

**THE INFLUENCE OF FREE EDUCATION POLICY ON
MOTIVATION OF TEACHERS: A CASE OF PUBLIC
SECONDARY SCHOOLS IN DODOMA
MUNICIPALITY**

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MOTIVATION OF TEACHERS: A CASE OF PUBLIC SECONDARY
SCHOOLS IN DODOMA MUNICIPALITY

BY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN EDUCATION

THE UNIVERSITY OF DODOMA

OCTOBER, 2018

DECLARATION

AND

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dodoma, a dissertation entitled: **The influence of free education policy decision on motivation of teachers: A case of public secondary schools in Dodoma Municipality**, in partial fulfilment of the requirements for the degree of Master of Arts in Education of the University of Dodoma.

.....

Dr. Esther Elifuraha Mbwambo

(SUPERVISOR)

Date

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DEDICATION

I dedicate this work to my beloved husband, Prof. Aloys N. Mvuma, for his love, care and support in every day of my life. I also dedicate it to my beloved children Anthony Mvuma, Sarah Mvuma and Michael Mvuma. My parents also deserve a dedication for their love. May God bless all of them, Amen!

ABSTRACT

This dissertation reports the findings of the study on the influence of free education policy decision on teachers' motivation in secondary schools. The study was conducted in four public secondary schools of Dodoma Municipal, Tanzania. Guided by Herzberg theory of motivation and a conceptual framework the study employed a qualitative approach and a case study design.

The study used different tools for data collection i.e interviews, focus group discussions, observations and documentary review, data were generated from 49 informants who were sampled through purposive and snowball sampling. These included the DEO, heads of schools and heads of departments, who were sampled purposively, and teachers and students who were sampled using the snowball sampling technique.

The qualitative analysis of the data generated revealed that the Free Education Policy in Tanzania demotivates teachers. It was further revealed that teachers were not ready to implement this policy due to lack of awareness of the policy and the challenges they faced during the policy implementation. The challenges which teachers faced include lack of enough fund, poor working environment, interference of politicians during implementation, overcrowded classes, the dictatorship of leaders towards them and poor cooperation from parents to mention a few.

Stakeholders gave their views on how free education could motivate teachers to work effectively. The views included the need to increase funds for policy implementation, improved teachers work environment, awareness creation to parents, engagement of teachers in policy and decision making, avoiding interfere of politics in education issues, establishment of education board to deals with education issues and the need for research before introducing any implementation of any policy.

This study will be of a great help to the policy makers when formulating new policies the issues of teachers' motivation will be considered. It will also add knowledge to educational managers on how to motivate teachers. The study is also expected to improve practice in education.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Educational Officer
EFA	Education For All
FPE	Free Primary Education
GPA	Grade point Average
HOD	Heads of Department
HOS	Heads of School
IMF	International Monetary Fund
MDGs	Millennium Development Goals
PEDP	Primary Education Development Plan
SAP	Structural Adjustments Programme
SEDP	Secondary Education Development Plan
UK	United Kingdoms
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
URT	United Republic of Tanzania
USA	United States of America
UPE	Universal Primary Education
URT	United Republic of Tanzania
NECTA	National Examinations Council of Tanzania
MSEO	Municipal Secondary Education Officer

CHAPTER ONE

INTRODUCTION

1.1 Chapter Introduction

Teacher motivation has become a topical issue today, given their responsibility in instilling knowledge and skills to learners and provision of quality education (Mbwana, 2015). Therefore, quality education cannot be disconnected from teachers' motivation. Given its significance, studies of teachers' motivation are not only important but essential whenever new educational policies are formulated. It is from this ground that some assumptions were held that provision of free education might have an impact to teachers' motivation. Appropriately, this study investigated the influence of free education policy on teachers' motivation in secondary schools, and Dodoma Municipality was taken as a reference. This first chapter introduces the problem and provides its overview and establishes the rationale for the study.

