

**THE CHALLENGES FACING DELIVERY OF FREE PRIMARY  
EDUCATION IN TANZANIA:  
A CASE OF TUNDUMATOWN COUNCIL**

**THE CHALLENGES FACING DELIVERY OF FREE PRIMARY  
EDUCATION IN TANZANIA:  
A CASE OF TUNDUMATOWN COUNCIL**

**By  
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**A Dissertation submitted to the School of Business in partial/Fulfillment of the  
requirements for Award of the Degree of Master of Business Administration in  
Corporate Management (MBA-CM) of Mzumbe University.**

**2019**

## CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University a research dissertation entitled ‘**THE CHALLENGES FACING DELIVERY OF FREE PRIMARY EDUCATION**’ IN TANZANIA’ The case of Tunduma Town Council. In partial fulfillment of the requirements for award of the degree of Master of business Administration in Corporate Management of Mzumbe University.

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## **ACKNOWLEDGEMENT**

First, I would like to thank the almighty God whom I strongly believe in him. Glory is to him forever.

Second, I would like to express my sincere gratitude and appreciation to several individuals who in one way or another have provided me with an assistance to come up with this research report.

I acknowledge my heartfelt and deepest thanks of gratitude to my supervisor Dr. Emmanuel Chao. His passion, encouragement, tireless assistance and positive comments enabled me to come up with this research report. I will also like to express my gratitude to employees of Tunduma Town Council for their cooperation and support in getting the information required for this study. I am equally grateful to my beloved mother for her encouragement, financial support and tolerance during my entire course.

It is not easy to mention all who contributed to the completion of this work by names, but my sincere appreciations for your contribution are sent on your way. Thank you very much and may the almighty God bless you all abundantly.

## **DEDICATION**

This Research report is dedicated to my beloved mother who has been, and will always remain, the reason for my enthusiasm in different endeavors of success in life.

## **LIST OF ABBREVIATIONS**

|       |                                               |
|-------|-----------------------------------------------|
| DEO   | District Education Officers                   |
| EFA   | Education for All                             |
| FPE   | Free Primary Education                        |
| GER   | Gross Enrolment Ratio                         |
| MBA   | Master of Business Administration             |
| MEO   | Municipal Education Officers                  |
| MOEVT | Ministry of Education and Vocational Training |
| NARC  | National Alliance Rainbow Coalition           |
| NER   | Net Enrolment Ratio                           |
| PEDP  | Primary Education Development Plan            |
| TANU  | Tanganyika National Union                     |
| TPR   | Textbook-Pupil Ratios                         |
| UPE   | Universal Primary Education                   |
| USA   | United States of America                      |

## **ABSTRACT**

The study aimed at assessing the challenges facing delivery of free primary education in Tanzania, A case of Tunduma Town Council”.

The research report comprises three objectives which are: To evaluate the challenges facing delivery of free primary education system in Tanzania; To assess the roles of Government in regards to sustainability of the free primary education in Tanzania and to establish the impact of availability of adequate classrooms as school infrastructure on high student enrolment as a result of introduction of Free Primary Education in Tanzania.

The study was conducted at Tunduma Town Council. The study used a sample size of one hundred and twenty (120) respondents who are the staffs from different departments. Data collection was been done by the use of documentation, questionnaire and interview then analyzed by qualitative and quantitative method since the study was a case study design.

The findings of the study were that there are many challenges facing the government of Tanzania in delivering a free primary education. The study reveals some of those challenges are the insufficient funds allocated to primary school, shortage of buildings for examples classes. The low ratio of teachers to students, poor infrastructure and the poor administration system of the free education system in Tanzania.

Then the researcher recommends that the Government should increase the funds to primary schools and should recruit many staff i.e. teachers in order to have a good ratio between teachers to students. Furthermore, the staff who have the duty and authority to supervise the FPE policies in Tanzania should adheres the policies, process and procedures of the implementation of FPE in Tanzania.



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. Introduction**

This chapter presents a background to the study that is to assess the challenges facing delivery of free primary education in Tanzania, A case of Tunduma Town Council. Based in this chapter the background of the matter, the statement of the problem, objectives of the study, research questions, significance of the study, organization of the study has been given, finally the chapter provides the limitation of the study.

#### **1.1. Background to the Study**

In the United Republic of Tanzania, the education system in colonial times was intended not to give all these values and replace traditional information with information from a specific community. Educating the values and data of the United Republic of Tanzania society from one generation to the next; it was a service designed to change Tanzania's philosophy of self-sufficiency Nyerere (Nyerere, 1967)

This had a powerful focus for the poor, urging the majority to be the last primary education training. Alternatively, the curriculum is unique in providing them with the abilities they desire for self-reliant rural living and education. Once upon a time, post-primary education was restricted to produce enough graduates to satisfy the expected requirements for manpower requirements of the formal sector and no more (Orodho, 2003). .

Development of main schooling, with the exception of expanding secondary education, led in lower transition rates that were once considered by parents to be a reduced quality of mainstream education. Since 2015 this government intervention was to make free mainstream education for every child. This was primarily accomplished by removing the registration fee, legalizing mandatory registration and

constructing new classrooms. By assisting the above it can also have a positive impact the higher education.

The implementation in Tanzania of Free Education (FPE) in 2015 had a deep impact on the education industry. The amount of learners was expanded in the schools specifically in the January 2016 registration increased. This indicates that many young ones failed to get an important education due to the excessive price in which their parents did no longer gain to pay(Orodho, 2003).

Tanzania's vision that, until 2025 targets for the full eradication of poverty. The Vision 2025 report stated that education must be handled as a strategic agent for the transformation of attitudes and the emergence of a well-educated country; adequately equipped with the knowledge to adequately and competitively address the problems of enhancement. The education system needs to be restructured and qualitatively transformed in this light, with a focus on promoting creativity and solving problems.

## **1.2. Statement of the problem**

Tanzania is one of Africa's nations with a strategic design to provide at least a basic level of schooling for each teenager. When Tanzania's president announces in 2015 that significant education and secondary education (ordinary level) should be free for all teenagers in Tanzania who are expected to go to college. The proportion of 2016 pupils enrolment for widespread one was multiplied and the teachers were overworked due to the high number of students in one school.

Educational packages frequently underline the need to improve children's entry into education, but most fall short of reacting specifically to constraints and difficulties. Where in sentences of inadequate textbooks, furniture and classrooms, the environments were unconducive by manner of schools. Classrooms were so crowded, adverse, uncomfortable punishments and harassment of pupils, inclusive of sexual harassment, which was common (Orodho, 2003).

Tunduma Town Council, like various rural regions in Tanzania, faces some difficulties that hinder the tool of providing the most significant free training in schools, these challenges consist of educational aids, teaching equipment, adverse infrastructure building, training environment function and the awful recognition of the idea of free predominant education for children.

Besides that, the perception of parents on the most significant free school coverage was not evident and some leaders furnish the wrong execution of this coverage according to the objectives of the President of the United Republic of Tanzania (MoEC, 2006).

This hassle is compounded by the difficulties usually faced by the imposition of Free Primary Education, the outcome of these stipulations has been worse because many young people have fallen out of the most significant college and those that have lasted for seven years have failed to complete the United Republic of Tanzania closing examination (MoEC, 2006). This situation in training appears to have such a severe impact on normal practice and the way they supply it was normal for educators (teachers). However, this takes care of the lack of faith of parents in the advancement of the government professors and this has brought the non-public training sector.

### **1.3. Research Objectives**

The objectives of this study were divided into two parts general and specific objectives as explained below.

#### **1.3.1. Main objective**

The main Objective of the study is to assess the challenges facing delivery of free primary education in Tanzania.

#### **1.3.2 Specific objectives.**

The specific objectives of the study were intended to:

- i. To evaluate the challenges facing delivery of free primary education system in Tanzania
- ii. To assess the roles of Government in regards to sustainability of the free primary education in Tanzania.
- iii. To establish the impact of availability of adequate classrooms as school infrastructure on high student enrolment due to introduction of Free Primary Education in Tunduma Town Council.

### **1.4. Research Questions**

#### **1.4.1 Main Research Question.**

What are the challenges facing delivery of free primary education in Tanzania?

#### **1.4.2 Specific Research Questions.**

- i. What are the challenges facing the free primary education system in Tanzania?
- ii. What are the roles of Government in regards to sustainability of the free primary education in Tanzania?
- iii. How has availability of adequate classrooms as school infrastructure affected introduction of Free Primary Education in Tandem Town Council?

### **1.5. Significance of the Study**

The content of this research on the problems facing the provision of free primary education in Tanzania has many enormous points of perspective both academically and sensibly. A variety of people are expected to have plenty of prizes as follows

#### **1.5.1. To Author**

The research is comprehensive to the researcher as it is a partial fulfillment of the Master of Business Administration (MBA) Corporate Management requirements at Mzumbe University

#### **1.5.2. To other researchers and scholars**

Different researcher will find the research advisable to follow any other learning of this nature. It will also contribute to the current literature as a reference stage.

#### **1.5.3. Policy maker**

Because the research exposes the difficulties facing Tanzania's delivery of free primary education. The policymaker will benefit from this research in the future. With the help of improving and creating desirable insurance policies that will guide the gadget of providing free primary education in Tanzania, the difficulties will come forward to prevent it.

