

**ASSESSING THE EFFECTS OF INCREASING STUDENT'S ENROLMENT
TO THE QUALITY OF SECONDARY EDUCATION:
A CASE OF NJOMBE URBAN DISTRICT TANZANIA**

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TO THE QUALITY OF SECONDARY EDUCATION: A CASE OF NJOMBE
URBAN DISTRICT TANZANIA**

**By
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**A Dissertation Submitted to the Faculty of Social sciences in Partial Fulfilment
of the Requirements for the Degree Award of Master of Art in Education
(MAED) of Mzumbe University
2018**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University a dissertation entitled “*Assessing the Effects of Increasing Enrolment to the Quality of Secondary Education: A Case of Njombe Urban District Tanzania*” in partial fulfilment of the requirements for the Masters of Art in Education (MAED) of Mzumbe University.

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DEDICATION

This dissertation is dedicated to my family members for their moral, wisdom, and material support to the accomplishment of this work.

LIST OF ABBREVIATIONS

FBE	Free Basic Education
EFA	Education for All
IEA	International Association for Evaluation of Education Achievement
ESDP	Education Sector Development Plan
FBE	Free Basic Education
ETP	Education and Training Policy
BEST	Basic Education Statistic
MDG	Millennium Development Goals
UBE	Universal Basic Education
MOEVT	Ministry of Education and Vocational Training
GER	Gross Enrolment Rate
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme
PTA	Parent Teacher's Association
MOE	Ministry of Education and Culture
SEMP	Secondary Education Master Plan
UNESCO	United Nations Education, Scientific and Cultural Organization

ABSTRACT

This case study sought to assess the effects of increasing student's enrolment to the quality of education in the selected four secondary schools in Njombe urban Tanzania. It intended to find out the perceptions of stakeholders on the quality of education, the outcomes of free basic education programme to the quality of learning process and identifying the effects of increasing enrolment of students to gender disparity in selected secondary schools in Njombe Urban district. Data were collected by using interviews, questionnaires and documentary review. The study used a sample size of 75 respondents through quota and purposive sampling techniques. Quantitative data were descriptively analysed to get frequencies, percentages and cross-tabulations by using the statistical package for social science (SPSS). The content analysis facilitated the analysis of qualitative data.

It was evidenced that stakeholders were aware that quality education is attained by availability of quality teachers sufficient books, chairs, tables for students and laboratories as well as conducive learning environment. The expected quality standards were also not revealed in the selected schools. This was evidenced by, insufficient teachers to some subjects, lack of enough books, funds and necessary infrastructures such as laboratories. Insufficient resources were perceived to be caused by increased enrolment which has resulted to overcrowded classes

Following the unconducive teaching and learning environments in the selected schools, performance of students in their final examinations have been deteriorating and thus deteriorates the quality of education. The study recommended that the programmes for expanding education access should consider the control of quality education over the quantity parameters so as to enhance the effective provision of education that promote people's welfare.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION	ii
COPYRIGHT	Error! Bookmark not defined.iii
ACKNOWLEDGMENT	iiiv
DEDICATION	ivv
ABSTRACT	vivii
CHAPTER ONE	1
INTRODUCTION	1
1.1Background of the study	1
1.2. Statement of the problem.	6
1.3. The general objective of the study	7
1.4. Specific Objectives	7
1.5. Research questions.....	7
1.6. Significance of the study.....	87
1.7 Scope of the study	8
CHAPTER TWO	9
LITERERATURE RIVIEW	9
2.1 Introduction.....	9
2.2Theoretical review.....	9
2.2.1 Definition of terms	9
2.2.2 The human capital theory.....	1011
2.2.3 The rationale for advocating quality education in Tanzania.....	12
2.3 Empirical Reviews	12
2.3.1 Expansion n of education Access and quality education nexus.....	12
2.3.2 Free education programme and quality of learning process	16
2.3.3 Expansion of education access in promoting gender parity in schools.....	18
2.4 The conceptual framework	2322

CHAPTER THREE	<u>2624</u>
RESEARCH METHODOLOGY	<u>2624</u>
3.1 Introduction.....	<u>2624</u>
3.2 Research Approach	<u>2624</u>
3.3 Research design	<u>2624</u>
3.4 Study area.....	<u>2624</u>
3.5 Population of the study	<u>2725</u>
3.6. Sampling Technique and Sample.....	<u>2725</u>
3.7 Methods for Data collection.....	<u>2826</u>
3.7.1 The questionnaire method.....	<u>2826</u>
3.7.2 Interview method	<u>2826</u>
3.8 Data analysis	<u>2927</u>
3.8.1 Analysis of qualitative data.....	<u>2927</u>
3.8.2 Analysis of quantitative data.....	<u>3028</u>
3.8 Validity and Reliability of the study.....	<u>3028</u>
3.9 Ethical Consideration.....	<u>3028</u>
CHAPTER FOUR	<u>3129</u>
PRESENTATION OF FINDINGS	<u>3129</u>
4.1 Introduction.....	<u>3129</u>
4.2 The perceptions of education stakeholders about quality education.....	<u>3129</u>
4.2.1 The understanding of quality education.....	<u>3129</u>
4.2.2 The perceived quality of secondary school learning environment	<u>3230</u>
4.2.2.1 Perception of students about learning environment of their schools	<u>3331</u>
4.2.3 The increased quality of physical facilities.....	<u>3533</u>
4.3. Outcomes of free basic education programme on quality of learning process	<u>3634</u>
4.3.1 Stakeholders awareness of Free Basic Education Programme (FBEP)	<u>3735</u>
4.3.1.1 The analysis of free education operation in secondary schools	<u>3836</u>
4.3.2 Consequences of increasing enrolment under Free Basic Education in quality of learning process in secondary schools	<u>3937</u>
4.3.2.1 Enrolment and retention of students in schools	<u>4038</u>

4.3.2.2 The experiences of headmasters on enrolment and retention of students..	4139
4.3.2.4 Enhancement of teacher motivation to teach	4139
4.4 The effects of increasing enrolment on gender equity in education	4341
4.4.1 Gender representation in school enrolments and retention.....	4442
4.4.2 The comparative performance between girls and boys.....	4543
4.5 Summary of the findings.....	4745
CHAPTER FIVE	5048
DISCUSSION OF FINDINGS	5048
5.1 Introduction.....	5048
5.2 The perceptions of stakeholder about quality education.....	5048
5.2.1 Awareness on quality education	5048
5.2.3 Linking between increase in enrolment to the quality of school learning environment	5149
5.3 The outcomes of free basic education programme to the quality of learning process.....	5250
5.3.1 Effects of increased enrolment under free basic education to the quality of learning	5351
5.3.1.1 Problems associated to overcrowding of students in schools	5351
5.3.1.2 The deprivation of quality of school environment.....	5351
5.3.1.3 The low motivation of teachers.....	5452
5.4 The effects of increasing enrolment to gender disparity in education	5452
5.4.1 Evidences from documentary reviews on enrolment rates and equity in education	5452
CHAPTER SIX	5654
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	5654
6.1 Summary of the study	5654
6.2.1 The perceptions of stakeholders on quality education in secondary schools	5755
6.2.2 The outcomes of free basic education programme to the quality of learning process.....	5755

6.2.3 The effects of increasing enrolment to gender Disparity in secondary Schools	<u>5957</u>
6.3 Conclusion	<u>5957</u>
6.4 Policy Implications	<u>6058</u>
6.5 Recommendations	<u>6058</u>
6.5.1 Recommendations for policy makers	<u>6058</u>
6.5.2 Recommendations for policy implementers in the street bureaucracy level like teachers and school boards, community and parents	<u>6159</u>
6.6. Limitations of the study and proposed areas for further research	<u>6159</u>
REFERENCES	<u>6361</u>
APPENDICES	<u>6664</u>

LIST OF TABLES

Table 3.1 Target population and sample size determination	28 <u>26</u>
Table 4.1 The awareness of teachers about quality education.....	32 <u>31</u>
Table 4.2 Perception of students on quality education delivery in school.....	33 <u>32</u>
Table 4.3. Quality of school infrastructures perceived by students	35 <u>34</u>
Table 4.4 Government instructions on the use of funds for free education programme	39
Table 4.5: Associated effects of free education in learning process	40 <u>41</u>
Table 4.6. Reasons for poor motivation of teachers	42 <u>43</u>
Table 4.7: The trend of form three students' enrollment-retention under free education programme (2016-2018).....	44 <u>45</u>

LIST OF FIGURES

Figure 2.1 Form four examination results (2000 – 2009).....	19
Figure 2.2 Conceptual frame work	<u>2423</u>
Table 3.1 Target population and sample size determination	<u>2826</u>
Table 4.1 The awareness of teachers about quality education.....	<u>3230</u>
Figure 4.1: Quality learning environment in selected schools.....	<u>3331</u>
Table 4.2 Perception of students on quality education delivery in school.....	<u>3331</u>
Table 4.3. Quality of school infrastructures perceived by students	<u>3533</u>
Figure 4.2 Awareness of teachers about free basic education programme	<u>3735</u>
Table 4.4 Government instructions on the use of funds for free education programme	<u>3937</u>
Table 4.5: Associated effects of free education in learning process	<u>4038</u>
Table 4.6. Reasons for poor motivation of teachers	<u>4240</u>
Table 4.7: The trend of form three students' enrollment-retention under free education programme (2016-2018).....	<u>4442</u>
Figure 4.3 Teacher opinion about gender representation in enrolment	<u>4543</u>
Figure 4.4: Comparative analysis of performance rate basin on gender.....	<u>4644</u>

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is the basic right that should be made available to all people regardless of their race, religion, gender and economic background. Tanzania like other countries in the world responded positively to the needs of expanding education access following the external influence and various global initiatives. Some of the international forums for insuring education access were the Universal declaration for human rights (Article 26), International covenant on economic, social and cultural rights (Article 13 and 14), Convention on the rights of a child (Article 28) and Convention on the elimination of all forms of discriminations against women (Article 10). Sifuna (2010) revealed that the world Education for All (EFA) conference which was held in Jomtien in 1990, member countries and funding agencies made commitment to EFA Goals through a framework of policy action and set targets for reaching the goals. Provision of education for all remained the major concern of all nations especially in the developing countries. Therefore, expanding education access was highly prioritized in developing nation's efforts to meet the ever increasing demands for education especially in secondary education. George (2012) revealed that secondary education in Tanzania and in the sub-Saharan African countries is considered an important subsector in the education system as well as for the development of the country's economy.

To achieve economic development, the planning for education access became the major priority for many African governments in Africa. Wedgwood(2005) argued that the planning of education become serious because education is one of the most powerful instruments that can bring out changes in communities, society and particularly in the future development of nation. According to Shami (1999) despite the realization of the importance of education, challenges are still there in education particularly in access to education for school age children.

History tells that the problem of education access started years back during the colonial period where only few children had access to education (URT, 1995).

During the colonial period there were only few schools for only few children from royal families. The colonial system of education was determined to educate only few who could help to work in colonial governments. Having realised the disparities in education and the great recognition of the importance of education to the social and economic development, the post independent countries in Africa formulated and implemented various education policies (Kattan, 2016). Sifuna (2010) attested that different policies and measures were adopted to increase the access to education. The abolition of racial schools after independence aimed at terminating the oppressive system which existed since the colonial period. Such systems to the larger extent limited the accessibility to education for the rest of citizens in the country

The government of Tanzania in particular made several interventions through education policies to impact on access to education. Among the notable policy interventions were The Universal Primary Education (UPE), the Education and Training Policy of 1995 and Education and Training Policy of 2014. Consequently, the 2014 education and training policy is empirically realised through the establishment of Free Basic education programme of 2016. Bagonko (1992) argued that school fees remained the major barrier to education access in most parts of the world. Ensuring the access to education for Tanzanian children had always been the central to the government policy since independence (HakiElimu, 2015). The cost sharing system of education was found to impede the government efforts to increase enrolment of pupils in schools (Sifuna, 2015). National plans for developments and policies have focused on education to increase productivity and growth.

Together with the implementation of education policies, the government of Tanzania demonstrated a particular political commitment to improve the access to education in different times through education programmes. In secondary education sector for instance, the government introduces the Secondary education Development Programme (SEDP) in 2004. The programme had several objectives on education to mention some are the need to increase access to education, quality improvement, equity and devaluation of power (URT, 2004). The education sector analysis reported

that the improvement of access to education (enrolment) the government set the following strategies: reduction of day school fees from 40000 Tanzanian shillings to 20000 shillings per year, increasing number of scholarships for children from poorest families from 6000 to 12000 during the implementation of SEDP and the rehabilitation of schools for disabled students (URT, 2007). Studies suggest that without the expansion of access the transition from primary to public secondary school would drop automatically (HakiElimu, 2008; Oketch&Rolleston, 2007).

The implementation of SEDP programme has dramatically led to the improvement in secondary education especially the increase in enrolment (URT, 2010). Sumra and Rajan (2010) asserts that the increase of the primary enrolments created pressure further to the increase in secondary education enrolment. In the year 2000 there were only 927 secondary schools in Tanzania mainland, by 2004 at the start of the SEDP the number of schools has increased to 1291(URT, 2010).Following the implementation of SEDP the number of secondary schools coupled with the policy of constructing secondary schools in each ward in the country, the number of schools rose to 4576 by 2013.URT (2013) asserts that the expansion resulted to remarkable increase in enrolment from 238914 in 2000 to 804056 in 2013.URT (2010) reported expansion of secondary enrolment to have been impressive, so far from reaching the levels attained in primary education. Enrolment in form one at the first year of secondary education, increased from 99,744 in 2003 to 243,359 in 2006.GER has increased from 10.2%2003 to 20.2% in 2006 and secondary NER is reported to have doubled from 6.3% in 2003 to 13.4% in 2006.Slight gender disparities remain as a problem (URT, 2010). HakiElimu (2015) added that apart from the increase in enrolment, the SEDP programme has also led to the increase in the number of teachers, school infrastructures such as books, class rooms, 1206new schools were built between 2003 and 2006, toilets (pit latrines) and teacher's houses have been constructed in large number too. These data proved to some extent that the policy intervention were successful in improving access hence the increased rate of enrolment of students in secondary schools.

