters	
iii	Parents unwillingness to contribute for some necessary extra expenses	
iv	FFE does not guarantee teachers welfares	
v	The FFE promotes overcrowding of students in classrooms	
vi	Teachers are uneasy with the implementation of FFE	
vii	Teacher do not perform well their duties as required after introducing FFE	
viii	Education leaders are overly manipulated by the political leaders in real implementation process of FFE	
ix	There is little involvement of students on the education delivery under FFE	
x	The school budget is not sufficient as per the school demands	
xi	Parents are less collaborative in schools especially on learning process of their children	
xii	Schools are deficient of learning and teaching materials	
xiii	Heads of the schools have low management ability of the FFE programme funds	
xiv	The school board has no say over the expenditure of the FFE fund.	
xv	The modality of providing funds by number of students is deficient of considering school needs	

Appendix IV: Interview for heads of secondary schools

1. Please present yourself (names, experience of job, and education level attained).
2. What do you have to say about the implementation of Fee free education, in particular in your school? (probe on how much they receive, the expenditures and school budget)
3. What role do you play as the head of school in facilitating the implementation of FFE?
4. What achievements do you account from the implementation of FFE in secondary schools? (probe on enrolment rates and academic performance teacher' welfares)
5. How do you do to inform the community about the practice of FFE and their roles to play? Probe, the role of politics in the implementation of FFE and the willingness of parents to collaborate in schools
6. What challenges do you face in the course of actualising the demands of the FFE in your school and elsewhere?
7. How do you find the community participation in the implementation process of FFE?
8. Are there any institutional factors that promote the implementation of FFE? What are they? And how do they promote the practice?
9. What factors which cause difficulties in the implementations FFE in your School?
10. What would you recommend for the improvement of the practice of FFE?

Appendix V: Interview for education officers (District and ward)

1. Please present yourself (names, job experience and education level attained).
2. What do you have to say about the implementation of Fee free education, in particular in the secondary schools? (probe on how much they receive, the expenditures and school budget)
3. What role do you play as the education officer in facilitating the implementation of FFE? How influential are your actions in the implementation programme?
4. What achievements do you account from the implementation of FFE in secondary schools?(probe on enrolment rates, academic performance and teacher' welfares)
5. What challenges do you face in the course of actualising the demands of the FFE in area of your leadership?
6. How do you find the community participation in the implementation process of FFE?
7. How do you do to inform the community about the practice of FFE and their roles to play? Probe, the role of politics in the implementation of FFE and the willingness of parents to collaborate in schools
8. On what ways is your office coordinate and supervise the practice of FFE?
9. Are there any institutional factors that promote the implementation of FFE? What are they? And how do they promote the practice?
10. What institutional factors which cause difficulties in the implementations FFE in your School?
11. How do you see the beauracracy, resources flow, and human personnel ability in responding to the practice of FFE?
12. What would you recommend for the improvement of the practice of FFE?

Thank you for the collaboration.