#### **1.5.4. To Professionals and Academicians**

The study will aid the Education officers and Academicians to discover the areas which will want in addition study, apart from that to set a platform for future lookup research.

#### **1.5.5. To community**

The research will motivate and encourage society to fully engage in primary school enchantment in Tanzania. To enhance the efficiency and effectiveness of the free primary education system in Tanzania.

## **1.6. Organization of the study**

The study is organized in the manner of chapters as follows

Chapter one, gives an introduction of the research dissertation, in this chapter all basis information relates to the study to be undertaken was presented. This chapter therefore consists of the background of the problem, statement of the research problem, objectives of the study, research questions, and significance of the study. Also, the chapters present the Organization of the study.

Chapter two, first provide the literature review which provides a theoretical base of the study. The empirical studies comprising of previous local and International studies. Furthermore, in this chapter conceptualizes the all concepts related to the system of delivering of free primary education in Tanzania.

Chapter three, in this chapter the study is divided into sub sections and explains the research methodology which was used during the study. These include the research design, research approach, and study population, sample size, sampling procedures, data collection procedures, reliability and validity without forgetting data analysis.

Chapter Four, in this study provides the presentation of the research findings,

Chapter Five, in this study provides a discussion of the research findings concerning with the challenges facing delivery of free primary education in Tanzania.

Chapter Six, presents the summary of the study, conclusion and recommendation about the study and area for further studies.

## **1.7. Limitations of the Study**

The limitation of the study relates to the problem out of the control of the studies. During the method of information collection and evaluation, there was an important restriction on this study time since the research was performed over a brief period of time. The other restriction was collaboration from other data collection employees that made it difficult to get information in a timely manner.

During the research, some of the organization's participants were concerned about the confidentiality of the data they supplied to the investigator. The investigator therefore fixed this issue by reassuring the participants that the data they supplied was used for scholarly reasons only.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

Chapter two issues regarding the study-related literature review. The section comprises of the theoretical and empirical research reviews. The full overview of papers, publications, books, dissertations, published and unpublished library archives and websites is likely to be created for this case information.

#### **2.2. Definition of key terms**

##### **2.2.1. Education**

Education is a method where facts and possibilities are invited. It can be described as the wise, hopeful and respectful teaching practice conducted in the belief that everyone needs the opportunity to share in life (Marx, 2010). In addition, according to (Dewey, John, 2016) Education is the wise, hopeful and respectful cultivation of the study conducted in the belief that everyone should be at risk. Education is the wise, hopeful and respectful practice of acquiring an understanding of the undertaking in the faith that everyone needs the danger to share in life.

##### **2.2.2. Primary education**

Primary education, also known as foundation education, is through sixth grade for kindergarten youth. Primary education offers an easy perception of a number of topics to college learners as well as the skills they will use for their lifetime (Madonna King, 2017).

According to the U.S. Department of Education, every nation state in the globe controls the most significant education. Some countries also oversee the curriculum, tactics and conditions of basic schools to ensure that learners obtain a satisfying education regardless of the college they attend. Most countries require teenagers to obtain basic research education to research primary concepts.



According to (Madonna King, 2017) offering teenagers with this primary education has many high-quality impacts, including: lowering poverty, lowering infant mortality rates, promoting gender equality, raising environmental concern. Primary schooling provides essential abilities for learners to relax their academic careers.

### **2.3. Theoretical Literature Review**

From the literature, it is obvious that, immediately after independence, Tanzanian did not prioritize free and common primary education. It was after the Arusha Declaration and Education for Self-Reliance was issued in 1967 that parliamentarians, and in specific TANU militants, were worried about this problem that a severe discussion was once held.

In June of that 12-month period, a TANU Study Group advocated the instant implementation of UPE, the straightforward nationalization of voluntary organization faculties and the removal of all private faculties (Macionis, 2011).

In its 1969-1974 play, the government focused more on providing a seven-year fundamental primary by 1989, each Tanzanian child was educated. However, these predictions were overruled by TANU whose National Government Committee engaged the state in November 1977 to achieve UPE. There were three phases to drain this. By 1975, 52% of school-age children would be in school, whereas by 1976 and 1977 the likelihood would increase to 82% and 100% (Bogonko, 2000).

According to (MEoC, 2001) Once UPE was prioritized, the African country jumped forward and each of Kenya and Tanzania had previously proclaimed achievement at UPE in 1977. The analysis of policy behavior shows the tensions between planners and politicians that existed. In Tanzania, the contradictions seem to have been especially acute: adherence to the planners

Independence prescriptions up to 1974 (priority to meet middle- and high-level needs; therefore, emphasis on secondary and tertiary level events); followed by a sharp reversal when politicians proclaimed their political system at Musoma in 1974

(priority to meet fashionable access requirements, thus stressing universal primary education plus serious limitations on access to schooling). Despite claims for UPE achievement in 1977, it is unlikely that even for a brief amount, universal access to the entire main cycle will ever have been accomplished after Musoma.

### **2.3.1. Conflict Theory**

Conflict theories take a look at our society's macro degree, its buildings and institutions. Whereas functionalists argue that society is jointly held by the use of norms, values, and prevalent morality, combat theorists consider how society is jointly held by means of energy and coercion (Ritzer, 2000) to their benefit in contemporary electricity warfare.

Theorists asserted that warfare originated from other social bases, such as values, resources, and pursuits (Mills, 2000).

The social issues arise from the ongoing struggle between organisations in our culture based on social class, gender, and traditions / race and conflict, according to fighting theorists.

Typically, strong groups win. As a consequence, this point of view does not provide convenient alternatives for social issues. To triumph over these needs a general change of the device's day-to-day walking that is often not forthcoming now. Although certain reforms would be conducted within the buildings of those in energy, their manager of the energy still continues distinctive constructions of the system.

Conflict theories examine our society's macro-level, its structures, and free primary education were seen as a capacity through which schooling opportunities would be useful for the poorest people in Tanzania who have a majority of society. People have a strong risk through primary education to participate actively in society politically, socially, economically and financially (URT, 2004)

### **2.3.2. Structural Functionalism Theory**

In sociology and anthropology, structural functionalism is a broad point of view that interprets society as a framework with interrelated components. In terms of the characteristics of its constituent components such as norms, customs, traditions, institutions, functionalism addresses society as a whole. Social constructions are burdened, and placed at the core of the assessment, deducting social functions

The theory attempts to explain how connections are formed between the parts of culture and how these elements are practical (meaning they have suggested implications for the person and society) and dysfunctional (meaning they have bad implications). It focuses in society on consensus, social order, shape and operations.

Also acknowledged as theoretical social constructions, the concept introduced by Comte and others arises: a social entity, such as an employer or a community as a whole, can be regarded an organism. A social device like organisms is a component of parts, each contributing to the functioning of the whole. Therefore, the perspective of society as a social system appears for the tasks that it uses its more than a few components.

The structural-functionalist theory considers society as a complex machine whose components work together to support harmony and stability; it says that our social lives are guided by social structure, which are significantly constant patterns of social conduct (Ngugi, 2003).

### **2.4. Empirical Literature Review**

Some associated empirical study is outlined in this portion. The surveys undertaken are those carried out in Tanzania outdoors and this study was carried out in Tanzania.

## **2.4.1 Foreign Studies**

### **2.4.1.1. Education financing system in Kenya**

Structural functionalism is a broad point of view in sociology and anthropology that interprets society as interrelated parts form. Functionalism addresses society as a whole in terms of the characteristics of its constituent components such as norms, customs, traditions, institutions. Social constructions are burdened and placed at the heart of the assessment and social characteristics are derived from these principles.

The theory attempts to explain how the relationships between the components of the 2003 government of the National Alliance Rainbow Coalition (NARC) in Kenya implemented coverage of Free Primary Education (MoE, Kenya, 2003).

Existing literature indicates that earlier efforts to achieve UPE in increasing nations encountered challenges in their supply-driven strategies, unclear mechanisms, and decreasing training quality (Sifuna, 2009). However, the government has discussed the difficulties facing independence and has addressed them through boards, committees and task forces. The first fee after independence attempted to reform the educational gadget that the colonial government inherited to make it more responsive to the autonomous Kenya's need. The Ominde Report was accepted by Seasonal Paper No. 10 of 1995 as the basis for the growth of academic independence.

In 1976, the Gachathi Report focused on redefining Kenya's educational insurance policies and objectives, taking into account countrywide unity, financial, social and cultural aspiration, while in 1981 the Mackay Report led to the abolition of developed (A) secondary education and the development of secondary public organizations.

The 1988 Kamunge Report suggested for training and manpower education observed through the Kenya Education Device Commission of Inquiry (The Koech Report, 2000), whose mandate advocated methods and potential to enable the education gadget to promote domestic unity, social responsibility, and lifelong learning. Recent

coverage projects focus on the attainment of EFA (Education for All) and in precise Universal Primary Education (UPE). The key concerns are accessible, retention, equity, nice and relevance (MoE, Kenya, 2003).

#### **2.4.1.2. Education financing system in the USA**

Overall, U.S. education funding has always been highly decentralized compared to numerous European global places where the core nation consists of the most educational funding burden. Training in the U.S. is therefore a matter of state and neighborhood obligation. The functioning of the government faculty often depends on revenue taxation drawn. The grant-in-aid arrangement connects schools with the government of the country and the neighborhood. The grants-in-aid are categorical and every common reason. For those bills that the districts are legally permitted to create composed of providing educational facilities, the overall purpose promises are provided without delay to neighborhood faculty districts.