The intentions of the government to undertake policy interventions focused on both increase of enrolment and quality of education. It was realized that quality education was the major issue to deal with as it was taken as an important aspect for human development. The right to education is guaranteed by the constitution of the united republic of Tanzania of 1977 which observes that, every citizen shall be free to pursue education in a field of his/her choice up to the higher level according to his merits and ability(URT,1978). The study was informed by different scholars on the role of the policy interventions in the improvement of quality education. The established SEDP for instance, facilitated the provisions of learning materials such as books through the capitation grants (Sumra & Rajan 2010). The student book ratio was improved, though it did not to reach the adequate level of 1:1. In the words of Wedgwood (2015) the supply of teachers also had gone up, with over 32,000 new teachers recruited in first three years of SEDP. Tanzania experienced tremendous progress in education in the last five years after the decades of neglects, these efforts were sorely commended.

The great achievement in the implementation of these policies did not mean the future had less challenges. The increased numbers of pupils in primary education led to increased enrolment rate in secondary education. Impliedly, the greater the number the higher the demand of resources, hence the rigorous need for the prioritization, resource allocation and implementation. In the course of analysis the SEDP the HakiElimu, 2016 reported the education planning in Tanzania like elsewhere, suffers from two problems: the planning focused on quantitative and input rather than on quality. In this, there is a disparity between policy statements and practices in line with the expectations of the education sector delivery. The Tanzania Development Vision 2025 stated that education is expected to produce graduates, who are able to thrive in a fast changing world, meet challenges and solve problems, be entrepreneur and create jobs and be critical and active citizens (URT, 2012). Yet the targets rarely focus on these sorts of outcomes of education, and methods to measure do not measure those sorts of skills and attributes.

The tension between the quantity and quality of education is well known and the debate is needed on this serious trade-offs. According to the argument of Sumra and Rajan (2012) it is a mistaken approach to take the view of magnifying the quantity through enrolment and neglecting the value of quality in education. The two aspects “enrolment” and “quality” in education are wings of the same bird. The World Bank report noted that most of the World Bank projects have focused on expanding the access and less on improved learning outcomes. World Bank (2006) argued that the IEG said both access and improvement of learning outcomes need to be addressed together. Countries need to resist the temptation access first and improve learning outcomes later. It should be remembered that, the most important aspect of education is capabilities of its graduates; and perhaps the most important question to ask of education system is “ what are its students able to do?”

Different studies conducted about quality of education including that of HakiElimu (2015) have revealed that the education quality is seriously declining this is due to different factors such as lack of adequate teachers, the use of English language in teaching, lack of adequate learning and teaching materials where the studies revealed most head of schools who are interviewed revealed that there is seriously shortage of books, seven teachers out of ten have agreed the shortage of books in their schools and many others. Sabato (2015) said in most cases the schools in Tanzania suffering from those problems. In adequacy of learning and teaching materials, poor teacher’s qualifications, poor teachers’ pay, lack of housing to teachers, and poor working environments to teachers. The problem like English language is affirmed to be the challenge for both teachers and students to comprehend and transmits the content and hence produces the quality education. In this regard it can be concluded that the expansion of education access has affected quality of education in different ways. For example increase in education access has led to the increase in students enrolments that have led to the pressure on the educational resources used in various schools.

1.2. Statement of the problem.

Since independence Tanzanian government in support from other international had taken different measures on expanding the access to education as an important instrument for economic and social development. Different programmes and policies were implemented in different period of time and others are on the implementation stage. Example of these programme are the implementation of Secondary Education Master Plan (SEMP 2001-2005) which had aims on improving the quality of education, enhancing equity in education and increasing access to education. Another is the introduction of secondary education development programme (SEDP) between 2004 to 2009 which aimed at building of community secondary schools, increasing access, improving quality and improving education management, and recently the implementation of free basic education under the new education policy of 2014. Different studies conducted on education from different areas revealed that efforts of expanding the education access have dramatically affected the quality of secondary education. Example, studies conducted by Sifuna (2010); Saga (2008); Mutisya (2015); HakiElimu (2015) and George (2012) have revealed different problems facing education system which resulted from the implementation of the education policies and programmes. HakiElimu (2015) showed that the implementation of free basic education in Tanzania resulted to an increase in student enrolment, something which stressed the available resources to the extent that learning and teaching processes are not effectively done in most schools in Tanzania and other parts of Africa.

Sifuna (2010) stipulated that most of policies are quantitative based rather than qualitative, means the policies focuses on increasing number of schools and school opportunities for students while schools have no important facilities such as books, laboratories, playfields and also teachers' workload is high. The efforts to maintain quality education facing serious challenges mainly inadequate funding to ensure the provision of essential teaching and learning materials, appropriate infrastructure as well as sufficient numbers of competent teachers. Despite the increase in school enrolment the evidences showed that the mentioned problems have affected the

quality of education, as result the students fail to meet the goals of the education system. Different studies have been conducted across the world to establish the cause for the decline in quality of education in different part of the world but few of them have stated clearly how the strategies to increase education expansion like the implementation of free basic education can affects the quality of secondary education as the implementation of free basic education has led to the increase in students enrolments something which has led impacts to the learning and teaching processes.

The interest of the study was to find out the effects of free basic education to the quality of secondary education by exploring the perceptions of stakeholders on quality of education, to specifically examine the outcome of the free basic education to the quality of learning in secondary schools and to identify the effects of increasing enrolments to gender disparity in schools.

1.3. The general objective of the study

To assess the effect of increasing enrolment on the quality education in secondary school education in Njombe district council.

1.4. Specific Objectives

1. To find out the perceptions of stakeholders about quality education in selected secondary schools in Njombe district.
2. To examine the outcomes of free basic education programme on quality of learning process in selected secondary schools in Njombe district.
3. To identify the effects of increasing enrolment of students to the gender disparity in selected secondary schools in Njombe district.

1.5. Research questions

1. How do stakeholders perceive quality education in secondary schools?
2. To what extent the increased enrolment of pupils under free basic education programme enhance the quality of learning process in selected secondary schools in Njombe district?
3. How the increase in student's enrolment affected gender disparity in secondary schools?

1.6. Significance of the study

The study provided insights to education stakeholders, leaders and officers in various levels on how the efforts to increase education access have effects to the quality of secondary education. The study would also help the education officers and education management to understand the strength and the weakness of different programmes on education access. It would as well reveal the interrelationship between enrolment increase and the quality of secondary education. The findings of the study would serve to policy makers on undertaking measures on how to solve those challenges associated to poor quality of secondary education in Njombe district and other parts of the country. This could assist for the future planning for our education to consider the aspects of quality in education.

1.7 Scope of the study

The study focused on assessing the effects of increasing education access on the quality of secondary education in public schools in Njombe urban district. Only five public secondary schools were targeted for data collection.

CHAPTER TWO

LITERERATURE RIVIEW

2.1 Introduction

The chapter reviewed the existing literatures on education policies and different educational programmes implemented in Tanzania and other parts of the world. The chapter looked on the historical background of those policies and programme, its forces behind, strength and weaknesses .The chapter divided into theoretical review, empirical review and conceptual frame work.

2.2Theoretical review

The study reviewed different scholars who attempted to define concepts related to the present study.

2.2.1 Definition of terms

The defined concepts in this study are Expansion of education access, Quality education, and free education programme and gender disparity/equity.

i. Education access

Education access is defined as the way education institutions and policies ensure or strive to ensure that students have equal and equitable opportunity to take full advantage of their education. This means the ability of all people to have equal opportunity to education regardless of their social class, gender, ethnicity or disability (Lewin, 2015).

ii. Free basic education programme

Free basic education it stated in the Universal Declaration of Human rights in the 26th article as a chance of schooling for everyone. This means the provision of education with ought any payments from the students, parents or guardians Wedgwood (2005)

iii. Quality education

Materu (2005) defined as to which and the manner in which, aims and functions of education are achieved or realized. It implies the relative measure of imputes, processes, outputs or learning outcomes, also is defined as system of learning that produces well educated individuals who can handle matters of concerns within their area of study proficiently.

iv. Equity in Education

The concept of equity is commonly used in policy research studies to imply a guarantee of justice and fairness in the offered opportunity. Different scholars have attempted to underpin the idea of equity from the moral principal of equality which states that all people should be treated as equals (OECD, 2012; Jones (2009). According to Jones (2009) equity refers to provision of fairness and principles by resources and opportunities are distributed in the society. In principle, equity involves issues of equality and social inclusion with regard to social diversities such as gender, physical ability, culture and tradition to mention a few. This implies that equity in education access does not necessarily mean equality of service delivery, but practice of offering same opportunities by including the marginalized or disadvantaged group of the society. Currently education service delivery is a fundamental human right that all people ought to access. In this regard, Equity in education access is counted to be an obligatory responsibility of any government for its citizens.

2.2.2 Theoretical frame work

The study made use of human capital theory to study the effect of access increase on quality education. The human capital theories assumed that education was the most profitable form of investment not only to societies but also to the individuals. Proponents of human capital theory in education contended that education as an economic good because it is not easily obtainable and thus needs to be apportioned (Olaniyan & Okemakinde, 2008). Fagerlind and Saha (1997) added that Education Economists regards education as both consumer and capital good because it offers

utility to a consumer and also serves as an input into a production of other goods and services. Basing on the former premises on the importance of education, the Human Capital theory stresses on the importance of investing on education for development and economic and growth.

Education as a good it can be used to develop the human resources necessary for the economic and social transformations. Sifuna (2015) argued that the human capital theory conceived Education to contribute to promote the development of economy by producing the important labour force through equipping them with skills and knowledge demanded by the modern economic sectors and therefore making growth by improving the quality of the labour force through giving qualified workers the skills and knowledge demanded by the modern economic sectors and therefore making these labours more productive.

The human capital theory is the theory that based on the importance of education to the production of human resource that can fit into various fields for production. The theory insisting on the importance of making investment on education, utilizing the available resources on education, for the aim of increasing the schooling chances to everyone. The basic implication of this theory according to Olanyian and Okemakinde (2008) is that, allocation of resources on education should be expanded to the point where the present value of streams of returns to marginal investment is equal to, or greater than the marginal costs. On the other hand, Olaniyan and Okemakinde (2008) suggested that the quantity of education should go in hands with the quality of education. The quality education is the one which will help to change the attitude of people and impacts the important skills and knowledge. Bearing to the contention of the theory, the study derived its justification to focus on expanding access to education and maintaining the quality of education in the very moment of expanding access to education opportunities. Basing on the content of the theory this is the reason to why countries focused in introducing different programmes and formulating policies that will provide opportunities to all people so that the aims of education are reached. Within the content of the theory the study gotten the reason to

question quality issues as the theory stress that quality of education is that which help people to produce. The human capital theory calls for empowering individuals in education theory competence and required skills necessary to produce or compete in the labour market enterprise.

2.2.3 The rationale for advocating quality education in Tanzania

George (2012) agreed by saying, secondary education is highly focused to promote the development of the country's economy. To achieve these, the planning for education becomes the major priority for many African governments in Africa. Sifuna (2015) argued that the reports of the conference of the African states on Development of education in Africa which met in Adis Ababa (Ethiopia) in May 1961 under sponsorship of UNESCO and the economic commission for Africa, to provide a roadmap for the development of education, placed greater emphasis on the expansion of secondary education. The world education forum in Dakar, Senegal at the united Nations Millennium summits where in these meetings 189 nations and the international development communities promised to guarantee universal basic education by 2015. The free basic education was adopted as strategy leapfrogging nations from low enrolment status to high enrolment status within the narrow time frame until 2015. This strategy has been implemented with varying degrees of success by about 15 countries since 1994, including 13 countries since 2001.

2.3 Empirical Reviews

2.3.1 Expansion n of education Access and quality education nexus

Education planners and policy maker all over the world consider quality of education to be the centre of their plans because is the one which will help people to meet the educational objectives. Lack of quality education means the basic education needs go unsatisfied and this would create inability in learner's lives and compromise their overall experiences of living social, culturally and economically Mudi (2013). Leu and Price room (2005) argued that the issues related to quality have become critical in many countries that are expanding the access of enrolments. Success in increasing access to basic education has often led to declining in quality. Scholars like Modi (2015) and others have explained the commitments of the countries in making

priorities for education during the Dakar forum for education, that the intention was to put strategies for ensuring education is made for everyone but on the other side it is confirmed that there is little evidences to support that the success obtained adhered to quality standards as there is high teachers work load, low motivation for teachers, lack of enough facilities which have led to poor performance of students. Geisinger (1997) needs the education planners to focus on both quality and quantity so as to make education productive to meet the goals for education. One cause for this low quality is expenditure per student. The student's expenditure in African education was declining; this said to be influenced by constant budget which is low and rapid enrolment. To them that access to education was not sufficient to ensure the decent level of basic education. HakiElimu (2007) argued that in most cases the education policies for years concentrated on expanding the access to education and put low focus to the improvement of the quality of education. Numbers of studies conducted in sub-Saharan African countries revealed that education management in the region have failed to deal effectively with the issues related to quality of education. There are number of evidences that are prevailing to describe to what extent the management of education have failed to improve the quality issues. Amongst the evidences is the poor performance in examinations, incompetence of students or graduates, situations in secondary schools also determine the way provision of education in Tanzania does not meet the indicators of quality education. HakiElimu (2007) indicated the situation in schools is unfavourable as most of the classrooms are overcrowded, there is shortage in teachers, poor motivation to teachers, lack of important facilities, language problems during teaching and learning process all these describe the situations, also more schools have been constructed but they have insufficient number of teachers and other important teaching resources like books and laboratory equipments, because of the low budget allocated to education sector HakiElimu (2007). The poor performance of examination year to year also indicates the failure of management in putting some strategies to provide quality education. George (2012) argued that the existence of these challenges indicates that there is problem in the management of quality.