1.2 Background to the Problem

Education is internationally recognized as a fundamental human right. Basic education has been considered as a right which nations have an indisputable responsibility to guarantee their children. Because of that, many nations are making efforts to make basic education accessible at free or at very low cost. Likewise, the Government of Tanzania is working hard to make such efforts. However, providing quality free education without teachers' motivation would be difficult to achieve. Hence, this study informs how free education policy has an influence on teachers' motivation.

It is obvious that the provision of educational opportunities, especially of basic education has been an objective of investment for many countries all over the world

(Kapinga, 2016). In Tanzania, the right to education is explained in the educational policy of (1995) which states that “education will be provided to promote access and equity through making access to basic education available to all citizens” as a basic right as well as in the 2014 Education Policy. The right to education is also provided for in the Constitution of the United Republic of Tanzania 1977 Article 11(1) (2) and (3) (URT, 1998). The Government of Tanzania has a long history with free education ever since its independence in 1961. To reduce disparity in enrolment based on income, fees were abolished in 1963 in all aided secondary schools because they discriminated mostly against African children (Cameron and Dodd, 1970: 176). Children in 1960s and 1970s could study from primary to university level without paying a single cent as the fee.

Tanzania has made public education a national priority, prompting waves of related policy changes and investment strategies. In the early 1960s, the United Nations Educational, Science and Cultural Organization (UNESCO) arranged a series of conferences on education, where ambitious targets were set. The African conference was held in Addis Ababa in 1961 and set the target of achieving Universal Primary Education (UPE) By 1980 (HakiElimu, 2017). This conference helped the country to set the targets to the education systems which were well followed. Tanzania was very close to reaching UPE in the beginning of the 1980s. Unfortunately, during the same period in the 1970s, the country, like many countries in sub-Saharan, faced economic instability due to high price of oil among other factors and war with the neighbouring country. This resulted in the interventions measures by the World Bank and IMF (International Monetary Fund) trying to rescue the situation by making policies in the hopes of liberalising the African markets and bringing more monetary capital to these developing countries. This was done through the

programmes termed as Structural Adjustments Programs (SAP) (Daven, 2008). Tanzania's acceptance of SAP in 1986 led to the acceptance of the conditionality in return for loans to sustain the economy. The government was required to cut its spending on the social sector to reduce the budget deficit. This resulted in prior achievements in education sector in the 1960s -1970s to be seriously affected by adjustment policies (UNICEF, 1990:87).

However, the education deterioration of the 1980s combined with pressure from international institutions led to an increase of cost-sharing in education. Most notably was the reduction of public expenditure on education and the introduction of school fees in many low- and middle-income countries as part of the Structural Adjustment Programmes (SAP). Consequently, household contributions gradually increased and in 1995, an enrolment fee was re-introduced (Daven, 2008). The result was a corresponding decrease in the rates of primary and secondary school participation, particularly among children from the poorest households (Heymann, Raub & Cassola, 2014).

A wide body of evidence shows that the costs of schooling limit access to education by inhibiting school enrolment. School fees represent one of the main obstacles to enrolment and persistence, especially for the children from low-income households. In this regard, many nations have established policies and strategies to offer education for free or with reduced cost (Cameron and Dodd, 1970: 176).

Since Tanzania is a signatory of some international instruments which obliges it to provide free and quality education, the Government strives to do so. The Government of Tanzania has succeeded to make primary education universal through the implementation of Education Development Plan (PEDP) 2002-2005 and

later, the implementation of Secondary Education Development Plan (SEDP) 2005-2009. That is meant to increase the accessibility of secondary education to its citizens (Oluoch, 2006). The two programmes are geared towards implementing the Millennium Development Goals (MDGs) on education as per the Dakar Framework for Action, Education for all (EFA) by 2015 (UNESCO, 2005). The introduction of those programmes led to an increase in enrolment in schools.