Categorical grants are granted to districts of college with restrictions on the use that the funds should be used for. For instance, some grants are given for use in providing low-earnings groups with additional college offerings. Other offers are made to allow districts to finance the transportation of university learners (Galabawa, 2007).

State and local governments provide about 92% of college income. The resource for education of the federal authority plays a strategic, albeit a minor, role. Such federal resource is provided to districts by the professors to compensate for the rates incurred in organizing separate educational programs that are considered to be of national interest. Financing from federal officials is also given school districts help them manage the resource grant which is intended to safeguard the fiscal situation of neighborhood college officials.

Overall, education funding in the United States has always been highly decentralized compared to many European nations where the central state still bears the burden of education most of the teaching funding. Education in the U.S. is therefore a matter of

state and local obligation. Public school machine operation generally relies on tax revenues. In support of schools, the grant-in-aid association links the country and neighboring governments. The aid grants are categorical and normal causes (Marx, 2010).

#### **2.4.1.3. Education financing system in Sweden**

Sweden typifies a situation with a financing device that is characterized as a combination of market leadership and central planning variables. The use of a is distinguished as beautifully as an average diploma of neighboring autonomy by excessive key regulations with low level of central finance. This could also be equated to approximately 60% in non-local financing and 10% in low-level non-governmental training. Furthermore, education in Sweden is largely paid for through increasing taxes (Galabawa, 2007).

In addition (Galabawa, 2007) argues that the coverage values that underpinned Sweden's education financing gadget in the 1960s to the 1970s can be summarized as stressing equity, brotherhood and democracy. However, because of the 1980s, some policy changes have been nearer to decentralization, productivity, and effectiveness. This was mainly due to the worsening macro-economic state of affairs (Macionis, 2011).

Indeed, the ideas of preference and allowing the enhanced space for the operation of the market mechanism have ended up with the hegemonic trend since 1991. Overall, school funding places great emphasis on the use of the voucher-like systems and the offer.

#### **2.4.2. Local Studies**

The primary education level is dealing with a lot and different difficulty that stops parents from making progress for their youth education in one manner or another. Especially urban in the village. However, father and a mother who are in a proper

economy can help individuals to gain an understanding of materials for their teenagers (pupils).

Further, this can furnish a larger national environment to improve the growth of the college student. It is true that high household income scholars' father and mother may be more likely to attend school than their counterparts, i.e. students from proper family income can readily go to college as they can get rid of a bicycle to school. Studies have shown that students whose father and father were in all probability, mothers are taught to enable their adolescents to be lucrative in their studies compared to young people whose father and mother are not educated.

A variety of studies have been performed in Tanzania that partner adequately and effectively manages teachers with the general results of students in domestic exams. Many reports and knowledge suggest that academic achievement is greatly affected by a number of management officials in Tanzania through the mode of instructional leadership. At institutional level, college management committees obtain and account for all free primary training resources, reinforce and enforce college plans, mobilize extra resources and put them into practice authorities policies and recommendations (MEoC, 2001).The head instructors bring all the stakeholders on board to make sure that pupils excel in country wide examination in order to get the restricted chances in secondary colleges (Abagi, and Odipo, 2000).

The best of the management and management furnished with the aid of the head instructors influences pupils' academic achievement. As enrolment increases, the head teachers are confronted with serious dilemmas in boosting college's performance in the countrywide examinations. The challenge of going for walks a school requires the head teacher to have an expert comp.

## **2.5. Conceptual Framework**

A conceptual framework is a research device meant to aid a researcher to improve recognition and grasp of the scenario beneath scrutiny and to communicate it. A conceptual framework is used in lookup to define possible courses of action or to

present a favored strategy to a thought or thought. According to Bogdan and Biklen(2003) a conceptual Framework is a fundamental shape that consists of positive summary blocks which characterize the observational, the experiential and the analytical/ synthetically factors of a method or machine being conceived. The interconnection of these blocks completes the framework for positive anticipated outcomes.

The conceptual framework comprises of the impartial variables also recognized as the exploratory variables and which are the presumed reason of the modifications in the established variable and the established variable also referred to as the criterion or predictor variable which the researcher desires to provide an explanation for (Kothari, 2006).

In this learn about the framework is based on the systems approach which relates the variables integral for the challenges going through services delivering of free education in Tanzania. The purpose of the learn about is to determine the challenges dealing with the turning in of free education in Tanzania, the place the perceived unbiased variables are deemed to have an impact on the handing over and implementation of free education.

The unbiased variables are the internal constraints going through the gadget of delivering and implementation of free education in Tanzania, this includes the grasp of the parents on the free primary education, the school infrastructures, teaching and learning materials, administration system and teacher to pupil ratio while the dependent variable is free primary education. The successful of delivering and implementation of free education in schools can be completed by elevated the above independent variables.

The authorities need to be ensured that all the referred to unbiased variables is appropriate in order to fulfill the aim of FPE policy. This can be completed by way of imparting training to education officers and the heads of the schools, this will



increase the effectiveness of educating and mastering and outcomes in multiplied educational performance (Kothari, 2006).The framework introduced in Figure 2.1.

### **2.5.1. Independent Variables**

#### **2.5.1.1 Perception of parents**

The perception of the parents to free primary education is still poor. Parents lack training about the notion and policy of imparting free fundamental education because parents consider that all facilities will be supplied free to their children. Parents agree with that even the exercise books for the pupils are free. Furthermore, the parents do sometimes refuse to make contributions to education of their children.

#### **2.5.1.2 Physical facilities and school infrastructures in primary schools**

The implementation of free primary education in Tanzania will be executed once the Physical amenities for example classrooms, desks, chairs, libraries and toilets will be supplied to the excessive fine in essential school. Since the authorities introduce the free essential education system, the quantity of students' enrolment in schools is expanding, but the current school facilities were once no longer improved or improved. It is generally agreed that the amenities have a direct contribution on exact overall performance amongst pupils. The bad investment on the school buildings, scarcity of enough services and a shortage of classrooms lead to poor nation of current school infrastructure due to lack of investment.

Obviously, the schools that had the fine facilities like libraries, laboratories and playing fields were amongst the schools which have an excellent performance in academics. When the number of pupils exceeds the trendy wide variety of pupils required per stream, all these instructions interferes with learners' sitting positions and make it tough for children to write, while teachers find it tough to pass spherical to help pupils work while the lesson is going on.

### **2.5.1.3 Availability of teaching materials**

There is a scarcity of teaching substances in many schools in Tanzania, the availability of textbooks and getting to know materials are the most constraining resource for academic quality, especially in Tanzania.

Teachers have a few reference books, teaching aids and the lack of classrooms, motive the implementation of free predominant schooling coverage to be difficult. In our primary schools few young people are furnished with a desk and chairs.

The government ought to make sure that these materials are handy in all major schools in Tanzania, since it has implications for immediate exceptional improvements in the instructional system. Under the FPE policy the authorities need to continue to supply textbooks for all public major college students each year. These are textbooks for each core subject: Kiswahili, English, Math, Science and Social Studies. The policy provision of textbooks is widely considered as one of the policy 's essential achievement. The government implemented a formular for the disbursement of fund for Free Primary Education mainly funds for educating materials. Under this new formula, faculties which had fewer textbooks per pupil (which supposed extra pupils sharing per textbook) were to receive larger amounts of money than these schools that had greater textbooks (less students sharing a book).

### **2.5.1.4 Primary Education Administration System**

The lack of tips and the knowledge on the free fundamental education coverage or concept amongst the District Education Officers (DEO) and Municipal Education Officers (MEO) are among the challenges dealing with the delivery of free important school. In addition, in an effort to manage the unethical provide of academic materials, schools are required to purchase these materials from accredited booksellers. Moreover, the DEOs and MEOs are required to reveal schools in their areas to ensure the prudent use of teaching and learning materials.

#### **2.5.1.5 Teacher to pupil ratio**

The introduction of free primary education led to a big extend in enrolment which logistical challenges. A find out about by MOEVT (2015) confirmed that in some districts, mainly these in high achievable and urban teachers had to provide education to class sizes of one hundred students and more while in different districts, class sizes could be less than 15 in a class.