Komba and Nkumbi (2008) argued that the number of schools and enrolments are increasing while student's achievements and teachers motivations are deteriorating. The inverse relationship between the access and the quality of secondary education created a gap between the government intentions of education provisional. This has led to the rise of criticism that the secondary education is not effective as a number of students are claimed to finish secondary education with low competence.

From the broad perspective, quality of education is measured by various aspects such as fitness for purposes, transformation and excellence Horvey and Green (1993) also Lomas(2002) argued by including the following aspects when measuring the quality of education, meeting goals and requirements, exceptional meeting standards, enhancements, empowerment, capability competence, effectiveness and efficiency. According to Sillas (2002, p 34) there are plenty of indicators for the source of the quality to education, amongst these are

- Outstanding teachers
- High moral values
- Excellence examinations results
- The supports of the parents and the community
- Availability and plentiful resources
- Technology Application
- Strong leadership
- Well designed and challenging curriculum

UNESCO (2005) also mentioned five dimension of quality in education which should be well considered, these dimensions are learners, learning environments, content process and outcome. Oketch and Rolleston (2007) the countries after the independence formulated and implemented various policies for the aim of increasing the access to education. These policies including education for all, universal and free education, again, Oketch and Rolleston (2007) said that, Tanzania was the first country to attain independence and placed emphasize on secondary education for the national development in East Africa. These efforts were the steps to implement the various agreements reached about education and especially the framework set out at

the Adis Ababa conference which prioritized the expansion of secondary education and higher education. Oketch and Rolleston(2007) asserted that, prioritization of education expansion were driven by various factors including manpower needs after independence, ignorance and illiteracy of the people, example Mushi (2009) asserts that after independence almost 80% of Tanzanians did not know how to write and read, people failed to solve even the Minor problems faced them. These problems necessitated the need for the expansion of education both in primary and secondary education.

Poor access to education is one of the problem facing many people especially in developing nations, to some extent the problem was highly connected with factors like cost of education, poverty, cultural practices, and awareness of people on education and distribution of schools also colonial legacy where the education system by then only favoured few people. Some of the scholars argued that the nature of economy by then did not encourage people to attend schools.

Soon after independence after realising the importance of education they come with different plans and policies on how to expand access to education to it people so as to produce people that will help to the development of the community. Plans like abolition of schools fee (free education) were given priority because it was said that most of children failing to join schools because of lacking school fees as it was identified by some researchers. Burnet(2004) said the removal of tuition fee have led to the rapid increase in enrolment rate example Uganda increased by 68%,Malawi by 49%., The increasing the number of schools also was a part of plans where number of schools increased from 1745 in 2001 to 4367 in 2011 a plan which opened the chance to education to everyone. HakiElimu (2015) for the country like Tanzania the plan for ensuring access to education are pushed by the global initiatives which are emphasized by international communities.

2.3.2 Free education programme and quality of learning process

Tanzania has a long history with free education. To reduce the disparities in education which based on income, fees were abolished first in 1963. The Tanzanian efforts have further been strengthened by the recent international efforts to ensure education for all (EFA). In 1990 the world conference held at Jorntien in Thailand set out the vision for education and resulted to the goal of achieving universal primary education. In achieving these goals governments including Tanzania have been taking different measures, free basic education as amongst the measures. Currently the government is implementing the Education and Training Policy (ETP) of 2014 in which it is committed to the provision of the free education from pre-primary, and secondary levels. On November 27, 2015 the Tanzanian Government issued the circular 5 which implements the Education and Training Policy of 2014 and directs public's bodies (schools) to ensure that secondary education is free for all children. This includes the removal of the school fees and contributions. This circular reads; *'provision of free education means pupils or students will not pay any fee or other contributions that were being paid by parents or guardians before the release of this circular'* According to HakiElimu (2017) this policy replaces the former basic education financing system where the government contributed parts of the running cost and others were provided through fees and parental contributions. At the secondary level parents were charged 40,000/= which was reduced to 20,000/= for the day students and 70,000/= for the boarding students in 2004.

Many studies conducted reveal that, a wide body of evidence directs that the schooling costs affects school enrolment, example different countries such as Cambodia, Indonesia, china, the Solomon island and many other African countries, Saraso (2005) Pacific News (2005).In Tanzania 2001 parents and teachers said that payment of school fees was the principal reason to why children did not attend school Oxfam (2001).Tembo and Ndhlovu (2005) argued that in Zambia the data estimates that almost 45% of the children who drop out of school did so because they could not pay school fee Mukundi (2004) have argued that in Kenya the statistics shows that the absenteeism and drop-out rates have been shown to rise and fall in

line with user fees contributes for 31% for the children not to attend the school. Sifuna (2010) argued that before the elimination of school fees, most students were locked out because of not paying the school fees and other contribution like tuition fees, textbooks fees, rental payments, compulsory uniforms, teachers' association (PTA) dues and various fees such as exams fees and community contributions to district education board all these affects the school enrolment. Deininger (2003) said that in Uganda too, the school enrolment has no longer affected by parent income after elimination of school fees. Example in 1992, the proportion of children in Uganda who were not enrolled to school due to fees was estimated 71%, but after the elimination of school fees this figure dropped to 37%.

Researches show that the high proportion of overall households education spending represents a significance proportion of household income on their children's education. Burnett (2004) identified that according to a study conducted in Bangladesh, Nepal, Srilanka, Kenya, Uganda and Zambia undertaken by the United Kingdom's department for international development (DFID) education spending is the second only to food expenditures. Before the elimination of the school fees in Uganda and Zambia households spent 33% of their discretionary expenditure on education, (Boyle et.al.2002) while in Bangladesh and Nepal households pay 32 and 17% respectively.

UNESCO (2004) reported that in Cambodia 21% of households spending is on education and Oxfam (2001) reports that the study conducted in Tanzania Ghana and Zambia shows that school fees as a percentage of household income and or expenditures and also percentages of total expending on primary education was very high. In Tanzania families interviewed indicated that they paid between USS\$ 16 per year to send one child to school. General, the school structure in secondary education tend to be significant and substantial higher than fees at primary level. In 2001 the average annual per pupils household expenditure in Malawi for a student in standard one was us\$ 7.50 compared to USS 35.40 in secondary level. Woodhall (1985) most Countries that eliminated school fees focused on basic education because it is more

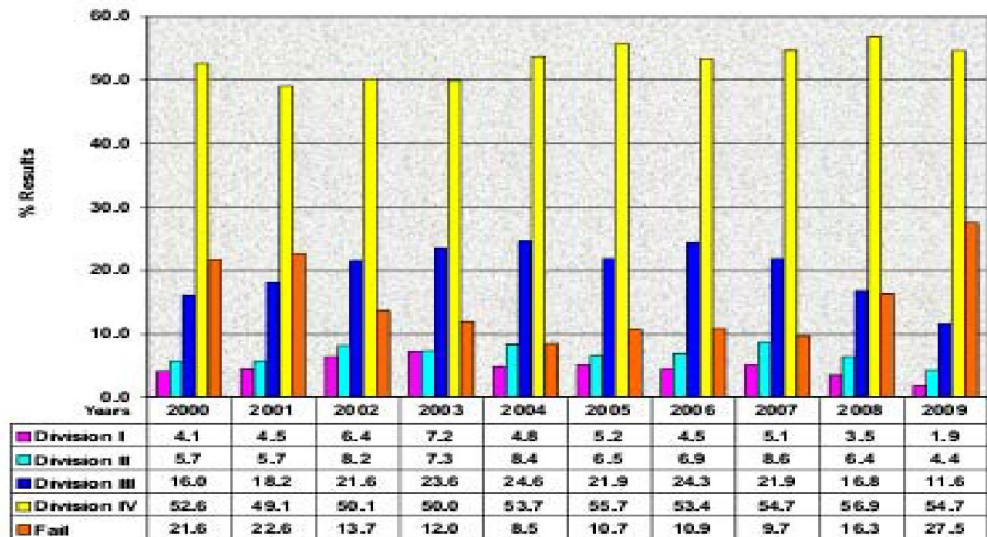
accessible to the poor and has higher returns than any other level. Also Woodhall (1985) says government spending on the basic education because is more likely to benefits the poor than spending to other level of education, this is because most of students fail to join the next level of education due to the learning costs.

2.3.3 Expansion of education in promoting gender parity in schools

Malekela (2000) argued that teaching and learning in schools is not helping the students to acquire the important life skills aspects but it only help them to gain skills on how to attempt their examinations.

According to MOEVT (2010) in the last decades the performances of examinations in secondary schools have been so poor. The poor of the examinations is contributed by several factors includes those which are mentioned above and because of poor scores, most of them fails join in the next levels of upper secondary education and ending up in streets and become useless to their societies. According to the education and training policy (ETP) of 1995 for the student to join advanced secondary education in Tanzania have to pass a minimum of division three, a score that have proved difficulties to achieve for the majority of students who complete ordinary levels of secondary schools. The charts bellow display the poor performance from (2008-2009) in Tanzania.

Figure 2.1 Form four examination results (2000 – 2009)



Source George (2012,p.16)

As the chart indicates the results of a larger proportion of candidates lie in the weaker grades (division IV-0). George (2012) indicated that, for example in 2009 out of 248,335 students who sat for final examinations only 44,452 which is equal to 17.9% students scored division I to III and were eligible to join advanced secondary education. From this statistics it means the larger number of students returns back to the society unprepared and continues facing the challenges of life. Sumra and Rajani (2006) commented that this is the serious problem that education management has proved failure and need to address.

HakiElimu (2007) basing on the concept which describes the quality of education as it perceived by various stakeholders, politicians, parents, employees and teachers, falling of standards of examination performance among students in secondary school examinations are referred to as indicator of failure in managing the quality of education as results this led to the low competence in working places. Sifuna (2010) indicated that most cases since independence most of African countries put much of their efforts in expanding the access to education and less effort are made to improve

the quality of education they provide. (HakiElimu 2007, Malekela 2000) have argued that people in politics drive the education sector to expand the access, which in turn has created an imbalance against resources and quality, again following the millennium development goals (MDGs) and education for all (EFA) emphasis has been more

On expanding access than focusing on the quality, and for them development in education is linked to the increase of enrolment not quality. As shown in the charts above the ambitions of increasing access to education were largely met as number of schools increased and the enrolment rose. Malekela (2010) have argued that, despite those efforts, still stakeholders in education raising more questions on whether the achievement in expanding access to education matches with the efforts to improve the quality of education provided.

URT (2010) asserted that, from the statistics it shows that the dream of achieving the quality education in Tanzania remains difficult due to different challenges facing the education system which the major problem is low commitment of education management in planning, resource allocation and lack of implementation of the education plans, policies and strategies. George (2012) identified other problems such as poor performance in examination in which from the country statistics, the performance of students both in lower and upper secondary schools is deteriorating URT (2010). The declining projection of secondary schools entails the affected enrolment in the colleges and universities. Wedgwood (2007) universities and teachers colleges sometimes need to lower the entry points in order to enrol more students as a result graduates from universities are losing out to qualified citizens to compete with other from other countries. Sumra and Rajani (2006) concluded that, education system produces graduates who do not meet the demands of labour market. According to the Education and Training policy of 1995, the government put much emphasis on improving the quality of education, it is further stated that quality control and assurance including curriculum review, examination reforms and monitoring and evaluation are means to improve quality. George (2012) states, with

regards to the strategies and directives for managing qualities still the idea is only the blueprint as realities are still quite to the opposite. The realities is, there are different issues that the management system of education have failed to solve as results it rises some questions on the quality of education provided.(Mutisya 2009,Sifuna 2010,Hakielimu 2007,) argued that there is uneven distribution of teachers between urban and rural schools ,shortage of teachers, unqualified teachers, in schools, also the language of instruction in schools is English as emphasized on Education and training policy of 1995,this continues to be challenge for both teachers and students this is according to Senkoro (2004).

Ineffective teaching is also one of the major problems revealed by many studies including the one conducted by Dembele and Oviawe (2007) where they argued that most teaching in African classrooms is not effective as are characterized by rigidity chalk and teacher dominance, and lectures. Similar findings presented by Sifuna (2010) revealed that teaching in Tanzania and Kenya are dominated by lectured methods where brings difficulties to students as most schools have no enough books, language problems to both teachers and students. Wedgewood (2007) indicated that poor training is also a factor that hinders teacher's effectiveness in classes; many teachers in secondary schools have claimed to be ill-prepared and lacking in variety in methods of teaching .Mutisya (2009) stated that, in some colleges and universities students with low qualification are trained to become teachers through shorts training courses for secondary school levels. HakiElimu (2007) said the programme did not consider the competence of teachers to be produced and their impacts on the quality of our education.