The current efforts of the Government of the United Republic of Tanzania in implementing the Development Vision 2025 seek to have a well-educated, knowledgeable and skilled population. The knowledge and skills are required to compete and cope with political, social, economic and technological development and challenges from the grassroots to international level. To achieve this objective, in 2014, the government released a new Education and Training Policy in which it committed itself to the provision of free basic education. This policy replaced the former basic education financing system where the government contributed part of the running costs and the rest was contributed through fees and parental contributions (HakiElimu, 2017). While compulsory and free education are typically governed by policy, these commitments entrenched constitutionally assign clear responsibility to the state for their provision and gives citizens a tool to hold governments accountable (Heymann, Raub & Cassola, 2014).

Even though free education policy is a concept that has been practiced in the world, the focus of fee reduction or abolition has always been to increase enrolment without similar attention paid to the improvement of the quality of education and motivation of teachers. It should be emphasized that in the process of providing free education the issue of motivation is something that should not be undermined, and the causes

which trigger teachers' motivation should be investigated thoroughly so that free education may be provided effectively.

The Tanzanian government's initiative to provide free education from pre-primary to Ordinary Secondary levels has received international recognition and has been appreciated by Tanzanians particularly the poor parents. As would be expected, the initiative has led to an increase in enrolment. This, however, has resulted in difficulties in teaching on the sides of teachers. Kamando (2014) states that, after the introduction of free education, class size in some schools became over one third larger than it was before 2000 when PEDP and SEDP were introduced. Also, teacher-to-pupil and pupil-to-book ratios increased while the shortage of teachers and living and working conditions have not changed. With such observations, it is safe to argue that the increasing number of students results in problems with teachers.

However, the Government of Tanzania is currently paying much attention to providing free education for students without acritical consideration of teachers' motivation. This may limit the achievements targeted in free education since teachers are the key players in the implementation of the curriculum. Therefore, research is needed to understand the influence of the current free education policy decision on the motivation of teachers of secondary schools in Dodoma Municipality.

Fee-free education requires adequate planning before it is implemented. The experience from other countries shows that school fee abolition does not stop at policy declarations; which are mostly political in nature. Political declarations should be translated into sets of policy guidelines and operational frameworks. The

abolition of school fees can pose formidable challenges related to management and governance, quality, equity, financing, and politics. These challenges need to be foreseen and planned for (HakiElimu, 2017).

Cognizant of the importance of education, the concept of free education is not practiced in Tanzania only. Other countries have tried for a long time to have such a policy. Free education has been provided to the people in order to make sure that the majority of them have access to education. In Sweden, for example, all children who join secondary school learn at free. A child is allocated funding for education from pre-school to secondary school (Nyongesa and Khamati, 2013). The situation in Sweden might be so different from our case; thus, there is a need to conduct such studies in different contexts. In India, the efforts to achieve free education are evident in the constitution, Article 45 of the newly formed constitution after independence. It states that the state shall endeavour to provide within a period of 10 years from the commencement of constitution, free and compulsory education to all children until they complete the age of 14 years (Seema, 2013).

Similar efforts are seen elsewhere in African countries; in Nigeria, the concept of universalization of primary education began in the then Western Region of Nigeria under Premiership of Chief Obafemi Owolowo who introduced the free, universal and compulsory education (UPE). The general objective was to increase primary education access to benefit children of school age (Atanda, Belo & Labo-Papoola, 2009). Also, the Kenyan Government has made various efforts to provide free education since independence. In 2003, Kenya introduced free primary education to meet the goal of Universal Primary Education (UPE). After succeeding in this, the government turned on widening the access to secondary education (Muindi, 2007).

The Government of Kenya continues to make such efforts even now in making sure that the burden of paying fees for the students is reduced on the side of the parents.

Even though efforts have been made worldwide to provide free education as we have seen in the studies above, there has not been similar efforts to make sure that the education provided is online with teacher motivation. The motivation of teachers is something that should be maintained in order to offer quality education. Mruma (2013) says that motivation correlates to job performance. That means when people are lowly motivated they will perform poorly, likewise when highly motivated, they will perform better. Also, Nelson and Quick (2003) contended that a job which is high in motivation and has hygiene factors lead to high performance and few complaints among teachers in public and private secondary schools.