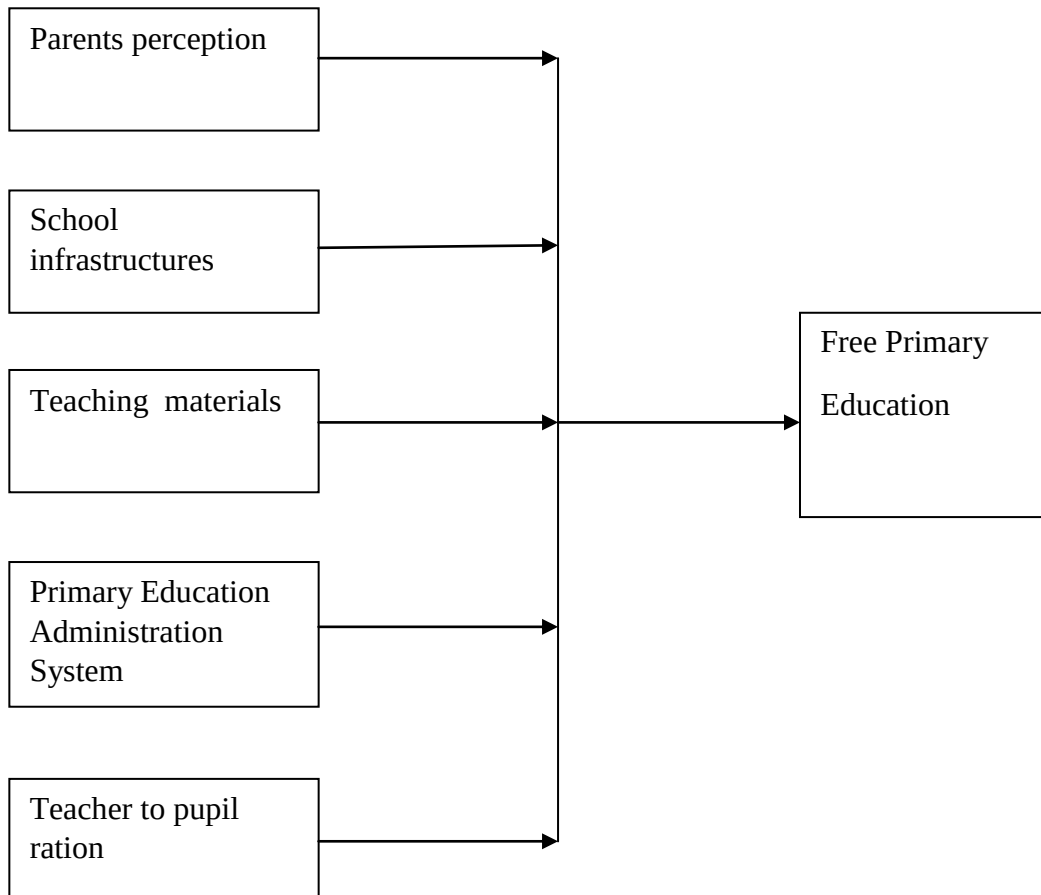
In rural areas the ratio of teachers to student is very high therefore the teachers are overworked and lack ample time to put together their work.

#### **2.5.2 Dependent Variables**

##### **2.5.2.1 Free Primary Education**

Much attention has been paid to free primary education gadget in Tanzania and via literature in the current decades. People in the area have used each attitudinal and behavioral measures to define and for their young people get free education. In this study in order to obtain the implementation of Free Primary education policy the government must make sure all independent variables defined in the plan have been solved.

**Figure 2.1 Conceptual Framework diagram**



**Source:** researcher (2019)

From the above model indicates that the dependent variable is free foremost education, Which is the variable of essential interest, in which the variance is attempted to be explained by means of the 5 impartial variables of school infrastructures, instructing materials, Administrative system, Teacher to pupil ratio and parents perception on the free primary education policy.

Also, from extraordinary literature, this study explored that administrative gadget incorporate some variables such as suitable overall performance and managerial skills which play a massive role in the fulfillment of the free fundamental education in Tanzania. While the teacher to pupil ratio have to be according to popular rates. The pupils enrolled in schools must be equivalent to measurement of classes, number

of teachers and teaching facilities. On the different side the teaching substances incorporate the availability of textbooks and availability of ample teaching useful resource material. All these collectively enable the students to receive an exact education which was targeted in the FPE policy.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology introduces the amount of systematic measures generally taken alongside the logic behind them in evaluating the study problem (Kothari, 2006).

This section provides the methodology used during the research to lookup. The main sections covered in this stage include: research design, region discovery, population study, investigation units, samples Size and sampling techniques, information types and sources, processes for collecting statistics, reliability and validity, evaluation documents, barring the forgetting of research ethics.

#### **3.2 Area of Study**

The survey conducted in Tunduma town council. The investigator decided to pick this area (Tunduma Town Council) because of the convenience and effortlessness of getting admission to facts as well as obtaining data at a decreased moment and price as a case to learn about the area. In addition, the Tunduma Town Council found that the investigator could collect data corresponding to the selected the name of the study. The convenience may be one of the justifications for choosing the study area as well as respondents for the research, according to Kothari (2004).

#### **3.3 Research Design**

Kothari (2009) defined a lookup design as a combination of collection stipulations and data analysis in a way that seeks to combine significance for the purpose of studies. A descriptive method is adopted in this research.

A descriptive research is extra-formalized and usually organized with hypotheses that are really observed or questions of inquiry. So, the strategy of this learning is a case study that involved finding out about one unit of knowledge among the

population and selecting the scientist to use this design because of the restricted moment given these can help her to finish her job on time (Krishnaswami, 2003).

### **3.4 Target Population**

Population refers to a whole team of persons or factors that have at least one element in common. Also refers to the larger group from which a sample is taken (Orodho, 2003).

A population can additionally be described as together with all humans or gadgets with the attribute one desire to understand. Therefore, these are unique respondents who were once concerned in the study; key informants in were the head teachers, pupils, parents, education officers and other stakeholders in education from Tunduma Town Council.

### **3.5. Units of Inquiry**

This study has two gadgets of inquiry. These have been identified to encompass the Education officers and the 2d crew consists of the parents, students and instructors from primary schools.

### **3.6 Sample and Sampling Procedure**

A sample is a smaller group or subgroup received from the reachable populace (Mugenda, and Mugenda, 2000)

This subgroup is cautiously selected to be representative of the entire populace with the relevant characteristics. According to Kombo and Tromp (2006). Sampling is a technique of deciding on a wide variety of folks or objects from a population such that the chosen team includes elements representative of traits observed in the entire group.

### 3.6 1 Sample Size

The pattern size neither be excessively large nor too small. It must be optimized. An optimal pattern is the one which fulfills the requirements of efficiency, respective, reliability and flexibility (Kothar , 2009)

**Table 3.1 Sample size**

| S/N          | Department/Category        | Sample Selected |
|--------------|----------------------------|-----------------|
| 1            | Head Teacher               | 5               |
| 2            | Teachers                   | 70              |
| 3            | Parents                    | 30              |
| 4            | District Education Officer | 15              |
| <b>Total</b> |                            | <b>120</b>      |

**Source:** Researcher, 2019

### 3.6. 2 Sampling Methods

Sampling is a manner of deciding on a given number of representatives of the target population or the universe in such a way that they represented all attributes of the population. In this study two techniques used to be employed for the sampling procedure which are simple random sampling and purposive sampling.

Simple random sampling was once used for teachers and students in which respondents represent a populace which used to be selected randomly all having equal possibilities of being selected. To avoid bias, the researcher determined to put together a paper cut via which human beings who obtain strange numbers used to be chosen and those who pick even numbers used to be not chosen to participate in the study.

Purposive sampling was used for 15 education officers, 5 head of faculties who are selected through a researcher who have a ride with the learn about theme and these who are approachable. To reap this, the researcher employs judgmental sort of purposive sampling in which the researcher used her judgment to choose a sample of the respondent's representative of the focused population.



### **3.7 Data Collection Method and Approach**

The following methods were used in the whole process of collecting data.

#### **3.7.1 Primary data**

Data collected for a specific purpose by the investigator herself. For example, data collected by way of a scholar for her thesis or research challenge is the information acquired for the first time (Krishnaswami, 2003). In this study a primary information was collected through the tools which will be discussed below.

##### **3.7.1.1. Interviews**

Interviews are mostly useful in getting the tale behind a participant's experience. The interviewer may investigate in-depth facts about the topic. For instance, interviews can be useful to further investigate their responses as a follow-up to favourable questionnaire respondents (McNamara from 2001).

In this research, the researcher chooses to use direct or face-to-face interview as a consequence of the fact that the researcher can acquire an instant reaction from the achievable individuals through this method and thus attain their cooperation. Direct interview also enables the researcher provide clear, ambiguous answers and, where needed, pursue follow-up information.

##### **3.7.1.2 Questionnaires**

According to (Mugenda & Mugenda, 2000), a questionnaire is simpler to administer, less expensive, and provides a greater reaction depth. These are issues that have been established by using the scientist to collect the respondents ' documents. Both open and closed ended issues were created and circulated by educational officers, teachers, to 120 people from the Tunduma Town Council.

### **3.7.1.3 Participatory observation**

While learning about a scientist, observe and be conscious of some difficulties and actions in switching to the day-to-day basis of the most significant free education in Tanzania. This action helps the researcher to obtain more records that the respondents cannot give or hide through interviews and questionnaires.

The investigator looks at how the infrastructure of the school buildings has been improved, the books can be reached as beautifully as the teaching aids on hand, given that a researcher was showing up bodily in outstanding workplaces and she was once noted a lot of stuff.

### **3.7.2 Secondary Data**

These are the records that have been collected and released by using some other writer. These facts are usually free or cheaper to accomplish and can serve as a solid foundation for any research project. Secondary facts have been accumulated in this research.

#### **3.7.2.1 Documentary Review**

In this situation, the investigator was handed over through all the archives considered applicable to the research; such files protected dissertations, published newspapers, books, newspapers and magazines, net fabric, and so on. Once upon a time, information and records from these sources were very useful for the researcher to enrich and compliment the statistics and information received from the main sources.

The documentary review can also be beneficial because, most of the information contained in it, is the records which is already been analyzed and for this reason the researcher takes a little time to analyze the statistics obtained.