Sifuna (2015) says, quality related issues are some of the issues which rising concerns to many, as it is not well known what exactly does it mean some scholars have described quality education by looking the attainment of educational goals while others have equated it with efficiency in achieving educational outputs such as performance of graduates skills learned, facts and completion rates and inputs which involves enough supply of qualified teachers, supply of materials such as required

number of books, chairs, desks, blackboards and nutrition status of students and Process which includes the proper organizations of lessons, the correct use of texts and homework, the arrangement of child centered learning and the absolute amount of time spent on it. According to various studies, the quality of education is very important for the education system to yield its expectations. The quality education is the one which can help to influence changes for the development of people, from this perspective, it is the task of the education management and authorities to insure the quality of education provided, each education polices should be implemented with regards to the quality of the education, also the environment for education provision should be well improved. George (2012) argued that, the quality of secondary education cannot be separated from the context and circumstances that is found in schools. This means we cannot base expecting quality education if there is no huge investment of resources and solving the emerging challenges in our schools. Davidson(2006) a number of secondary schools in Tanzania lack teaching and learning materials, understaffed and some teachers are under qualified and demotivated. Wedgwood (2007) argued that in most schools classrooms are overcrowded which affects teaching and learning processes negatively. All these should be well solved.

According to the chapter, the government's intention of increasing accessibility to education is inevitable and is geared by the importance of education to an individual and community as well, as it is revealed that education acting as a transformation tool for the people as it help to abide people with valuable skills wisdom and knowledge which help them in running and transforming their lives and their environments. Following the intention of increasing accessibility to education, governments have taken initiatives of formulating policies and undertaking various programmes which have primary goal of increasing the enrolments of students ,however, these efforts of increasing student's enrolments have been criticized by educational stakeholders as they does not put in consideration quality related issues. The study provides the suggestions that can help planners in education to come up

with ways of expanding education access with ought harming the quality of education

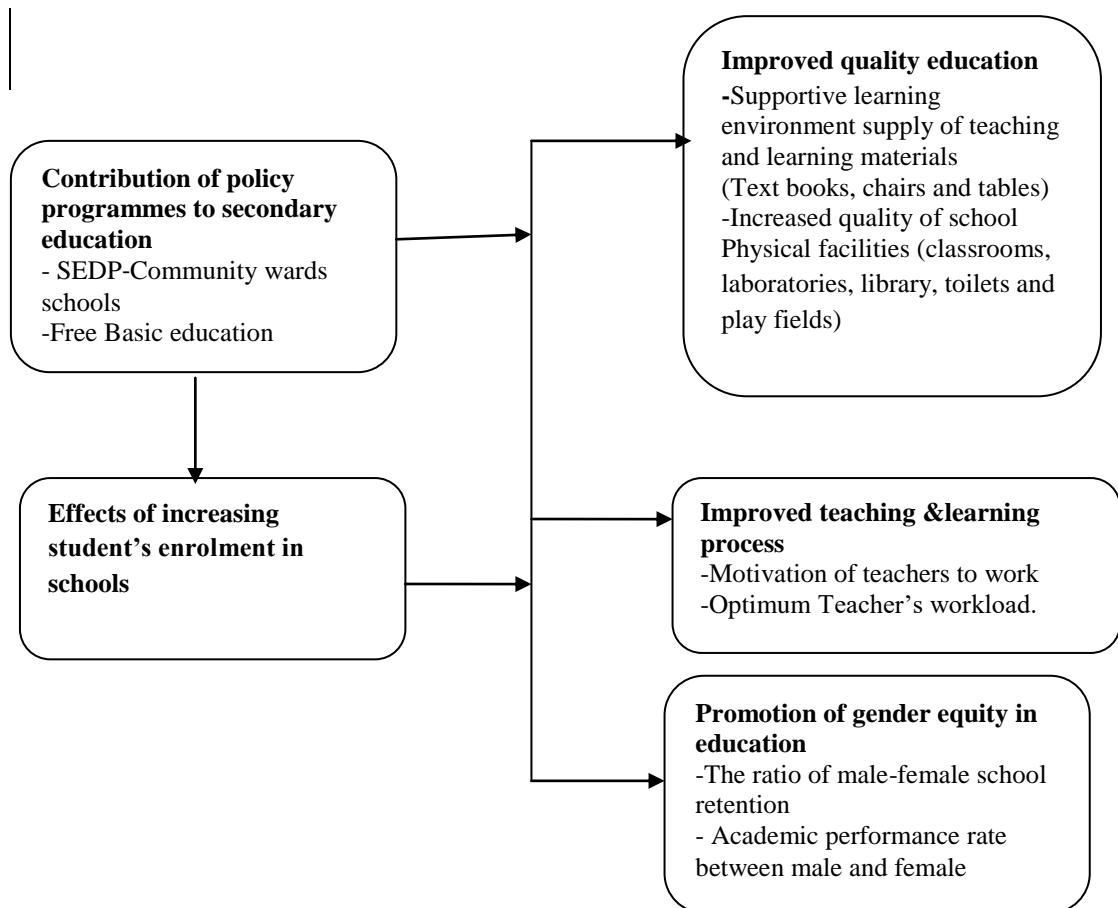
2.4 The conceptual framework

The conceptual framework of the study is described by diagram in figure 2.2. The conceptual framework is comprised of the predictive and affective variables. The contribution of policy programmes to name SEDP and Free Education programme resulted to increased enrolment of pupils. The Affective variables are improved quality of education, improved quality learning process and the promotion of gender equity in education achievements. The indicator variables found within are developed by referring to different empirical scholars (George, 2012; Davidson, 2006). According to Mutisya (2009) the under free education the enrolment of students is discordant with the quality of education particularly if the schools are not well supported with sufficient and motivated teachers, learning and teaching material and school infrastructures remain the same.

| The assumption of the study basing on the reviewed literatures and the theoretical underpinning was that increased enrolment is supposed to concord with of quality education delivery, improvement in learning process and promotion of gender equity in education achievement.



Figure 2.2 Conceptual frame work



Adopted from Mutisya (2009, p 32)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research design of the study, areas of the study, target population, sampling methods and procedures. It also presents the methods of data collection and analysis.

3.2 Research Approach

Sudeshna and Datt (2016) define research approach as a plan and procedure that consists of the steps of broad assumptions to detailed method of data collection, analysis and interpretation. The study employed the mixed methods research approach. However, the large part of the findings was qualitative and the quantitative data were applied to some extent in order to demonstrate the numerical measurement of the findings.

3.3 Research design

The study used case study design which facilitated to get the opinions, attitudes, and experience of teachers and students. Yin (1994) argued that, research design is defined a blue print of the research. It is the action plan for getting from here to there, where here is the question to be answered and there is the conclusion.

3.4 Study area

This study was conducted in Njombe urban council which is one of the Districts in Njombe region in Tanzania mainland. Njombe district was established in 2012 after being divided from the old Njombe District. Like other districts in Tanzania, Njombe district experienced the increase in secondary schools due to the commitment of the government to build community schools in each ward as it stipulated in the ESDP and SEDP. Despite the increase in number of schools still there have been a lot of challenges facing the schools including poor performance in examination, lack of enough facilities for effective teaching and learning and shortage of teachers for some subjects in some of school. These played as factors which influenced the

researcher to choose the area as a case study to facilitate the collection of the relevant information from the experienced stakeholders.

3.5 Population of the study

The population target for the study included different education stakeholders who gave out their perceptions about the study. The study used headmasters, students and teachers. The stakeholders were taken from public secondary schools which are located at Njombe Urban District. This population was selected with consideration they directly involved in implementation of various established education policies and programme intended to increase the access to education.

3.6. Sampling Technique and Sample

Sampling techniques is defined as methods of selecting the respondents for the study. Gay (1992) argued that, the minimum acceptable sample for a survey is between 10% and 20% for a small population of about 5000 persons. Researcher selects the sample due to various limitations that may not allow researching for the whole population drawn. Krishnaswam (2004) said that sampling techniques are classified into two types which are Probability and non-probability sampling. To complete the study both probability and non probability sampling were used to get the respondents sample.

The quota sampling was used to get students and teachers while purposive sampling was used to get head masters, district education officer and ward education officers. According to Kothari (2004), the application of quota sampling technique demands the researcher to prepare matrix or table describing the characteristics of the target population depending on the purpose of the study. Similarly, the researcher created a matrix table which denoted the characteristics of the respondents basing on some factors like consistency in class attendance, age, discipline and form part of school prefects. This was for students' part. Teachers were categorized on the position held in school, attendance consistency and willingness to participate. Ten students and four teachers were selected from

each of the five government secondary schools within Njombe municipal council. The study involved a total of 60 respondents as described in table 3.1.

Table 3.1 Target population and sample size determination

Respondent	Designed Sample size	Exact Sample size used
Headmaster	5	3
Teachers	20	10
District education officer	1	-
Students	50	47
Total	76	60

3.7 Methods for Data collection

The researcher employed questionnaire and interview methods in the course of data collection. Feldman, et al (2008) stated that the use of triangulation is the surest way of minimizing the threats to both internal and external validity. These instruments were selected by considering the nature of data to be collected as per research questions.

3.7.1 The questionnaire method

The questionnaire is a measurement instrument with the purpose of operationalising of the user's information demand into a format which allows a statistical measurement (Brancato et al, 2005). Kothari (2004) says, in general the questionnaire method is an economic method on the ground that it can supply the considerable amount of data at a relative low cost in terms of materials, money and time. The study used a semi-structured questionnaire to provide some openness for the respondents to give out their opinions. The questions covered all of the three specific objectives. The questionnaires were administered to teachers and students in selected secondary schools.

3.7.2 Interview method

According to Button, (1998) Interview is the conversation between an interviewer and interviewee whereby interviewer tend to pose questions while the interviewee responds to them. The Interview method was used to uncover the meaning of central themes in the life worlds of the subjects, particularly for getting the story behind

issue of education access and quality education nexus. The experience of heads of secondary schools was appropriately learned through the use of interview. The interview method used for this study was in depth semi-structured interview. Semi-structured interviews were allowed greater standardization and control while enabling easy comparison of responses to a question (Burton and Cherry, 1970). In addition, despite having specific questions, semi-structured interviews allowed more probing to seek clarification and elaboration of the respondents' ideas, aspirations, and feelings while generating detailed, 'rich' context, and qualitative data (Long, 2007). The study managed to interview three head masters apart from the designed five.

3.8 Data analysis

Kothari (2004) argued that, analysis of data is the process of arranging data in groups or classes on the basis of their common characteristics, he also said, data analysis can be defined as the process of inspecting, cleaning, transforming and molding data with the goal of discovering useful information and suggesting the conclusion which will support the decision making. The data collected were edited, coded, classified, tabulated, and computed in order to search for patterns of relationship that will exist between the variables.

3.8.1 Analysis of qualitative data

Qualitative data from interviews were analysed by the use of content analysis focusing observer impressions. The content analysis was carried out as followed: The first step the audio raw data were transcribed and put into writings basing on answers of a respective respondent. The second step the transcribed texts were arranged into numbers of transcripts, the first interview respondent transcript was number one and the series continued to three. A thorough reading of the transcript was done in order to identify concepts, ideas and phrases that resembled from one respondent to the other. This composed the third step. Then transcribed texts were put into the matrix table as to facilitate the open coding while relating to the specific objectives of the study. The codes were developed into thematic categories basing on the specific

objectives of the study. Here each category was grouped into a specific objective depending on its content similarity with other categories. Finally, the developed thematic categories comprised the titles and subtitles of the study in the presentation of the findings.

3.8.2 Analysis of quantitative data

The quantitative data on the other hand were treated through the descriptive statistical analysis methods. Prior to the computer analysis process, the quantitative data were coded as per variable, filled in the SPSS and then the analysis followed. Like cross tabulations, percentages, frequency distribution tables. Data analysis was done using Statistical Package for social science (SPSS).

3.8 Validity and Reliability of the study

The researcher ensured the validity and reliability throughout the study. The data were recorded after every field visit. The findings were also organized through the triangulation methods. Orodho (2005) says that validity refers to the situation where the study measured what was supposed to be measured. The validity of the study depended on different factors including the instruments for the data collections, to maintain the study the questionnaires were well prepared to measure what is intended. Also in order to insure the validity, the researcher sought the judgment of each research stage to the supervisor.

3.9 Ethical Consideration

Kitchin and Kate (2000) asserted that ethical issues include privacy sensitivity to cultural differences, confidentiality, gender and anonymity. To insure all these, and the researcher first sought the permission of conducting the study from the respective authorities such as Mzumbe University, to the district officer in Njombe municipal also to the administrations of the selected schools as sample. The researcher adhered to principle of consent of the respondent to participate in the study, and all the information were treated confidentially. Also the information recorded is by any means will not be used for any other personal interest.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The chapter presents the findings that were obtained through questionnaires and interview methods. The central aim was to assess the effect of increased enrolment on quality of education. The main aspect was to find out the stakeholders perceptions on quality education, examining the outcomes of the free basic education programme to the quality of learning process in selected secondary schools in Njombe and to identify the effects of increasing enrolment of students to the gender disparity in selected secondary schools in Njombe District.

4.2 The perceptions of education stakeholders about quality education

The first objective of the study sought to find out about the stakeholders' perceptions on quality education basing on their knowledge and attitudes as the implementers and benefactors participated in the study. The study brought forward three indicatives the understanding of quality educations, and perceived quality of school learning environment in secondary schools and the quality of school physical infrastructures.