Even though studies on teacher motivation have been conducted worldwide, the problem of teacher motivation still persists. A study by Gitonga (2012) states that, in the UK (United Kingdoms), it was revealed that teacher's motivation was low due to overload work, poor pay and low perception by the society. In Nigeria, teachers were frustrated, unhappy and unmotivated. The school environment had out-dated laboratory facilities and the most unsafe and unhealthy conditions. Likewise, in Kenya, teacher motivation and job satisfaction is not any better; teachers are paid very low compared to other professions. The teaching profession in Kenya is considered to be a profession of the last resort, where individuals find themselves after failing to secure better professional courses.

The situation in these countries resembles that of Tanzania whereby teachers are not motivated by their work due to different reasons. Mbwambo (2016) says that there is a growing concern that teachers in Tanzania, like in other developing countries are

increasingly becoming demotivated. Another study by Mbwana (2015) contended that there were high proportions of teachers in public schools systems in many developing countries which are poorly motivated. A number of factors contributed to their lack of motivation. These included low morale, job satisfaction, poor incentives, inadequate controls and other behavioural sanctions.

Working as a teacher in secondary school in Tanzania, I have experienced and witnessed low morale of work among teachers due to the lack of motivation. Teachers in our country have been complaining about a lot of things in their work. Among the factors that contribute to the complaints include salary, which does not match with the increase of the life standards, delayed promotions and allowances, the poor teaching environment, to mention a few. All these have caused teachers to teach just to complete the syllabus and not to build students' competence.

Since motivation of teachers is very essential in the process of education provision, this study is dedicated to find out what would be the influence of the newly introduced free education policy decision to the motivation of teachers in secondary schools.

1.3 Statement of the Problem

The implementation of free education policy decision without teachers' motivation would be like a dream, which will be difficult to achieve. The motivation of teachers can be influenced by different things. It can be raised or lowered due to the situation that teachers may face during their day to day activities. Thus, in order to achieve educational objectives and goals being set, motivation to teachers is inevitable and has to be considered because their performance is very important in providing quality education to students (Mbwana, 2015).

The current free education policy decision would influence teachers' motivation in different ways due to the fact that the situation in schools might change due to its introduction. The experience from other countries shows that free education policy had an impact on teachers' motivation. Mualuko & Limukii (2012) state that free education in Kenya led to the increase in the number of pupils which affected teachers since they now had to deal with increased workloads. The increased responsibilities without an equivalent rise in their remuneration had demotivated many of them (Kenya, 2008). Teachers were not able to give individual attention to learners, specially, the slow learners; hence this affects the quality of learning. It was assumed that situation might be similar in Tanzania but research was important to confirm these assumptions.

Moreover, Bennel & Mukyanuzi (2005) argued that it appeared that teacher's job satisfaction was considerably lower among secondary school teachers in Tanzania and that, in many ways it amounts to a teacher motivation crisis. It is obvious that when teachers are not motivated, they don't teach well, they also leave their job to other private jobs or engage themselves in extra jobs that they find more interesting. The situation with the free education policy decision might make the situation worse. This study was, therefore, important to inform stakeholders of the interventions required.

1.4 Purpose and Objectives of the Study

1.4.1 Purpose of the Study

The purpose of this study was to investigate the influence of free education policy on teachers' motivation in Tanzania secondary schools.

1.4.2 Specific Objectives

The study aimed at achieving the following specific objectives namely:

- (i). Identify the perceptions of stakeholders on free education policy decision in relation to teachers' motivation.
- (ii). To assess the level of teachers' preparedness to implement the current free education policy decision.
- (iii). To identify the motivational challenges facing teachers in implementing free education policy decision in secondary schools.
- (iv). To determine stakeholders' views on how free education could motivate teachers to work effectively.

1.5 Research Questions

The study was guided by the following research questions:

- (i). How do stakeholders perceive free education policy in relation to teachers' motivation?
- (ii). To what extent are teachers prepared to implement the current free education policy?
- (iii). What are the motivational challenges facing teachers in implementing free education policy?
- (iv). How do stakeholders view the way free education could motivate teachers to work effectively?