### **3.8 Data Analysis**

Data analysis used to be used to produce the findings and results of the study. All information used to be analyzed by way of summing-up all the responds for every man or woman query and in desk format. The term analysis refers to the computation of positive measures along with looking for patterns of relationship that exist between data-groups. Thus, in the manner of analysis, relationships or differences assisting or conflicting with authentic have to be subjected to statistical assessments of significance to decide with what valid statistics can be said to indicate any conclusion (Kothari, 2004).

Therefore, Data evaluation involves organizing records and breaking it down into effortless understood components which was ordered and presented in a structure that can allow the researchers in answering the research questions. The find out about includes quantitative and qualitative techniques of information evaluation all solutions for open-ended query used to be grouped collectively in case they have similarities and, in a table, too. The find out about tried to be seeking for relationships between such themes and arrived at implications for FPE policy.

### **3.9 Data Reliability and Validity**

According to Joppe (2000) reliability is defined as "the extent to which consequences are constant over time and an accurate representation of the complete population below find out about and if the effects of a study can be reproduced below a similar methodology, then the lookup instrument is viewed to be reliable.

This was based totally on how the outcomes are truth and reflected to the things discussed. In order to attain this quite a number of measures was directed towards Tunduma Town Council and their body of workers such measures are to enhance verbal exchange through the use of the questionnaire designed in English.

More over the questionnaire and the information for the interview used to be distributed to respondents from Tunduma Town Council in the education sector early and respondents can have sufficient time to examine. This made them to be conscious on the count beneath the find out about and in all likelihood provide more desirable solutions for the study.

### **3.10 Research Ethics**

Any kind of lookup need to be guided by way of the principles of recognize for people, beneficence, and justice. He considered that recognize for human beings is the focus of participants' rights, including the right to be knowledgeable about the study, the proper to freely figure out whether or not to take part in a study, and the right to withdraw at any time without penalty (Churchil et al , 2011).

In this light, anybody who enters into lookup endeavors desires to adhere to moral obligations. In consideration of the significance of being ethical, the researcher adheres to the following:

- i) The researcher secures the research clearance structure from Mzumbe University, whereby researcher's introductory letters, which explains the motive of the research study, used to be granted earlier than the visit.
- ii) Researcher request for lookup permit from Tunduma Town Council earlier than starting accumulating data.
- iii) In the school of the study, researcher request permission from the head of the schools earlier than conducting the study.
- iv) The informant's consent is paramount and was once informed of the cause of the study before record collection process.
- v) The actual name of the informant used to be now not blanketed in the report, purposely in order to ensure confidentiality.
- vi) Voluntary participation-the researcher ensures that participants was once no longer compelled into collaborating in research.

vii) The arrangement was once made with respondents thru bodily visits before information collection process. On this prior arrangement, the researcher and the respondents agreed on the days and time for the statistics series process

## **CHAPTER FOUR**

### **PRESENTATION OF THE RESEARCH FINDINGS**

#### **4.1. Introduction**

This chapter presents the research findings on the challenges facing delivery of free primary education in Tanzania, Tunduma Town Council as the case study. The research findings have been obtained from the field using different tools which included the interview, questionnaire, documentary review and observations. The findings were presented using the statistical methods which involve the use of frequencies in percentages presented in a table.

#### **4.2 Respondents Profile**

The profile of the respondents has been presented in this part as obtained from the field. The data collection captured some characteristics of the respondents in order to allow the researcher to compare or discover trends between different characteristics of the respondents. Furthermore, some characteristics of the respondents were captured in order to justify the validity of the collected information. The variables considered in the profile are gender, age, marital status and educational level.

##### **4.2.1 Respondents by Gender**

This question aimed at establishing if all sex participated in the study during the process of data collection as every sex has potential information to share with the researcher.

This study came up with the following results. Out of 120 respondents who participated in this study, 56(46.67%) were male and 64 (53.33%) were female. The majority of the respondents in this study were female. The data have been presented in table 4.1 below

**Table 4.1.Respondents by Gender**

|                    | Valid |        | <b>Total</b> |
|--------------------|-------|--------|--------------|
|                    | Male  | Female |              |
| Frequency          | 56    | 64     | <b>120</b>   |
| Percent            | 46.67 | 53.33  | <b>100</b>   |
| Cumulative percent | 46.67 | 100    |              |

**Source: Field Data, (2019)**

This result correlates with that of Lema (2013) whereby gender issue was realized to avoid gender biased such as involving only male alone or female alone were male occupied 80% and 20% for female, it has been revealed that both male and female were involved though female dominated the number of respondents. Gender is very important.

#### **4.2.2 Age of respondents**

Table 4.2 shows that 23(19.17%) of the respondents were of age between 20 to 30 years, 47(39.17%) of the respondents were of age between 31 to 41 years, 31(25.83%) of the respondents were of age between 42 to 52 years, and 19(15.83%) are above 53 years. This shows that majority of the people who are parents and staffs who are working in education section having an age above 31 years.

The results also indicate that having the aged group between 35 and above is a good thing at Tunduma Town Council because youths are continuing learning from these elders. These results are in connection with the results obtained by Surbhi, (2016).

**Table 4.2 Age of respondents**

|              | Valid        |             |             |               | <b>Total</b> |
|--------------|--------------|-------------|-------------|---------------|--------------|
|              | 20 - 30years | 31- 41years | 42- 52years | Above 53years |              |
| Frequency    | 23           | 47          | 31          | 19            | <b>120</b>   |
| Percent      | 19.17        | 39.17       | 25.83       | 15.83         | <b>100</b>   |
| Cumulative % | 19.17        | 58.34       | 84.17       | 100           |              |

**Source: Field Data, (2019)**

#### 4.2.3 Level of education

This question aimed to show the education level of respondents for every respondent had to have his/her education level known since the study needed a person with relevant professional expertise to provide reliable findings.

The general qualification of the respondent was as follows, 23(19.17%)respondents having a below certificate education,42(35%)respondents having certificate education,26(21.66%) respondents having diploma education,17(14.17%) respondents having first degree and 12(10%) respondents have an education above first degree. Therefore, the majority of the respondents having an education above a certificate level.

The study shows that many respondents are under the category of diploma and below diploma level. This shows that the staff employed at Tunduma Town Council has an adequate skill and knowledge in providing an education to Primary schools. But also the study revealed that having people with different education level within the organization brings the balance in undertaking activities, this is the reason for the presence of staffs with diploma and certificate levels.

Shateri (2016) recommend that if the personnel lack adequate knowledge on the relevant field being carried out, and the general knowledge on their jobs; the organization will be in a very high probability of risk occurrence. Having the balanced education level among key officials enable the institution to tackle the expected and actual exposures effectively.

**Table 4.3 Level of Education**

|              | Valid             |             |         |              |                             | Total |
|--------------|-------------------|-------------|---------|--------------|-----------------------------|-------|
|              | Below certificate | Certificate | Diploma | First degree | Above1 <sup>st</sup> degree |       |
| Frequency    | 23                | 42          | 26      | 17           | 12                          | 120   |
| Percent      | 19.17             | 35          | 21.66   | 14.17        | 10                          | 100   |
| Cumulative % | 19.17             | 54.17       | 75.83   | 90           | 100                         |       |

**Source: Field Data, (2019)**



#### 4.2.4 Work Experience

This question aimed to know the relevant number of years that workers have been working in the organization as knowing the number of years will help to know to what extent these workers had enough experience on the performed work. The respondents provided information about their experience in the education sector.

The findings are provided in table 4.4 below. Out of 90 respondents(excluding the parents) who are not working directly in education sector 12(13.33%) of the respondents have been working in education sector for less than 1 year,27 (30%) respondents have a working experience between 1 to 6 years in education sector. While 32(35.56%) %) respondents have a working experience between 7 to 12 years in education sector and 19(21.11%) respondents have a working experience between above 12 years in education sector, These findings imply that the respondents are knowledgeable and are experienced in education sector,

**Table 4.4: Work experience of the respondents**

|                 | Valid       |               |            |                   | Total      |
|-----------------|-------------|---------------|------------|-------------------|------------|
|                 | Below 1year | 1– 6<br>years | 7-12 years | Above 12<br>years |            |
| Frequency       | 12          | 27            | 32         | 19                | <b>90</b>  |
| Percent         | 13.33       | 30            | 35.56      | 21.11             | <b>100</b> |
| Cumulative<br>% | 13.33       | 43.33         | 78.89      | 100               |            |

**Source: field data, (2019)**

The findings show that most of the workers from the respondents had a working experience of more than 4 years in a Non-government organization, meaning they had enough exposure and experience in the functions which they were performing. If workers possess enough experience, they can perform their work with greater efficiency.

This is supported by Maloni (2000) who argues that work experience equips one with certain soft skills such as team working, communication skills and commercial awareness all of which are sought after by employers especially at graduate levels.

### 4.3 Data analysis in relation to specific objective

The first objective of the study is to assess the challenges facing delivery of free primary education

#### 4.3.1 Challenges facing delivery of free primary education

##### 4.3.1.1 Funds disbursed to school for learning materials is sufficient

This question aimed to know whether the funds disbursed by the government to school for learning and teaching materials are sufficient or not.