4.2.1 The understanding of quality education

To understand the link between enrolment of students and quality of education, there was a need to ascertain about the awareness of stakeholders about the concept of quality education. The descriptive results in table 4.1, teachers were asked to tell if they were aware of quality education and whether the school they teach adhered to principles of education.

Table 4.1 .The awareness of teachers about quality education.

	Are you aware about quality education?		Is teaching process in your school adhering to principles of quality education?	
	<i>f</i>	%	<i>f</i>	%
Yes	9	90	2	20
No	1	10	8	80
Total	10	100.0	10	100

Source: Field data (2018).

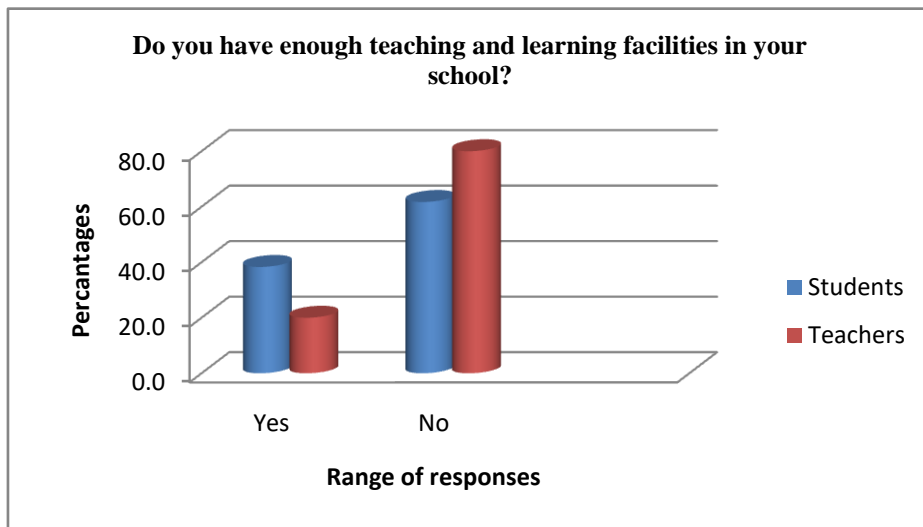
The results from table 4.1 demonstrated that teachers agreed to be aware of underlining principles of quality education. It was found teachers are aware of quality education by 90% of all respondents. On the other hand 80% of teacher opined that public secondary schools were not adhering to principles of quality education.

The statistical results were supported by interview responses given by headmasters who were found to possess key information about the quality education. During the interview respondents asserted that *quality education coincides with the goals of the education system. It can be attained by proper provision of learning and teaching needs like quality teachers, enough and appropriate books and other facilities. Headmasters further explained that quality education is obtained when the learning environment is supportive due to presence of quality classrooms, laboratories, library and other infrastructures.*

4.2.2 The perceived quality of secondary school learning environment

Teachers and students were required to make a simple assessment about the perceived condition of their respective schools as to whether it supported the attainment of quality education. Results were presented in figure 4.1.

Figure 4.1: Quality learning environment in selected schools



Source: Field data (2018)

The finding from figure 4.1 presented a critical condition of the public secondary schools in that, 80% of teacher and 61% of students recanted to have enough teaching and learning facilities in the school. *The results implied that the learning environment of the selected schools could not support dispensation of quality education in schools.*

4.2.2.1 Perception of students about learning environment of their schools

Students were asked to provide their reflection on the learning environment of the school they belonged. The measurements were carried basing on the comfort ability of students in class, sufficient teachers subjects, teachers quality of teaching.

Table 4.2 Perception of students on quality education delivery in school

Scale of responses \longleftrightarrow	Yes		No	
	f	%	f	%
Questions \downarrow				
Are you comfortable when learning in the class?	37	78.7	10	21.3
Do you have enough teachers for all subjects?	20	42.6	27	57.4
Do you feel comfortable with the way teachers teach you?	30	63.8	17	36.2
Do the teachers give you the help that you need academically?	32	68	15	32

Source: Field data, (2018).

With reference to the results presented in table 4.3, the following findings were drawn: Students were comfortable with the learning and teaching conditions by 78.7%, but relatively lacked sufficient teachers as expressed by 57.4% of the students. 68% of students expressed to get the required help from teachers. *From the results, it was found that students perceived the learning environment of school were fairly conducive for them to study despite the shortage of teachers. The perception of students is controversial to the earlier given responses.*

The qualitative results presented a similar findings to those observed in the descriptive statistical findings. In different occasions headmasters expressed their desolations about the shortage of resources necessary for learning and teaching in comparison to the increased number of students in the school. The headmasters of the three secondary schools expressed major problems facing the schools are lack of laboratory, shortage of chairs, desks and books. In addition there are few classrooms to contain the increased number of students; in two schools have no library and the other which has no chairs and appropriate books and finally the number of teachers low. The headmaster of Mabatini secondary school had this to say in general pertaining to the observed problems in the school.

Speaking about provision of quality education, it is very important to have sufficient teachers, enough books, standard classrooms, library and laboratories. But , in the real sense if you observe carefully our school environments in which education is provided, it is hard very difficult to tell about quality education...Here we have a science laboratory but check inside if your will find any scientific equipment.

To date, the enrolment has increased and resources have become scarce. The number of students increases, but infrastructures remained the same. The government bring the students and some little money but it does not bring desks, chairs not even books. In form one this year we have 286

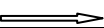
students but we have only 80 text books for baseline teaching and learning in English subject. So you can imagine the challenges we face.

It was evidenced that schools environments were deficient to support teachers to provide and students to receive quality education. The expansion of education access compromised the delivery of quality education since school have scarce resources for learning and teaching like shortage of infrastructures like classrooms, science laboratories and libraries. Inadequate learning and teaching materials like books, shortage of funds to suffice the learning needs and shortage of teachers particularly in science subjects.

4.2.3 The increased quality of physical facilities

The study conducted further inquiries to identify the quality of the school basing on the physical infrastructures like the presence of sufficient classrooms, existence of a science laboratories, library, toilets and play fields. Students were requested to respond to the list of questionnaires to pinpoint their opinions about the presence or absence of the mentioned infrastructures presented in table 4.3.

Table 4.3. Quality of school infrastructures perceived by students

Scale of responses 	Yes		No	
	f	%	f	%
Questions ↓				
Our school has sufficient number of classrooms	12	25.5	35	74.5
Do you have enough teachers for all subjects?	20	42.6	27	57.4
Our school has enough and required text books	20	42.6	27	57.4
Our school has a Laboratory	10	21.3	37	78.7
Our school has a library	14	29.8	33	70.2
Do you have enough toilets?	30	63.8	17	36.2
There are sufficient chairs and desks in classrooms	18	38.3	29	61.7
Do you have play fields?	37	78.7	10	21.3
There are sufficient chairs and desks in classrooms	18	38.3	29	61.7

Source: Field data, 2018.

With reference to the results presented in table 4.3, the following findings were drawn: The shortage of required books was found to be by 57.4%. Students

expressed the school lacked laboratory (78.7%), lack of library (70.2), shortage of classrooms (74.5),toilets were sufficient by 63% and finally the insufficiency presence of furniture materials like chairs and desks (61%). *In sum the there were deficiencis in infrastructural buildings facilities is the selected schools hence compromising the quality of education delivery.*

In addition, respondents in the interviews were very emotional about the problem of infrastructures experience d in their respective schools. In different occasions they expressed with emphasis for the need of the government to resolve the impending problems in their schools. The headmaster from number two secondary had this to say;

We keep on enrolling students while infrastructures and other facilities are not increasing. We have big challenges on books, few classrooms, no laboratories and in classes there are no chairs and desks for students. In most of our classrooms you can see more than 60 students with very few desks inside. I have only ten books for each subject no more supplements.

With regard to quality of schooling the free education policy programme has failed to improve the quality of schools despite its impeccable relevance in promoting access to education in terms of quantity. Schools experience many challenges related to shortage of learning materials, shortage of classrooms, furniture and absence of standard laboratories and libraries.

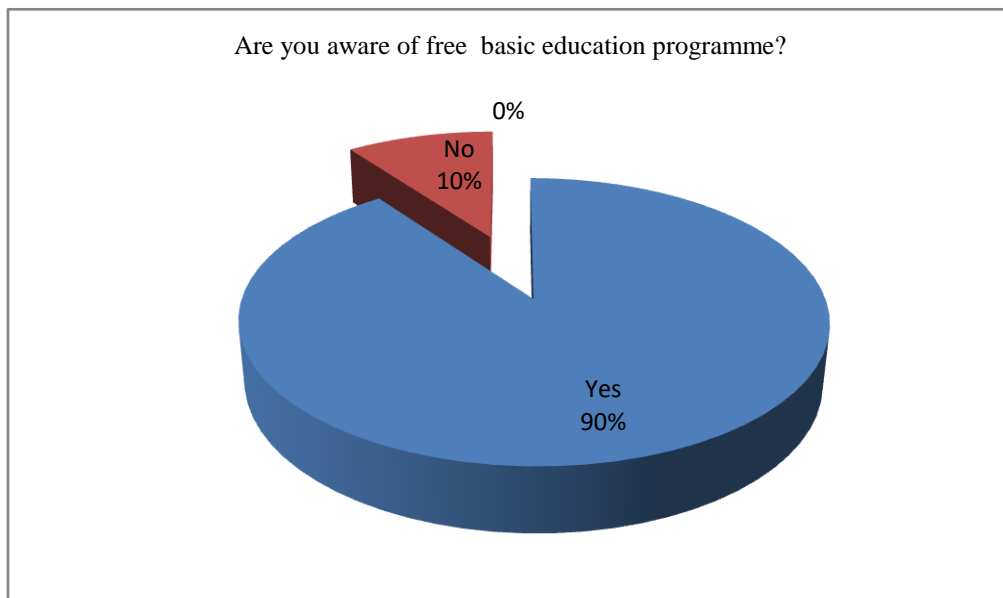
4.3. Outcomes of free basic education programme on quality of learning process

The second objective was interested at discovering the outcomes that the government has realised to enhance quality education in the learning process through the establishment of free basic education. In the attempt to uncover the attributed contributions of free basic education, two main aspects were used to attain the focus of the second objective. The understanding of free education programme, opinions of stakeholders about consequences of increased enrolment in quality of learning process, the motivation of teachers and the quality of teachers work load.

4.3.1 Stakeholders awareness of Free Basic Education Programme (FBEP)

Respondents had the opportunity to express their views about the FBEP. In the first step the researcher wanted to measure the awareness of teachers about the implementation of free education programme. Figure 4.2 portrays the results of the responses presented by teachers.

Figure 4.2 Awareness of teachers about free basic education programme



Source: Field data (2018)

It was found that teachers were informed about the presence of free education programmes by 90%. Impliedly, teachers asserted about the implementation process of education policy undertaken across the country.

The interviews key informants were as well aware about the implementation process which takes place in the country. The headmaster of Maheve secondary went further to express his appreciations about the policy programme in the following words.

I think it is a good policy because it intended to open the schooling chances for everyone. It was known before that many parents failed to send their children to school because of financial problems. There were

many contributions a parent had to pay for before he/she could send a child to school.

It was generally found that teacher appreciated the introduction of free basic education programme. The programme denounced the payment of school fees and contributions that existed in schools. The free education programme was perceived to be the government intention to reduce the burden of costs from parents particularly in poor condition by financing education of children.

4.3.1.1 The analysis of free education operation in secondary schools

Together with the theoretical knowledge that teachers had expressed, they as well went further to describe in details about the practices embedded in the implementation of the FBEP in secondary schools. The information was gathered through interview from headmasters. It was reported that the government financed all public schools by payment of compensation fees and capitation grants on monthly basis. The payment was done in relation to the number of students in a school. In a year the government is expected to have disbursed funds for each student in proportion of 2,000tsh for fee compensations and 25,000tsh for capitation grants for each pupil in a financial year.

In addition, the implementation process of financing school education was said to have very closed ties or directives on how to use the money in a school. Table 4.2 presents the instructions given to headmaster on how to use the fund they received under FBEP.

Table 4.4 Government instructions on the use of funds for free education programme

No.	Compensation Fee		Capitation Grants	
	Instructions	Allocated Percentages	Instructions	Allocated Percentages
1.	Office use	35%	Purchase of all learning and teaching staffs for science subjects. (Chemicals ,human skeleton, spheres, laboratory appliances, and other related objects)	100%
2.	Academic Operations	30%		
3.	Continuous examinations	15%		
4.	Cold medicines and female pupils related needs	10%		
5.	Minor maintenances	10%		

Source: Field data, (2018)

The directives intended to help head masters to be accountable and watchful on how to undertake their expenses. However, general observation of what headmasters expressed was that the implementation of free education programme in reality meant provision of 45,000 TSH per student per year. The directives provided on use of funds showed to have mainly based on supporting administrative expenses for running schools and abstaining parents from paying fees and contributions. The other observation from table 4.2 was that the funds had greatly focused to support science subjects letting aside other subjects in arts, languages and mathematics. There was very little discretion powers left to headmasters to decide on the use of funds in responding to impending needs.

4.3.2 Consequences of increasing enrolment under Free Basic Education in quality of learning process in secondary schools

The study sought to evaluate the contribution of FBEP by looking at three perspectives namely, enrolment and retention of students in schools, enhancement of teacher motivation and facilitate fair distribution of teacher’s work load. The study presupposed that in case the free education programme attains to cover the three perspectives it ultimately manages to promote quality learning process in schools.