1.6 Significance of the Study

This study contributes knowledge to the understanding of the influence of free education policy on teachers' motivation. It provides information about the

perceptions of key stakeholders and policies makers on how to formulate policies that would improve practice on education.

The study findings are further expected to increase an understanding of how best free education can be practiced in secondary schools to improve teachers' motivation and learning. The study, therefore, contributes to the available literature and serves as a reference for researchers who are interested in the area of the free education policy and teachers motivation.

1.7 Delimitation of the Study

This study was confined to secondary school level of participants in public secondary schools of Dodoma Municipality. It focused primarily on the influence of free education policy to teachers' motivation in that level because after the introduction of PEDP and SEDP caused the influx of students to schools while the infrastructure was not well prepared to cater the increase of population. Even though the government tried to build secondary schools in each ward to cater the needs, other facilities were not established, like laboratories and there was inadequate number of teachers. Only qualitative case study design was used in this study; therefore, the findings of this study cannot be generalized to other places in the country.

1.8 Limitation of the Study

The study was conducted in Dodoma Municipality whose people have different social-economic status from those who reside from typical rural areas, therefore their perceptions and views differ accordingly. If the same study is conducted in a typical interior the findings would be different. The validity of these findings of the stakeholders' perceptions towards free education policy also depends on

sustainability of the prevailing circumstances in the implementation of the policy. Stakeholders' perceptions towards the policy may also change. Another limitation is that, the researcher used different stakeholders in the study, but it was not possible to use all of the stakeholders. Therefore if all the stakeholders would be used, the findings would also change.

1.9 Operational Definition of Key Terms

1.9.1 Education

Education may be defined as the process of acquiring knowledge which is helpful in making people live in their environment and be able to solve the problems which surround them.

1.9.2 Motivation

Motivation can be defined as a physiological or psychological need that activates behavior or a process of eliciting one's inner desire to perform a specific task in order to achieve a specific goal. This process may be found naturally within individuals or it may be driven by external forces from others through provision of rewards to them for their work, appreciations of performances, provision of money, recognizing what has been done by them and giving them conducive environment for work. Motivation can be lowered or raised according to the situation and circumstances.

1.9.3 Free Secondary Education Policy

This refers to Government's effort to make secondary education more accessible by making parents not to pay tuition fees. Parents cater for boarding facilities, uniforms and transports for their children to school only.

1.9.4 Secondary Schools

In Tanzania, secondary school is a kind of education which is offered after attaining primary education. This level has four years of ordinary secondary education and two years of advanced secondary education.

1.9.5 Teachers

Are key stakeholders in the process of providing education to others. Through their activities, teachers impart knowledge by interacting with learners at school.

1.10 Organization of the Dissertation

The dissertation is organized in six chapters as follows. Chapter 1 presents the introduction of the study in which background of the problem, problem statement, research objectives and questions are highlighted. Moreover, definitions of key terms used in the study are also included in this chapter. Extensive literature review is presented in Chapter 2 whereby, the theoretical and conceptual frameworks and research gap are discussed. In Chapter 3, research methodology is presented with emphasis on research approach and design, study area, sample size and sampling procedures and data collection methods. Equally important in this chapter is a presentation of the trustworthiness of the study, ethical consideration and data analysis plan. Presentation of findings is presented in Chapter 4 which was based on research objectives and questions. Discussion of findings is presented in Chapter 5 and summary, conclusions and recommendations are discussed in Chapter 6.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents a comprehensive review of literature related to the influence of free education policy decision to teachers' motivation in secondary schools. Theoretical and conceptual frameworks are discussed. The concept of education, and empirical study on teachers' motivation and free education in developed and developing countries will also be discussed in this chapter.

2.2 Theoretical Framework

This study is guided by Herzberg motivation theory. According to Mullins (2007), Herzberg's theory originated from the interviews with 203 accountants and engineers, chosen because of their growing importance in the business world from different industries in the Pittsburgh area of America. Subjects were asked to relate the times when they felt exceptionally good or exceptionally bad about their present job or any previous job. This led to the two-factor theory of motivation and job satisfaction.