During a study the researcher reveals that 37 (30.83%) respondents strongly disagreed the statement, 29 (24.17%) respondents were disagree if funds disbursed by the government to school for learning and teaching materials is sufficient, 14 (11.67%) respondents were neutral while 19 (15.83%) respondents agreed that funds disbursed by the government to school for learning and teaching materials is sufficient and 21 (17.5%) respondents wstrongly greed that the funds disbursed by the government to school for learning and teaching materials is sufficient according to number of students based in each school.

**Table 4.5 Funds disbursed to school for learning materials is sufficient**

| Response                 | Frequency  | Percentage (%) | Cumulative % |
|--------------------------|------------|----------------|--------------|
| <b>Strongly disagree</b> | 37         | 30.83          | 30.83        |
| <b>Disagree</b>          | 29         | 24.17          | 55           |
| <b>Neutral</b>           | 14         | 11.67          | 66.67        |
| <b>Agree</b>             | 19         | 15.83          | 82.5         |
| <b>Strongly agree</b>    | 21         | 17.5           | 100          |
| <b>Total</b>             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

#### 4.3.1.2 Poor administration of leaders (education officers)

This question aimed to know whether there is a good and strong administration of education officers who are the administrator and supervisors of education system in the districts.

Findings shows that 39(32.5%) of respondents strongly agreed that the administration is poor and did not supervise well the implementation and policies of free primary education.32 (26.67%) respondents was agreed that the administration is poor and did not supervise well the implementation and policies of free primary education.13 (10.83%) respondents was neutral on the question which was based to understand the quality of the administration of leaders while 15(12.5%) of the respondents strongly disagree that the administration is poor and did not supervise well the implementation and policies of free primary education and 21(17.5%) respondents disagree that the administration is poor and did not supervise well the implementation and policies of free primary education.

**Table 4.6 Poor administration of leaders (education officers)**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 15         | 12.5           | 12.5         |
| Disagree          | 21         | 17.5           | 30           |
| Neutral           | 13         | 10.83          | 40.83        |
| Agree             | 32         | 26.67          | 67.5         |
| Strongly agree    | 39         | 32.5           | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

***Source: Field Data, (2019)***

From the study, the majority of the respondents accepted that the administration is poor and does not supervise well the policies and implementation of free primary education. The head teachers bring all the stakeholders on board to ensure that pupils

excel in national examination in order to get the limited chances in secondary schools (Abagi,2000).

The quality of the leadership and management provided by the head teachers influences pupils' academic achievement. As enrolment increases, the head teachers are faced with serious dilemmas in boosting school's performance in the national examinations. The task of running a school requires the head teacher to have professional skills to be able to set achievable goals.

#### **4.3.1.3 Shortage of teaching and learning materials**

This question aimed to know whether the teaching and learning materials are enough in primary schools.

The study revealed that 22(18.34%) respondents strongly disagreeing, 13(10.83%) respondents disagree,17(14.17%) respondents were neutral while 37(30.83%) respondents strongly agreed that there is a shortage of teaching and learning materials in primary school even if the implementation of FPE policy is done and 31(25.83%) respondents were agreed that there is a shortage of teaching and learning materials in primary school

**Table 4.7 Shortage of teaching and learning materials**

| Response                 | Frequency  | Percentage (%) | Cumulative % |
|--------------------------|------------|----------------|--------------|
| <b>Strongly disagree</b> | 22         | 18.34          | 18.34        |
| <b>Disagree</b>          | 13         | 10.83          | 29.17        |
| <b>Neutral</b>           | 17         | 14.17          | 43.34        |
| <b>Agree</b>             | 31         | 25.83          | 69.17        |
| <b>Strongly agree</b>    | 37         | 30.83          | 100          |
| <b>Total</b>             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

#### **4.3.1.4 Teachers to pupil's ratio**

This question aimed to know whether the number of student's enrolment in school is equivalent to the number of teachers who are in a certain school.

The study revealed that 51(42.5%) respondents strongly disagree that the students enrolment to school is equivalent to the number of teachers, 23 (19.17%) respondents disagree that the students enrolment to school is equivalent to the number of teachers, 2(1.67%) respondents were neutral while respondents 19(15.83%) were agreed that the students enrolment to school is equivalent to the number of teachers and 25(20.83%) respondents strongly agreed that the students enrolment to school is equivalent to the number of teachers.

From the above results majority of the respondents provide some blames to the Government because they allowed enrolling many students in primary school while the number of teachers is not enough or equivalent to the students enrolled.

**Table 4.8 Teachers to pupils ratio**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 51         | 42.5           | 42.5         |
| Disagree          | 23         | 19.17          | 61.67        |
| Neutral           | 2          | 1.67           | 63.34        |
| Agree             | 19         | 15.83          | 79.17        |
| Strongly agree    | 25         | 20.83          | 100          |
| <b>Total</b>      | <b>120</b> | <b>100</b>     |              |

**Source: Field Data, (2019)**

Teachers working in situations where the teacher-student ratio is high are expected to be overworked and lack enough time to prepare their work-in Tanzania The Ministry of Education and Vocational Training recommended the teacher-pupil ratio in a class in primary schools should be 1:45. Further recommendations indicated that when there are a few pupils in a class, multi-grade teacher was recommended while in cases where there are more than 45 pupils in a class, shift teaching should be applied (Huha, 2003).

#### 4.3.1.5 Physical facilities are adequate for the process of learning

This question aimed to know the condition of the primary schools, since the Government introduced the Free Primary Education policy, the facilities in our primary schools are adequate or not.

The findings reveal that 32 (26.67%) respondents strongly disagreed with the statement, 39(32.5%) respondents were disagreeing if Physical facilities are adequate for the process of learning in primary schools, 9 (7.5%) respondents were neutral while 17 (14.17%) respondents agreed that Physical facilities are adequate for the process of learning and 23 (19.16%) respondents strongly agreed that the Physical facilities are adequate for the process of learning

**Table 4.9: Physical facilities are adequate for the process of learning**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 32         | 26.67          | 26.67        |
| Disagree          | 39         | 32.5           | 59.17        |
| Neutral           | 9          | 7.5            | 66.67        |
| Agree             | 17         | 14.17          | 80.84        |
| Strongly agree    | 23         | 19.16          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

#### 4.3.2 The roles of government in regards to sustainability of the free primary education in Tanzania

##### 4.3.2.1 Funds are disbursed not in time by the government to schools

This question aimed to know whether the government disbursed the funds to schools in time or not.

Findings show that 24(20%) of respondents strongly agreed that the funds are disbursed not in time by the government to schools, 41 (34.16%) respondents agreed that the funds are disbursed not in time by the government to schools. 30 (25%) respondents did not say anything (neutral) on the question which was based to understand the time when the funds are disbursed to schools by the Government.

While 11(9.17%) of the respondents strongly disagree and 14 (11.67%) respondents disagree on the statement and said that the funds are disbursed in time by the government to schools.

The finding reveals that the majority of the respondents explain and states that the funds is disbursed not in time by the government to schools.

**Table 4.10 Funds are disbursed not in time by the government to schools**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 11         | 9.17           | 9.17         |
| Disagree          | 14         | 11.67          | 20.84        |
| Neutral           | 30         | 25             | 45.84        |
| Agree             | 41         | 34.16          | 80           |
| Strongly agree    | 24         | 20             | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

#### **4.3.2.2 Governments ensure that the FPE policy is supervised well**

On this particular area the respondents were asked if the government ensure that the FPE policy is well supervised or not. Findings shows that 26(21.67%) of respondents strongly agreed that the policy of FPE is well supervised and implemented in all primary schools.19 (15.83%) respondents agreed that the policy of FPE is well supervised and implemented in all primary schools.22 (18.33%) respondents were neutral on the question, While 29(24.17%) of the respondents was strongly disagree and 24(20%) respondents disagree that the policy of FPE is well supervised and implemented in all primary schools.

From the above results majority of the respondents strongly agreed that the policy of FPE is well supervised and implemented in all primary schools.

**Table 4.11 Governments ensure that the FPE policy is supervised well**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 29         | 24.17          | 24.17        |
| Disagree          | 24         | 20             | 44.17        |
| Neutral           | 22         | 18.33          | 62.5         |
| Agree             | 19         | 15.83          | 78.33        |
| Strongly agree    | 26         | 21.67          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

#### 4.3.2.3 Teachers are well motivated through FPE system

After learning that the number of students in schools is increased since the government introduce the FPE. The researcher wanted to know more if the teachers also are motivated or not due to these over enrolments of students.

The results show that 41 (34.17%) respondents strongly disagree that the teachers are not motivated even if the number of students increased in their schools, and 32(26.67%) respondents disagree on it and said the number of students increased, the workload also increased but the teachers are not yet motivated, 26(21.66%) would not respond to it and remained neutral. Also 9(7.5%) respondents strongly agreed and said that the teachers are well motivated through FPE system and 12(10%) respondents agreed on it.

**Table 4.12 Teachers are well motivated through FPE system**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 41         | 34.17          | 34.17        |
| Disagree          | 32         | 26.67          | 60.84        |
| Neutral           | 26         | 21.66          | 82.50        |
| Agree             | 12         | 10             | 92.5         |
| Strongly agree    | 9          | 7.5            | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*



#### 4.3.2.4 Through FPE the number of teachers increased in schools

Under this question the respondents were required to give their views if the number of teachers has increased or not because the number of students has been increased since the introduction of FPE

Findings shows that 4(3.33%) of respondents strongly agreed that the number of teachers in primary schools has been increased through free primary education system introduced,13 (10.83%) respondents agreed that the number of teachers in primary schools has been increased through free primary education system introduced.28 (23.33%) respondents were neutral on the question which was based to understand if the number of teachers has increased or not because the number of students has been increased since the introduction of FPE,while 46(38.34%) of the respondents strongly disagree and 29(24.17%) respondents disagree and said that the number of teachers was not increased even if the number of students was increased.