4.3.2.1 Enrolment and retention of students in schools

The free basic education programme intended to provide more opportunities for parents to bring their children to schools. Teachers in the statistical analysis unanimously affirmed by 100% that free education programme has resulted to increase of students. Other effects related to the increased number of students were cross tabulated and presented in table 4.3.

Table 4.5: Associated effects of free education in learning process

Cross tabulation					
Has free education programme affected teaching and Learning process? * If yes what are the effects?			Has free education programme affected teaching and Learning process?		Total
			Yes	No	
If yes what are the effects?	Overcrowding results to increased workload for teachers	Count	2	0	2
		% within If yes what are the effects?	100.0%	0.0%	100.0%
		% within Do the changes affects teaching and Learning process?	25.0%	0.0%	20.0%
		% of Total	20.0%	0.0%	20.0%
	Shortage of teaching and learning materials since funds doesn't suffice to buy books.	Count	6	2	8
		% within If yes what are the effects?	75.0%	25.0%	100.0%
		% within Do the changes affects teaching and Learning process?	75.0%	100.0%	80.0%
		% of Total	60.0%	20.0%	80.0%
Total	Count	8	2	10	
	% within If yes what are the effects?	80.0%	20.0%	100.0%	
	% within Do the changes affects teaching and Learning process?	100.0%	100.0%	100.0%	
	% of Total	80.0%	20.0%	100.0%	

Source: Field data, 2018.

The results from table 4.3 presents two aspects, the first is agreement that free education programme has effects on teaching and learning process this was unanimously agreed by 80% of teachers. The second aspect was a mention of the effects of free education which are the increased workload of teachers due to overcrowding of students and the shortage of teaching and learning material due to little amount of funds received in respective schools. However from the table 4.3 the

increased workload of teachers previewed to be a central problem by 100% and shortage of teaching and learning materials was found to a problem by 75%.

4.3.2.2 The experiences of headmasters on enrolment and retention of students

Apart from the statistical findings from teachers which showed free education programme has influenced enrolment, more detail were qualitatively sought from heads of schools. In the interview head masters explained that, the general observation of students attendance has improved due to absence of contributions from parents. There was an increase in number of children in the schools because parents were capable enough to enrol children to school.

With regard to retention headmasters explained that it was good that education was made free because students no longer have impediments to continue with schooling basing on the financial demands. In addition the headmaster of Maheve secondary remarked that *parents have no more pretentions to avoid students from attending classes as it was before*. Actually the government was commended by the greater efforts taken to improve access to education and retention of students through the abolition of fees and contributions in schools.

4.3.2.4 Enhancement of teacher motivation to teach

Teachers were asked to describe the feelings or opinion with regards to the fee education policy and their aptness to carry out their teaching work. Teachers expressed to have not been motivated by free education programme. The reasons behind their demoralisation were tabulated as presented in table 4.4.

Table 4.6.Reasons for poor motivation of teachers

Cross tabulation				
Do you feel well motivated by the free education programme to perform your duties as teacher? *If no, state why?			Do you feel well motivated by the free education programme to perform your duties as teacher??	Total
			No	
If no, state why?	The salary is very little compared to workload	Count	4	4
		% within If no, state why?	100.0%	100.0%
		% within Do you feel well motivated by the free education programme to perform your duties as teacher??	40.0%	40.0%
		% of Total	40.0%	40.0%
	Poor working conditions and no in-service teacher trainings	Count	4	4
		% within If no, state why?	100.0%	100.0%
		% within Do you feel well motivated by the free education programme to perform your duties as teacher??	40.0%	40.0%
		% of Total	40.0%	40.0%
	Lack of cooperation between teachers and students	Count	2	2
		% within If no, state why?	100.0%	100.0%
		% within Do you feel well motivated by the free education programme to perform your duties as teacher??	20.0%	20.0%
		% of Total	20.0%	20.0%
Total		Count	10	10
		% within If no, state why?	100.0%	100.0%
		% within Do you feel well motivated by the free education programme to perform your duties as teacher?	100.0%	100.0%
		% of Total	100.0%	100.0%

Source: Field data, 2018.

From table 4.4, 40% of teachers were demotivated since the salary is very little compared to workload, the other 40% of teachers were not motivated because of the poor working conditions and no in-service teacher trainings and finally 20% of teachers were not motivated due to the lack of cooperation between teachers and

students. The three forwarded reasons were the prevailing challenges that the free education policy has not taken into considerations.

In the interviews headmaster asserted that the establishment of free education has not yet dealt with the problems of teachers, but to the contrary it has worsened their welfares. Admitting that, the number of student has increased, the workload for teachers has similarly gone up but the salary has remained the same and bad enough there are no other means to which teachers could find refuge to the financial needs. The headmaster of school 2 expressed his opinions as to why teachers are demoralised in the following words.

“The current system is somehow complicated as it does not provide chances for heads of the schools to use funds received according to the situation at school. The other thing is that the money we receive is not enough for our daily activities as compared to the number of students we have. If I divide the amount I receive monthly per the number of students is like 2000tsh. With such amount what can you do? If you tell teachers they get annoyed with the government. Under this environment even the motivation of teachers is getting down. I understand their concern...”

Summarising the qualitative and statistical results the study found that the enrolment of students which resulted from the establishment of free education programme had adverse consequences on the learning process. Teacher’s motivations were low and the work load increased due to the increased number of students while the number of teacher remained the same.

4.4 The effects of increasing enrolment on gender equity in education

The third objective sought to understand whether the strategies used to increase school enrolment guaranteed the promotion of gender equity in education achievement. To measure gender equity in education achievement implied the search for the enrolment and retention rates and level of academic performance of students basing on sex differentiation.

4.4.1 Gender representation in school enrolments and retention

Teachers were required to state whether they perceived the free education to have ushered equal opportunities for both sexes to access education or not. A simple analysis was carried out to identify the trend of enrolment and retention of student. The study specifically selected the form three students who began their form one under the free education programme. The intention was to empirically find out the increase of enrolment and retention of students in three secondary schools.

Table 4.7: The trend of form three students' enrollment-retention under free education programme (2016-2018)

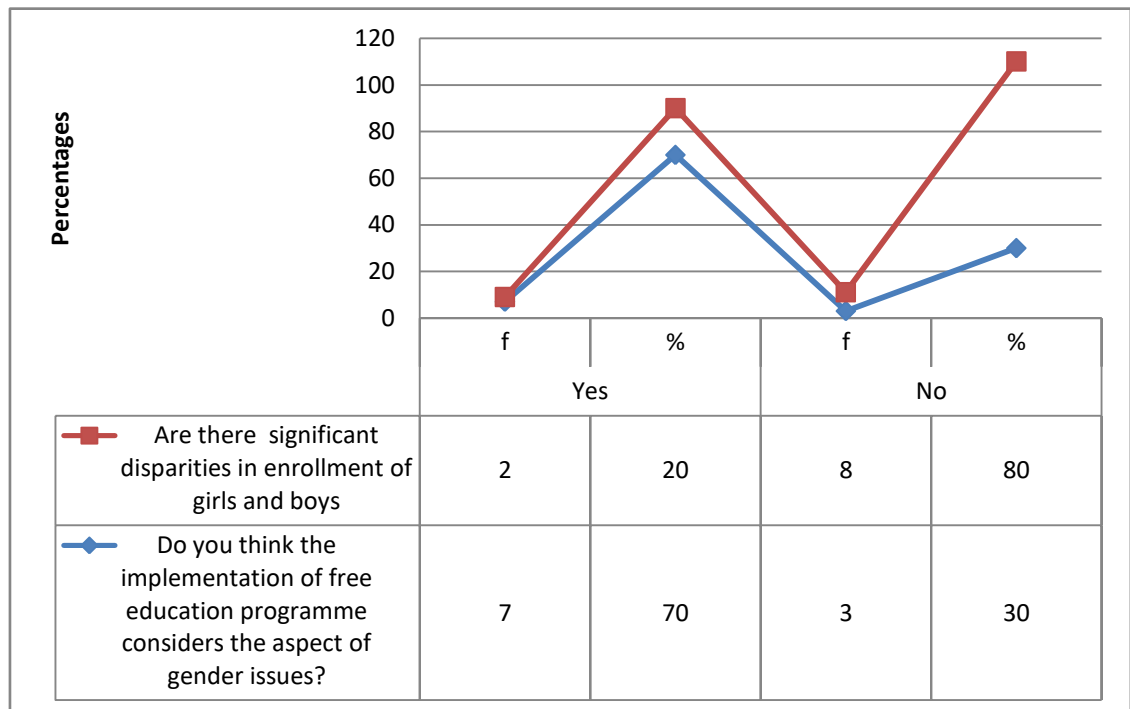
		Years under Free education Programme					
		Enrolment			Retention		
Secondary school	sex	Form I Jan-2016	Form II Jan-2017	Form III Jan-2018	Form I Nov-2016	Form II Nov-2017	Form III May-2018
Shool 1	Male	65	54	60	65	51	60
	Female	70	75	73	70	73	70
	Total	135	129	133	135	124	130
School 2	Male	150	160	170	148	160	170
	Female	210	215	209	209	215	213
	Total	360	375	379	357	375	383
School 3	Male	90	87	87	90	87	90
	Female	75	78	80	74	78	80
	Total	165	165	167	164	165	170

Source: Field data (2018)

Results from table 4.4 present the enrolment of male and female to be balanced in the sense that there was no big gap between the average number of male and female enrolled in the selected schools. In some schools it was even found that the number of girl suppressed that of boys implying that the issue of gender parity was promoted in the course of improving enrolment under the implementation of free basic education.

Apart from the statistical presentation of student enrolment, teachers were asked to provide their points of view concerning the enrolment rate of students in the aspect of sex representation. The results are presented in figure 4.5.

Figure 4.3 Teacher opinion about gender representation in enrolment



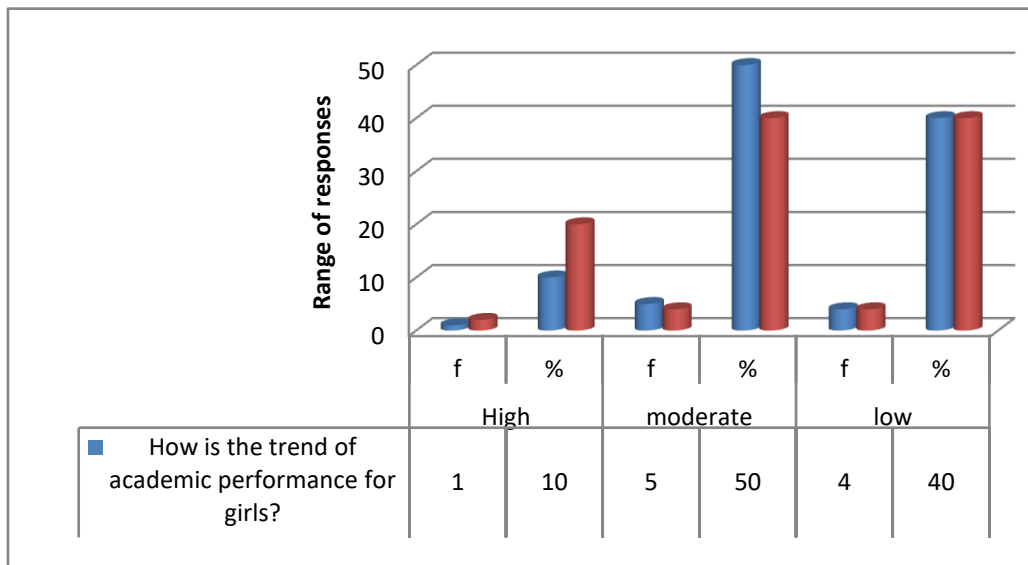
Source: Field data, 2018.

The figure portrayed that 80% of teacher refused about the existence of disparities in enrolment between boys and girls. Teachers as well agree by 70% that the free education policy under implementation considers the aspect of gender representations in education access. Taking the two propositions together they imply that the FBEP resolved the problem of gender disparity enhance encouraged gender equity in accessing education.

4.4.2 The comparative performance between girls and boys

The researcher went further to learn about situation of academic performance of girls and boys. The perceived level of performance would imply the extent to which the quality education is obtained in the school. Teachers were asked to provide their experience about the performance of girls in comparison to boys in their respective schools. The descriptive analysis of the results is presented in the figure 4.6.

Figure 4.4: Comparative analysis of performance rate basin on gender



Source: Field data,2018.

The findings from figure 4.6 were seen to be comparatively similar between girls and boys with girls being perceived to have moderate performance as compared to boys. However, both had low performance academically presenting an alarming indication of the quality of education received by students in public secondary schools.

Findings from interview respondents do correlate with the statistical findings in terms of gender representation in enrollment and the perceived rate of performance. The headmasters of school 2 and school 1 secondary schools together attested that statistically there were no gaps in enrollments between boys and girls. Many girls have been granted opportunities to access secondary education and their numbers were progressively increasing every year. The headmaster of school 2 secondary school said;

In 2018 the school received 416 girls and 317 boys comparatively larger number of students than the one in 2017. In 2017 the school enrolled 396 girls and 316 boys. Generally the enrollment trend showed that the number of girls surpassed that of boys since the establishment of free education. The headmaster further added that in each class from

form one to form four the number of girls is higher than that of boys indicating the reverse of what most people perceived that boys are more chanced to study than girls.

Similarly, the head master of school 1 secondary school ascertained that, the trend of enrolment is undergoing a gradual shift from boys to girls being more opportune to access education. In the previous years the economic hardships and the environmental condition of the society pulled parents from girl children to access education.

The incoming of free education has therefore assured parents with ability to send their girl children to schools. In my school for example the enrolment of girls has gone up. The total number of girls in my school is 365 while boys are 295. Class wise, girls are found to be many as compared to boys. I also find the same case to the number of teachers which is higher for female teachers than the number of male teachers.

It was generally found that the quality of education in terms of gender equity was well achieved by the government through the implementation of free basic education programme in public secondary schools. There was an impressive representation of gender in accessing education through enrolment of both girls and boys in schools. However, the greater challenge was on the performance of girls and boys which was observed to be low.

4.5 Summary of the findings

The findings presented in the study were in accordance with the specific objectives. The first objective was sought to find out stakeholder perceptions on quality education in secondary schools. Respondents possessed the awareness on quality education. They said that the delivery of education in public secondary schools does not adhere to principles of quality education. Respondents in the interviews understood quality education as the one which coincides with the goals of the education system. It can be attained by proper provision of learning and teaching needs and good learning and teaching environments; the needs include quality

teachers, enough and appropriate books and other facilities, whereas learning environment involves the presence of quality classrooms, laboratories, library and other infrastructures in a school. However, it was found that 80% of teachers and 61% of students perceived the learning environments of public secondary schools were not supportive to attainment of quality education. Interview informants expressed that, there were deficiencies in teaching and learning facilities in schools in comparison to the increased number of students. The increase of enrolment caused poor delivery of quality education since schools have scarce resources for learning and teaching like shortage of infrastructures like classrooms, science laboratories and libraries. Inadequate learning and teaching materials like books, shortage of funds to suffice the learning needs and shortage of teachers particularly in science subjects.

The second objective sought to examine the outcome of the free basic education on the quality of learning processes in the selected secondary schools in Njombe district. The study found that those teachers were highly informed about the implementation of free basic education by 90%. Respondents appreciated the government by its efforts to establish free basic education. Free Basic Education Programme (FBEP) was conceived to reveal the government intention to reduce the burden of education costs from poor parents through its intervention by financing the education system. The programme denounced the payment of school fees and contributions that existed in public schools. The free education meant the disbursement of funds in terms of fee compensations (20,000) and capitation grants (25,000) per pupil per year. The funds were found to mainly support administrative expenses for schools running and abstaining parents from paying fees and contributions. There was very little discretion powers left to headmasters to decide on the use of funds in responding to impending needs.

The increase of enrolment affected the quality of learning process, overcrowding of pupils, increased teacher work load and decline of teacher motivation. The overcrowding of students created pressure on resources and facilities found in the school. The second effect was the increased workload of teachers due to huge class

size. The third effect was the shortage of teaching and learning materials due to little amount of funds received in respective schools. The fourth effect was shortage of classrooms, furniture and other school facilities, and fifth the low motivation of teachers.

The study found that the increase of enrolment under free education programme deteriorated the improvement of the quality of schools. The study found that in average the schools had sufficient and committed teachers by 67.8%, the problem of shortage of books was by 57.4% and finally there were deficiencies in infrastructural buildings by 71%. Schools experience many challenges related to shortage of learning materials, shortage of classrooms, furniture and absence of standard laboratories and libraries. The lack of teachers' motivation was due to little salary as compared to the workload, the lack of cooperation between teachers and students and poor working conditions and absence of in-service teacher trainings. The free education programme has not yet taken into considerations the welfares of teachers.

To identify the effects of increasing of enrolment of students to gender disparity in selected secondary schools was the third objective. The question of gender parity in enrolment and retention was considered. The enrolment number of female students neared to the number of male in some schools and was even greater in other school. Respondents perceived the academic performance of female and male students. It was found that free education policy programme considered the aspects of gender representations in enrolment. The establishment of free education programme therefore enhanced gender parity in accessing education. The level of academic performance for girls and boys was found to be low.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The chapter deals with discussion of the findings obtained in chapter four. The study was interested in assessing the effects of increasing enrolment on the quality of secondary education. Moreover the study intended to address three specific objectives which are to find out stakeholders perception on quality of education, to examine the outcomes of increasing enrolment under free basic education programme on quality of learning process, and finally to identify the effects of increasing enrolment of students to gender disparity . The discussion was presented as per research objectives presented in chapter one.

5.2 The perceptions of stakeholder about quality education

The findings of the first objective can be grouped into three categories: The awareness of stakeholders about quality education, the quality of school learning environment and quality of school physical facilities. Each of the aspect is discussed separately in the subsections.

5.2.1 Awareness on quality education

It was found that respondents well informed about the principles of quality education. Theoretically, respondents understood quality education as the system of learning which coincides with the goals of the education system. Quality education is obtained by proper provision of learning and teaching needs and environments; the needs include quality teachers, enough and appropriate books and other facilities. The quality of school learning environment involved presence of sufficient teachers, sufficient teaching and learning materials, the empirical analysis found school to be deficient that most of the schools have deficiencies in terms of demands for teaching and learning materials. It was opined that public secondary school do not adhere to principles of quality education. Schools were as well found to have uncondusive environment to support the attainment of quality education. Teachers and students

perceived the learning environment of public secondary schools to be not supportive for attainment of quality education. Interview informants expressed that, there were deficiencies in teaching and learning facilities in schools in proportion to the increased number of students. The increased enrolment caused poor delivery of quality education since schools have scarce resources for learning and teaching like books, and shortage of infrastructures such as classrooms, science laboratories and libraries.

The findings of the study gained empirical support from other previous studies (HakiElimu, 2017). Other documentary sources proved the general observation that the quality of education was found to be indirectly proportional to increase in enrolment in many of the developing countries (Modi, 2015; Komba & Nkumbi, 2008). The disparity in attention between quantity and quality in education was not the intended outcome of the education policy programme (URT, 2014). It is therefore supposed to be resolved through policy approach and through participation of stakeholders.

5.2.3 Linking between increase in enrolment to the quality of school learning environment

The study found the existing misfits between enrolment and the provision of quality education in secondary schools. Schools were found to suffer from shortage of demands for learning and teaching materials, deficiency in infrastructures building like classrooms, laboratories and libraries. It was further found that schools have few chairs and desks for students. The observed findings generally implied the lack of supportive environment for quality learning and teaching. The common argument of the existing gap was poor supply of resources to suffice the number of students. The increased number of students was found to be positive in the first sight but soon it changed to be an overriding problem that needed a special attention.

Mabitti (2010) argued that in education sector the hardest place to invest is on improvement of quality of education. In the view of UNESCO (2005) quality of education could be well attained simultaneously with the programmes responsible for

increasing enrolment by considering on the aspects of learners' conditions, environment of learning, and the content of lesson. It should also be concerned with performance indicators and appropriate implementation of the curriculum. In addition the involvement of community members and parents in school matters, provision of enough resources and deployment of quality teachers and responding to their wellbeing (Lomas, 2002). It follows that in order to link access to quality education a lot has to be done to plan of project policy options which will take into equal considerations the aspects of quantity and quality of education provision.

5.3 The outcomes of free basic education programme to the quality of learning process

In the second objective the essential intention was to study how the increase of enrolment experienced under the free basic education in enhancing quality of learning process. The study began by elucidating the conception of participants about the free education. The study found that teachers were highly informed about the implementation of free basic education. Respondents appreciated the government by its efforts to establish free basic education. The study findings contended that Free Basic Education Programme (FBEP) was a policy programme declared by the government with the goal to reduce the burden of education costs from poor parents through its intervention by financing education system. In practice the programme abolished the payment of school fees and contributions that existed in public schools. The free education meant the disbursement of funds in terms of fee compassions (20,000) and capitation grants (25,000) per pupil per year.

The findings were similar to the study done by HakiElimu (2017). In addition, the government circular openly declared that the education has to be granted freely from pre-primary, primary to form four secondary schools (URT, 2016). Following this declaration the government defined the 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). It was evident that the government decided to take charge of financing education in all aspects.

5.3.1 Effects of increased enrolment under free basic education to the quality of learning

The study found the implementation of free basic education programme to have various effects on the dispensation of quality education. In the first sight free education motivated parents to enrol their children to school hence increase in number of students in the secondary schools. The other observation was that student retention in school was improved due to the fact that the absence of financial contributions facilitated schooling. On the other hand the free education caused overcrowding of students in classrooms; the quality of schools was ruined and declined teacher motivation. The study was supported by the findings of Vavrus and Mosha (2000) who argued that the increase of enrolment after the abolition of school fees and contribution was a blessing in disguise. In one hand the government celebrated the increased number of students, and on the other hand it suffered to provide enough resources to suit the increasing demands of education (Lomas, 2002).

5.3.1.1 Problems associated to overcrowding of students in schools

The overcrowding of students in schools implied scramble for scarce resources present in the school surrounding hence depriving the quality of learning process. Other effects associated to learning and teaching process derived from overcrowding were the increased workload of teachers, the Shortage of teaching and learning materials, insufficient budget due to little amount of funds received in respective number of students in schools. Other effects were shortage of classrooms, furniture and other school facilities. However, documentary reviews explained that the increased enrolment in itself should not be confused to scarcity of resources. The underlying problem was failure of sufficient budget allocation to suit the demand of the increased number of students (Sifuna, 2015).

5.3.1.2 The deprivation of quality of school environment

To attain quality education the characteristics of the school is an essential determinant factor. The study found that free education programme failed to improve the quality of schools. The study found that in average the schools had sufficient and

committed teachers. There were problems of shortage of books and the deficiencies in infrastructural buildings. According to the study findings, while some schools lacked laboratories and libraries, others had the infrastructures which were in lamentable conditions.

5.3.1.3 The low motivation of teachers

The low motivation of teachers was found to be a prevailing problem. The underlying reasons were therefore attributed to the implementation approach of free education programme. Teacher expressed that payment of little salary as compared to the workload, the lack of cooperation between teachers and students, poor working conditions and absence of in-service teacher trainings to be the causative reasons for their demoralised conditions. The free education programme has not yet taken into considerations the welfares of teachers. The reviewed documents were found to have supported the findings attained in the study (HakiElimu, 2017; Modi, 2015; Sifuna, 2015&Mudi, 2013).

5.4 The effects of increasing enrolment to gender disparity in education

The third objective raised the question of gender parity and equity in enrolment and performance dimensions. The study found that gender parity in enrolment and retention of students. The performance rate was also found to be essential in measuring quality of education achievement. Free basic education policy programme considered the aspects of gender representations in education access. The establishment of free education programme therefore enhanced gender parity in accessing education. The academic performances level of girls and boys was found to be low. Generally, the free education functioned to promote gender equity in education achievement though challenge still persisted in the level of performance.

5.4.1 Evidences from documentary reviews on enrolment rates and equity in education

The concept of equity is commonly used in policy research studies to imply a guarantee of justice and fairness in the offered opportunity. According to Jones (2009) equity refers to provision of fairness and principles by resources and

opportunities are distributed in the society. In principle, equity involves issues of equality and social inclusion with regard to social diversities such as gender, physical ability, culture and tradition to mention a few. This implies that equity in education access does not necessarily mean equality of service delivery, but practice of offering same opportunities by including the marginalized or disadvantaged group of the society.

Currently education service delivery is a fundamental human right that all people ought to access. In this regard, Equity in education access is counted to be an obligatory responsibility of any government for its citizens. Mbelle and Katabaro (2003) found that Tanzania had not yet attained higher level of gender parity in secondary education as compared to the primary education. The findings of the present study differed from the findings of Mbelle and Katabaro in that to date, female outweigh male in education enrolment and performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The study deals with assessment of the effects of expanding access to education on quality of education. This chapter mainly presents the summary of the study and findings, conclusion, policy implications, recommendations. It also describes the limitation of the study and suggests areas for further research.

6.1 Summary of the study

Education is the basic right that should be availed to all citizens regardless of their backgrounds. Tanzania like other governments has recognised the importance of education in the fight against poverty. Different measures were taken to provide equal opportunities to access education for all citizens since post-independence. Overtime, Tanzanian government developed different strategies to expanding the scope of education in secondary level. The secondary education is considered to be important subsectors which expose graduates to labour market hence the need to emphasis on their competence through attainment of quality education. At this juncture the study sought to assess the effect of increasing enrolment on the quality education in secondary school.

Specifically, the study wanted to identify the perceptions of stakeholders on quality education, to examine the outcomes of the free basic education programme on quality of learning process and finally to find out the effects of increasing enrolments of students to gender disparity .The study used mixed methods approach in the design. The case study research design was employed. The study was conducted in Njombe urban council in five secondary schools. The study used quota sampling to get students and teachers, and purposive sampling was used to get head masters and district education officer. The questionnaire and interview and documentary review methods were used for data collection. The use of multiple methods enabled the researcher to gather information from different education stakeholders.

The research findings on each of the specific objectives have been presented and discussed in details in the previous chapters, however in this section the findings are briefly described as per specific research objectives.

6.2.1 The perceptions of stakeholders on quality education in secondary schools

The awareness level of respondents about quality education was higher. Respondents understood quality education as the one which coincides with the goals of the education system. They opined that quality education is attained by proper provision of learning and teaching needs and environments; the needs include quality teachers, enough and appropriate books and other facilities, whereas learning environment involves the presence of quality classrooms, laboratories, library and other infrastructures in a school. However, respondents opined that public secondary schools don't adhere to principles of quality education.

However, it was found that teachers and students perceived the learning environment of public secondary schools was not supportive to attainment of quality education. Interview informants expressed that, there were deficiencies in teaching and learning facilities in schools in comparison to the increased number of students. The expansion of education access caused poor delivery of quality education since school have scarce resources for learning and teaching like shortage of infrastructures like classrooms, science laboratories and libraries. Inadequate learning and teaching materials like books, shortage of funds to suffice the learning needs and shortage of teachers particularly in science subjects.