From the study majority of the respondents strongly disagreed that the number of teachers was not increased even if the number of students has been increased since the introduction of FPE.

**Table 4.13 Through FPE the number of teachers increased in schools**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 46         | 38.34          | 38.34        |
| Disagree          | 29         | 24.17          | 62.51        |
| Neutral           | 28         | 23.33          | 85.84        |
| Agree             | 13         | 10.83          | 96.67        |
| Strongly agree    | 4          | 3.33           | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

**Source: Field Data, (2019)**

**Table 4.14 FPE funds to the school are disbursed efficiently**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 22         | 18.33          | 18.33        |
| Disagree          | 18         | 15             | 33.33        |
| Neutral           | 36         | 30             | 63.33        |
| Agree             | 19         | 15.84          | 79.17        |
| Strongly agree    | 25         | 20.83          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

**Source: Field Data, (2019)**

The results above show that, 22(18.33%) of the respondents strongly disagreed that the FPE funds to the school is disbursed efficiently, 18(15%) of the respondents were disagreed that the FPE funds to the school is disbursed efficiently, 36 (3%) respondents are neutral on the question which was based to understand if the FPE funds to the school are disbursed efficiently

Furthermore 19(15.84%) of the respondents agreed that the FPE funds to the school is disbursed efficiently and 25 (20.83%) of the respondents strongly agreed that the FPE funds to the school is disbursed efficiently.

The interview with Head of the schools and District education Officers the researcher revealed that the funds is disbursed in different dates not in constant date depends on the monthly of disbursement.

### **4.3.3 The impact of availability of adequate classrooms as school infrastructure on high student enrolment**

#### **4.3.3.1 Physical facilities are adequate for the process of learning**

On this particular area the respondents were asked to give out their view on how the physical facilities are adequate for the process of learning to students.

Back to findings researcher reveals that 27 (22.5%) respondents strongly disagree the statement, 31(25.83%) respondents disagree and they are stated that the physical facilities are not adequate for the process of learning to students, 21(17.5%)

respondents were neutral while 18(15%) respondents agreed that the physical facilities in primary school are adequate for the process of learning to students and 23(19.17%) respondents strongly agreed that the physical facilities in primary school are adequate for the process of learning to students

Ngugi (2003) agrees that physical assets have a lot to do with moral education; that it is a fact that attractive environments lift the human spirit. That, it would be easier for a teacher in a neat, well-built school with adequate facilities, well trimmed grass, flowers and trees to encourage aesthetic aspects like beauty, joy, peace and general values such as tidiness, generosity, than a teacher in a poor and ugly environment.

**Table 4.15 Physical facilities are adequate for the process of learning**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 27         | 22.50          | 22.50        |
| Disagree          | 31         | 25.83          | 48.33        |
| Neutral           | 21         | 17.50          | 65.83        |
| Agree             | 18         | 15             | 80.83        |
| Strongly agree    | 23         | 19.17          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

**Source: Field Data, (2019)**

#### **4.3.3.2 Good classrooms facilitate the process of teaching and learning**

This question aimed to know whether good classrooms in the primary schools facilitate the process of teaching and learning to teachers and students.

Back to findings researcher reveals that 17(14.17%) respondents strongly disagree with the statement, 24(20%) respondents disagree and they are stated that good classrooms facilitate the process of teaching and learning, 26(21.67%) respondents were neutral while 33(27.50%) respondents agreed that good classrooms facilitate the process of teaching and learning and 20(16.66%) respondents strongly agreed that good classrooms facilitate the process of teaching and learning.

According to Blatchford (2003) large classes inevitably affect adversely teachers' professional satisfaction and enthusiasm of teaching, a small class does not necessarily make a bad teacher become better. It will only make the teacher more effective. To Blatchford et al effective teaching may be possible in large classes as well, but this may come at some additional cost to the teacher such as working much harder to ensure that pupils get what they need in terms of learning.

**Table 4.16: Good classrooms facilitate the process of teaching and learning**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 17         | 14.17          | 14.17        |
| Disagree          | 24         | 20             | 34.17        |
| Neutral           | 26         | 21.67          | 55.84        |
| Agree             | 33         | 27.50          | 83.34        |
| Strongly agree    | 20         | 16.66          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

**Source: Field Data, (2019)**

#### **4.3.3.3 The number of classes' equivalents to pupils**

This question aimed to know whether the number of classes in our primary school is equivalent to the pupils's enrollment in the school? The increase in student enrolment as a result of FPE has had huge consequences for schools in terms of classes.

Findings shows that 21(17.50%) of respondents strongly agreed that the number of classes in the primary school is equivalent to students enrolled,16 (13.33%) respondents agreed that the number of classes in the primary school is equivalent to students enrolled,32 (26.67%) respondents were neutral on the question which was based to understand if the number of classes in the primary school is equivalent to students, while 27(22.50%) of the respondents strongly disagree and 24(20%) respondents disagreed that the number of classes in the primary school is equivalent to students.

From the study majority of the respondents strongly disagreed that the number of classes in the primary school is not equivalent to students.

**Table 4.17 The number of classes equivalents to pupils**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 27         | 22.50          | 22.50        |
| Disagree          | 24         | 20             | 42.50        |
| Neutral           | 32         | 26.67          | 69.17        |
| Agree             | 16         | 13.33          | 82.50        |
| Strongly agree    | 21         | 17.50          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

#### **4.3.3.4 Poor school buildings infrastructures**

Under this question the respondents were required to give their views if the School have good or poor school building infrastructures.

**Table 4.18 Poor school buildings infrastructures**

| Response          | Frequency  | Percentage (%) | Cumulative % |
|-------------------|------------|----------------|--------------|
| Strongly disagree | 33         | 27.50          | 27.50        |
| Disagree          | 29         | 24.17          | 51.67        |
| Neutral           | 16         | 13.33          | 65           |
| Agree             | 23         | 19.17          | 84.17        |
| Strongly agree    | 19         | 15.83          | 100          |
| Total             | <b>120</b> | <b>100</b>     |              |

*Source: Field Data, (2019)*

Findings show that out of 120 respondents 33(27.50%) strongly disagreed that the school have poor buildings infrastructures, 29 (24.17%) also disagree that the school have a poor building infrastructures, on the other side 19(15.83%) strongly agreed and 23(19.17%) agreed while the rest 16(13.33%) were neutral on the statement. The study reveals that the building in primary school is still having a poor infrastructure.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

This chapter intends to bring a discussion on the analysis findings concerning with challenges facing delivery of free primary education in Tanzania. The study was covered the teachers from different primary school, the parents and District education officers who have worked in the education department at Tunduma District Council.

#### **5.2. Discussion of the findings on respondent's profile.**

The findings during this study unconcealed that in terms of Sex most of the respondents were females whereas the males were fewer. As the number of the females is more compared to the number of the males this confirms that in the education department in Tanzania many female are interested to work on it compared to male.

In this study just in case of education level most of the employees at Tunduma District Council were educated to some extent as they were having educational activity, thus are knowledgeable enough on most ideas that they were asked associated with the study. Basing on associate interviews with them it absolutely was unconcealed that the majority of them have a primary education and on top of. Out of one hundred and twenty (120) sample taken during this study, 90(teachers and education officers) having lecturer's certificates.

Knowledge comes from the sure skilled somebody belong from the education level that acquire by the time, thus employees they need data on the bases of veteran sensible works of the organization performs totally different functions (Lapide, 2007).

Basing on the age of the respondents during this study the bulk has associate age of maturity, so they need an honest higher cognitive process on the queries that was asked to them.

Furthermore, in terms of operating expertise during this study, the findings show that the majority of employees are within the Education for a few years, so they are veteran enough with totally different functions during this department.

Being within the sure field as for a few years, whereas conducting totally different work and a few activities in the department helps to extend the potency of performing arts these work not solely efficiency, however additionally the competency in performing such work may be raised as employees continue in performing different works in the organization (John, 2000).

### **5.3 The Extent to that FPE has been achieved**

The analysis findings that the policy of free primary education in Tanzania are enforced and achieved to some extents, the government pay out fund to school as a pupil's capitation depends on the amount of students presents within the school, however the matter is, these fund generally wasn't disbursed on time and not with efficiency to varsities,

Apart from that through Free Primary Education implementation the number of pupils has been multiplied in schools, however the government in some space didn't increase the number of buildings and alternative facilities for learning and teaching. The number of scholars registered multiplied, however the speed of accelerating the number of buildings for instance toilets, classes is simply too low.

The findings reveal that teachers don't seem to be well driven. There's no wage progressive moreover because the rate of them to alter their job grade is simply too slow and it takes a protracted amount of your time for teachers to shift from one

grade to a different grade. The majority of the teachers throughout the study weren't happy with the current system.

Furthermore, the study reveals that in school there's a shortage of teaching and learning materials. The amount of learning books for school pupils doesn't cowl all the pupils in categories, this cause one pupil to share books with four to five pupils.



## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

The last chapter provides the summary of the study based on the views expressed by the respondents, the conclusion of the study and recommendation of the study. Finally, the chapter offers the recommendation for additional studies.

#### **6.2 Summary of the Major Findings**

The study used a case study design on assessing the challenges facing delivery of free primary education in Tanzania. It used a sample of 120 respondents from the primary teachers, parents and an Education Officer. The data were collected through questionnaires, interviews, observation and documentation. The collected information was analyzed qualitatively and quantitatively.

The general objective of the study was to assess the challenges facing delivery of free primary education in Tanzania. While the specific objectives of the study are to evaluate the challenges facing delivery of free primary education system in Tanzania and the roles of Government in regards to sustainability of the free primary education in Tanzania and to establish the impact of availability of adequate classrooms as school infrastructure on high student enrolment due to introduction of Free Primary Education in Tunduma Town Council.

Researcher reveals that the delivering of free primary education in Tanzania has got many challenges. Furthermore, the Government of Tanzania through The Ministry of Education and Vocational Training play a big role to overcome those challenges arising during the implementation of Free Primary Education in Tanzania.

### **6.3 Conclusion**

Based on the research findings, it can be concluded that free primary education delivering system in Tanzania has got many challenges during its implementation especially in the rural areas, Some of these challenges are the shortage of staff/teachers, poor building infrastructures, The number of students enrolled to increase while the number of classes is still constant, teachers are not motivated etc.

### **6.4 Recommendation**

Based on the findings and the conclusion of the study the researcher recommends the following:

#### **6.4.1 To the government and policy makers**

The study recommends that the government should ensure that the aims of providing a free primary education in Tanzania is achieved, by increasing the number of teachers, improving the building, increasing the teaching and learning materials in the primary schools.

Furthermore, a researcher recommends the government through its regulatory and supervising authorities to sensitize the organs and other bodies in the formulation and implementation of strong and effective FPE practices.

The policy makers should cooperate with Education practitioners in the process of suggesting, drafting and implementing effective Free Primary Education Policy which will lead to the improving the Primary education system in Tanzania. The researcher also recommends that policy makers should use this study to improve the current FPE policies so as to enhance achieving the objectives of Free Primary Education in Tanzania.

#### **6.4.2 To Tunduma Town Council**

The Tunduma Town Council should supervise well the implementation of free primary education policy in Tanzania. The Tunduma Town Council has to find out different measures of improving their achievement on FPE policy implementation.

#### **6.4.4 To the future researchers**

The researcher believes that this study is not exhaustive and probably it has not covered each and every thing about the challenges facing delivery of free primary education in Tanzania using Tunduma Town Council as a window study.

The researcher recommends future researchers and scholars to fill the gap left in this study by conducting similar studies on the topic of the challenges facing delivery of free primary education in Tanzania. And to come up with beneficial conclusion and recommendations. The researcher also recommends that future researchers can be far from this topic by making an assessment on other districts in other regions in Tanzania by coming up with other objectives apart from those which have been discussed in this study.

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## **APPENDICES**

### **APPENDIX I**

#### **QUESTIONNAIRE TO TEACHERS AND DEO'S**

##### **Dear respondent**

The aim of this work is to assess the challenges facing delivery of free primary education in Tanzania: A case study of Tunduma Town Council. The accomplishment of this study is greatly on your hand, for that matter I request for your kind and exhaustive response to the available set of questions.

I strongly assure that all information availed will strictly be confidential and dealt with for the purpose of this research and there is no intention of doing otherwise.

##### **PART A: PERSONAL INFORMATION**

1. Please indicate your Sex

A) Male ( ) (B) Female ( )

2. What is your level of formal education?

(A) Below certificate ( ) (B) Certificate ( ) (C) Diploma ( )  
(D) First degree ( ) (E) Above first degree ( )

3. What is your age?

(A) 20 -30 years ( ) (B) 31-41 years ( ) (C) 42-52 years ( ) (D) Above 53 years ( )

4. How long have you been in education sector.....years?

A) Less than 1year ( ) (B) 1-6 year ( ) (C) 7-12 years ( )  
(D) Above 12years ( )

5. Please indicate your teaching experience in years?

A) Less than 1year ( ) (B) 1-3year ( ) (C) 4-6years ( )  
(D) 7-9years ( ) (E) 10-12years ( ) (F) Above 12years ( )

## **PART B: CHALLENGES FACING DELIVERY OF FREE PRIMARY EDUCATION**

To what extent do you agree with the following aspects of the challenges facing delivery of free primary education at Tunduma Town Council? Tick appropriately using a likert scale of 5 where

Strongly Disagree (SD)                      Disagree (D)                      Neither agree nor disagree (N)  
Agree (A)                      Strongly Agree (SA)

| S/N | Description                                                                                 | 1 | 2 | 3 | 4 | 5 |
|-----|---------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1   | Text books and other learning materials are adequate                                        |   |   |   |   |   |
| 2   | Funds disbursed to school for learning materials is sufficient                              |   |   |   |   |   |
| 3   | Physical facilities are adequate for the process of learning                                |   |   |   |   |   |
| 4   | Poor administration of leaders(education officers)                                          |   |   |   |   |   |
| 5   | Learning and instructional materials are in good condition to facilitate learning           |   |   |   |   |   |
| 6   | Pupils in the school have benefited from Free Primary education                             |   |   |   |   |   |
| 7   | Did your school experience over enrolment after the introduction of Free primary Education? |   |   |   |   |   |

## **C.THE ROLES OF GOVERNMENT IN REGARDS TO SUSTAINABILITY OF THE FREE PRIMARY EDUCATION IN TANZANIA**

| S/N | Description                                                                  | 1 | 2 | 3 | 4 | 5 |
|-----|------------------------------------------------------------------------------|---|---|---|---|---|
| 1   | Funds disbursed not in time by the government to schools                     |   |   |   |   |   |
| 2   | Governments ensure that the FPE policy is supervised well?                   |   |   |   |   |   |
| 3   | FPE funds to the school are disbursed efficiently?                           |   |   |   |   |   |
| 4   | Through FPE the number of teachers increased in schools?                     |   |   |   |   |   |
| 5   | Teachers are well motivated through FPE system?                              |   |   |   |   |   |
| 6   | The government provides an enabling environment for both teachers and pupils |   |   |   |   |   |



**D.TO ESTABLISH THE IMPACT OF AVAILABILITY OF ADEQUATE CLASSROOMS AS SCHOOL INFRASTRUCTURE ON HIGH STUDENT ENROLMENT DUE TO INTRODUCTION OF FREE PRIMARY EDUCATION IN TUNDUMA TOWN COUNCIL**

| S/N | Description                                                     | 1 | 2 | 3 | 4 | 5 |
|-----|-----------------------------------------------------------------|---|---|---|---|---|
| 1   | The number of classes is equivalent to students                 |   |   |   |   |   |
| 2   | Poor school buildings infrastructures                           |   |   |   |   |   |
| 3   | Physical facilities are adequate for the process of learning    |   |   |   |   |   |
| 4   | Good classrooms facilitate the process of teaching and learning |   |   |   |   |   |
| 5   | Many pupils share a desk in a class                             |   |   |   |   |   |

*‘Thanks for your response’*

**APPENDIX II**  
**QUESTIONNAIRE TO PARENTS**

**Dear respondent**

The aim of this work is to assess the challenges facing delivery of free primary education in Tanzania. A case study at Tunduma Town Council. The accomplishment of this study is greatly on your hand, for that matter I request for your kind and exhaustive response to the available set of questions.

I strongly assure that all information availed will strictly be confidential and dealt with for the purpose of this research and there is no intention of doing otherwise.

Please tick

1. Please indicate your Sex

A) Male (     )                      (B) Female (     )

2. What is your level of formal education ?

(A) Primary (     ) (B) Secondary (     ) (C) Certificate (     ) (D) Diploma (     )  
(E) Above diploma (     )

3. What is your age?

(A) 20 -30 years (     ) (B) 31-41 years (     ) (C) 42-52 years (     ) (D) Above 53 years (     )

4. Do you have children who study in primary school?

(A) Yes (     )                      (B) No (     )

5. Since the government introduced the free primary education the quality of education provided is good?

(A) Yes (     )                      (B) No (     )

6. Pupils have the basic learning materials (Book, Pen/pencil and ruler)?

(A) Yes (     )                      (B) No (     )

7. Your children have been benefited from Free Primary Education?

(A) Yes (     )                      (B) No (     )

***“Thanks for your response”***

**APPENDIX III**  
**INTERVIEW QUESTIONS FOR DEO'S**

The purpose of this interview is to gather information on the challenges facing delivery of free primary education in Tanzania. A case study at Tunduma Town Council. As one of the stakeholders you are requested to provide your knowledge and understanding on the issue as inputs in the research.

Be assured that the information will be treated confidential and shall be used for academic Purpose only.

1. What do you understand by the term FPE?

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2. What are some of the challenges that you face in delivery of the Free Primary Education in your District?

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3. What are some of the coping strategies have you had in place to counter these challenges?

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4. What measures does your office undertake to facilitate the delivery of free primary education?

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5. Since inception of Free Primary Education how would you describe the teachers work environment and motivation?

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6. Recommend means of enhancing effectiveness of delivery of the Free Primary Education in your District?

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*‘‘Thanks for your response’’*