6.2.2 The outcomes of free basic education programme to the quality of learning process

The second objective found that stakeholders were highly informed about the implementation of free basic education. Respondents appreciated the government efforts to establish free basic education. Free Basic Education Programme (FBEP) was conceived to reveal the government intention to reduce the burden of education costs from poor parents through its intervention by financing education system. The programme denounced the payment of school fees and contributions that existed in

public schools. The free education meant the disbursement of funds in terms of fee compassions (20,000) and capitation grants (25,000) per pupil per year. The funds were found to mainly support administrative expenses for schools running and abstaining parents from paying fees and contributions. There was very little discretion powers left to headmasters to decide on the use of funds in responding to impending needs.

Free basic education programme increased the enrolment of pupils of which affected the quality learning process in schools. The increased number of pupils' enrolment was found to have five effects associated to learning and teaching process. The enrolment resulted to overcrowding in classrooms, the increased workload of teachers, shortage of teaching and learning materials and schools budget deficit due to little amount of funds received in respective schools. The other effects were deprivation of school quality due to shortage of classrooms, furniture and other school facilities. The low motivation of teachers was also found to be caused by the increased enrolment of pupils.

In the discussion it was found that increase of enrolment resulted from free education programme failed to improve the quality of schools. The study found that in average the schools had sufficient and committed teachers, the problem of shortage of books mentioned and finally there were deficiencies in infrastructural buildings. Schools experienced many challenges related to shortage of learning materials, shortage of classrooms, furniture and absence of standard laboratories and libraries. The lack of teachers' motivation was due overcrowding and the little salary received. Teachers experienced heavy workload, the lack of cooperation between teachers and students and poor working conditions and absence of in-service teacher trainings. The free education programme increased enrolment of pupils with little considerations the welfares of teachers.

6.2.3 The effects of increasing enrolment to gender Disparity in secondary Schools

The third objective dealt with the question of gender parity particularly in education achievement. The study found that free education policy programme considered the aspects of gender representations in enrolment and retention. Enrolment strategies were found to have enhanced retention but the academic performance levels of girls and boys was found to be low. Generally, the free education as one of the strategies for enrolment play great role in promoting gender equity.

6.3 Conclusion

The conclusion of the study was drawn basing on the findings and discussion and presented in sequence of research objectives.

The study concluded that the effects of increased enrolment were adverse to the improvement of quality education. Quality education was worsened by pressure on the resources of the school for learning environment and poor quality of physical facilities in school. The secondary schools suffered from poor learning environment due to scramble for the scarce resources present in schools hence deterioration of quality education delivery. It followed the increase in enrolment overlooked the aspect of quality of education and mainly focused on quantity.

The establishment of the recent free education programme was less concerned with improving the quality of schools in terms of construction of classrooms, laboratories, libraries and provision of sufficient teachers. The learning process in schools was found to deteriorate at the expense of enrolment increase following the establishment of free basic education. The enrolment in did not go with the sufficient supply of learning and teaching facilities and school infrastructures. The free basic education caused overcrowding of students in classrooms, increased workload for teachers, deteriorated quality of schools and declined the motivation of teachers. Schools experienced budget deficits. It was deficient in promoting quality of learning process.

In the third objective, the expansion of enrolment of pupils facilitated the promotion of gender parity in terms of enrolment, retention and performance. The performance level of students was found to be very low.

6.4 Policy Implications

The observations made from the findings of the study presents various policy implications. The study presents only three policy implications.

- The disparities that exist between the increase in enrolment and education quality presents a gap in policy design, formulation and implementation.
- The implementation of free basic education has not yet taken into considerations the wide scope of education costs in facilitating education quality assessment and dimensions. Impliedly, the focus of the policy programme is either politically oriented with quantitative results rather than qualitative results in education.
- The attainment of gender parity in education enrolment is highly commended. There is much need to confront the issue of gender parity in quality education on the paradigm of performance and competence in acquired knowledge.

6.5 Recommendations

Basing on the conclusion the following recommendations are proposed to the policy makers, programme implementers at the street level, parents, guardians and the community and pupils.

6.5.1 Recommendations for policy makers

- The policy programmes have to adopt new inclusive approaches which would take the policy problems quantitatively and qualitatively simultaneously.
- To remedy the problem of school quality in view of providing quality education politicians and policy makers should consider the participatory

approaches rather than centralised approaches which marginalise the rest of education stakeholders.

- The free basic education programme has forsaken the wellbeing of teachers. There is a need to accommodate teachers' needs congruent to the provision of free education.
- There is a need to establish a co-programme that would seek to improve the quality of infrastructures in the public schools as well as facilitating the construction of new ones and/ or build teachers houses and hostels for the students.

6.5.2 Recommendations for policy implementers in the street bureaucracy level like teachers and school boards, community and parents

- Heads of schools and the school boards should strive to encourage teachers to cop up with policy changes for them to work properly and cooperatively with the government.
- Heads of school and school boards should take into consideration that community and parental involvement in education delivery is very essential in promoting quality education
- Parents and guardians though poor they may be, have the first responsibility to respond to the ideal of the government policy programme actively. In this case, they should collect efforts to ensure their children study well in schools.
- The community and parents should actively participate in school matters to encourage teachers and students in the provision of quality education. There is a great feeling among parents that free education has pulled parents, guardians and the community at large a from being in touch to school matters, this is a misconception of the policy programme.

6.6. Limitations of the study and proposed areas for further research

The study was conducted in Njombe Urban council whereby only 75 respondents were consulted to provide their perceptions. It is largely a qualitative study with triangulated methods for data collection and analysis. The study suffers from the

validity of generalization more specifically the ecological validity and the theoretical generalizability. Basing on these limitations there is a need to conduct further studies that will encounter the two sorts of validity.

- A qualitative study on free education programme could be done to investigate on why it failed to incorporate the aspect of quality in education access as per its mother policy document.
- Another study worth to be done is on investigating determinants of quality education delivery in the secondary education. A quantitative approach would be more recommended.
- Another mixed approach of the study should be done asses the role of free education programme on ensuring equity in accessing basic education.

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APPENDICES

APPENDIX1A; QUESTIONAIRES FOR SCHOOL TEACHERS

Dear Respondent, I am Fanuel Julius Kilima ,the student from Mzumbe University, Faculty of social science and from the department of education foundation and teaching, who pursuing Master of Art with Education (MA-EDU).I am conducting the research study on ‘’**The assessment of increasing education access to the quality of secondary education. A case of Njombe urban district**’’. The study is part of requirements of Masters of Art with Education at Mzumbe University. Kindly I request you to offer the maximum cooperation by giving the reliable information which will help me in completing the study. The information given will remain confidential and anonymous; they are only for the academic purposes.

PART A: BASIC DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS: TICK (√) FOR CORRECT INFORMATION

1. Gender: Male Female

2. EDUCATION LEVEL:

Diploma

Bachelor

Master

PhD

3. Age (yrs): 20 – 30 31 – 40 41 -50 51+

4. Work experience (yrs): 1 – 10 11 -20 21 -30 30+

5. Work experience in current post (yrs) 1 – 10 1 – 20 21-30 30+

PART B; QUESTIONAIRES;

Please circle the latter of the correct answer and if applicable fill the gaps provided.

1. Are you aware about quality education?

a) Yes b) No

2. Is teaching process in your school adhering to principles of quality education?

(a) Yes b) No)

3. If no, give the reasons

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3. Are there any efforts done by the school to enhance quality in your school?

a) Yes b) No

4. If yes, what are those efforts (mention)

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4. Is there any strategy done by the government to enhance provision of quality education?

a) Yes b) No

5. If yes what are those strategies

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6. Is the class size allows you to teach effectively?

a) Yes b) No

7. If no, give the reasons

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8.14. Do you feel well motivated by the government to perform your duties as a teacher?

a) Yes b) No

9. If no, state how

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10. Do you have enough teaching and learning facilities for your students?

a) Yes b) No c)

11. If no, state how it affects your teaching process

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12. Are you aware of free basic education?

a) Yes b) No

13. Is the implementation of free basic education brought any changes in your school?

a) Yes b) No

14. If yes, what are those changes?

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15. Are those changes affects teaching and learning process?

A) Yes b) No

16. If yes what are those effects

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17. What is the trend of the performance of your school academically?

a) Good b) poor

18. If the performance is poor what contributes to that poor performance?

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18. What are your comments on free basic education policy?

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THANKS FOR YOUR COOPERATION

APPENDIX 1B; QUESTIONNAIRES FOR THE STUDENTS

Dear Respondent, I am Fanuel Julius Kilima ,the student from Mzumbe University, Faculty of social science from the department of education foundation and teaching, who pursuing Master of Art with Education (MA-EDU).I am conducting the research study on ‘**The assessment of increasing education access to the quality of secondary education. A case of Njombe urban district**’. The study is part of requirements of Masters of Art with Education at Mzumbe University. Kindly I request you to offer the maximum cooperation by giving the reliable information which that will help me in completing the study. The information given will remain confidential and anonymous; they are only for the academic purposes.

Answer the question below by cycling the latter of the correct answer. And if applicable fills the gaps below

1. How many are you in your class

a) 15-25 b) 30-45 c) 45-50 d) 50+

2. Are you feeling comfortable when learning in the class?

a) Yes b) No

3. Do you have enough teachers for all subjects?

a) Yes b) No

4. If no, which subject(s) misses a teacher?

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5. Do you feel comfortable with the way teachers teach you?

a) Yes b) No

6. If no, what is the problem with your teachers?

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7. Do the teachers give you the help that you need academically?

a) Yes b) No

8. Do you have enough learning materials and other learning facilities such as books, desks, chairs, laboratory, and library?

a) Yes b) No

9. If no, what are the facilities missing

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10. Do you wish your school to have hostels?

a) Yes b) No

11. Do you think your academic performance is affected because you're staying outside the school compounds?

a) Yes b) No c)

12. Are you getting lunch to school?

a) Yes b) No

13. If no, is your academic performance affected by staying longer with ought taking food?

a) Yes b) No

14. Is the performance of your school academically satisfies you?

a) Yes b) No

15. If no, what do you think are the causes for the poor performance?

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APPENDIX1C; INTERVIEW GUIDE FOR HEAD OF SCHOOLS

Dear Respondent, I am Fanuel Julius Kilima ,the student from Mzumbe University, Faculty of social science from the department of education foundation and teaching, who pursuing Master of Art with Education (MA-EDU).I am conducting the research study on ‘’**The assessment of increasing education access to the quality of secondary education. A case of Njombe urban district**’’. The study is part of requirements of Masters of Art with Education at Mzumbe University. Kindly I request you to offer the maximum cooperation by giving the reliable information which that will help me in completing the study. The information given will remain confidential and anonymous; they are only for the academic purposes.

PART A: BASIC DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS: TICK (√) FOR CORRECT INFORMATION

1. Gender: Male Female

2. EDUCATION LEVEL:

Diploma

Bachelor

Master

PhD

3. Age (yrs): 20 – 30 31 – 40 41 -50 51+

4. Work experience (yrs): 1 – 10 11 -20 21 -30 30+

5. Work experience in current post (yrs) 1 – 10 1 – 20 21-30 30+

PART B; INTERVIEW QUESTIONS

1. Are you aware of the efforts taken by the government to increase access to education within the country?

2. A those strategies achieved to increase the student enrolment?

3. Do you think the implementation of those strategies consider the principles of quality education?
4. Do these strategies affect the gender disparities?
5. Are there any effects of the implementation of these strategies to the available resources?
6. Do you manage to run your school activities under the current financing system of secondary education?
14. Are the funds from the government come on time?
16. Is there any difference in carrying your activities under the new policy compared to the previous financing system?
17. How do you perceive quality education?
18. What are the indicators of quality education?
19. Is the implementation of those policies considering the issues related to quality?
20. What are your comments on the implementation of free basic education?
21. What are the outcomes of the free basic education to the students' enrolment at you?

APPENDIX 1E; INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICERS

Dear Respondent, I am Fanuel Julius Kilima, the student from Mzumbe University, Faculty of social science from the department of education foundation and teaching, who pursuing Master of Art with Education (MA-EDU). I am conducting the research study on **“The assessment of increasing education access to the quality of secondary education. A case of Njombe urban district”**. The study is part of requirements of Masters of Art with Education at Mzumbe University. Kindly I request you to offer the maximum cooperation by giving the reliable information which that will help me in completing the study. The information given will remain confidential and anonymous; they are only for the academic purposes.

PART A: BASIC DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS: TICK (✓) FOR CORRECT INFORMATION

I. Gender: Male Female

2. EDUCATION LEVEL:

Diploma

Bachelor

Master

PhD

3. Age (yrs): 20 – 30 31 – 40 41 -50 51+

4. Work experience (yrs): 1 – 10 11 -20 21 -30 30+

5. Work experience in current post (yrs) 1 – 10 1 – 20 21-30 30+

PART B; INTERVIEW QUESTIONS

1. What are the strategies, programme or policies taken by the government to increase the access to education?

2. Do the teachers and other stakeholders get involved in the planning of those strategies?

3. Are the strategies successful?
4. Is the implementations of those strategies consider the principles of quality education?
5. What are the measures taken to enhance the provision of quality education?
6. Is the implementation of free basic education brought any changes in schools enrolment?
7. What is your perception on free basic education?
8. What are the outcomes of these strategies to the gender disparity?