One set of factors are those which, if absent, cause dissatisfaction. These factors are related to job context. They are concerned with job environment and are extrinsic to the job itself. Those factors are the hygiene or maintenance factors (hygiene being used as analogous to the medical term, meaning preventive and environmental). They serve to prevent dissatisfaction. Another set of factors are those that if present, they serve to motivate the individual to put more effort and performance. These factors are related to job content of the work itself. They are the motivators of growth.

Hezberg's motivation theory is relevant to this study as it constitutes a good frame work for it. Free education policy had an influence on both intrinsic and extrinsic factors. The introduction of free education policy had an influence on the intrinsic motivation factors. The issues of teachers' responsibilities, personal growth, achievement, and recognition changed due to free education policy. Even the work itself changed due to free education and this resulted in change of motivation of teachers since motivation may be lowered or raised according to the situation. Ultimately, this resulted into job satisfaction or job dissatisfaction.

Free education policy decision influenced the hygiene/extrinsic factors as well. Interpersonal relations, working conditions, salary/wages, job security and benefits were influenced by the free education policy decision. Free education influenced those hygiene factors positively or negatively and this resulted into job satisfaction or dissatisfaction, respectively.

2.3 Concept of Motivation

McShane et al. (2003:132) define motivation as a factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work. This definition has been supported by Petri & Govern (2004) who reiterated that motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behaviour. It is a psychological or physiological desire which derives someone to perform some activities in order to achieve goals. This desire can be naturally within a person or can be influenced by external stimuli like rewards and gifts.

There are two types of motivation present in the workplace: intrinsic and extrinsic (Adam, 2007: 230). By that it means that job related variables affecting motivation

have intrinsic and extrinsic motivational values that drive the employees to perform. Given that most employees are intrinsically and extrinsically motivated simultaneously; a conclusion can be made that intrinsic and extrinsic motivation are not mutually exclusive (Deci & Ryan, 2000).

2.3.1 Intrinsic motivation

This is an inducement derived from within the person or from the activity itself and, positively affects behaviour, performance, and wellbeing (Deci & Ryan, 2000). Intrinsic motivation is a desire that comes from within individual that derives a person to do certain activities; it can also be caused by the nature of work or by person's feelings about the work. In contrast to extrinsic motivation, intrinsic motivation is said to exist when the behaviour is performed for its own sake rather than to obtain material or social re-enforcers. In this study, intrinsic motivation of teachers included job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

2.3.2 Extrinsic motivation

Extrinsic motivation is concerned whenever an activity is done (prompted to take action) in order to attain an outcome that is separable from the activity itself (Deci & Ryan, 2000: 60). That is, extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others (Sansone & Harackiewicz, 2000). Gitonga (2009) also defines extrinsic motivation as an external reward a person enjoys after he finishes his work.

Extrinsic rewards are defined as tangible benefits related to a job such as salary, fringe benefits, physical conditions, the amount of work, and facilities available for doing the work. Extrinsic factors such as organizations policy and administration, technical supervision, personal and interpersonal relations with superiors, peers, and subordinate affect the external motivation of a worker (Dornyei, 2001). Extrinsic factors relate to context or setting where the work is performed such as working peers, job security and interpersonal relationship with superiors and peers.

As it has been defined by different people we may say that extrinsic motivation is that drive which make people to perform their duties after receiving some things contrary to intrinsic motivation which drives people to work, from within themselves without expecting any external reward or gain. In this study, extrinsic motivation of teachers included externally administering rewards like salary, free accommodation, free meals, weekly duty allowances, extra teaching allowances, advance payments in case of financial problems and free medical care among others.

2.3.3 Importance of motivation to teachers

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment (Nyakundi, 2012).

In a study done by Ofoegbu (2004), in Nigeria, on teacher motivation as a factor for classroom effectiveness and school improvement; it was found that teacher motivation enhances classroom effectiveness and improves schools. Motivated teachers work hard to make sure that the goals of education are attained.

2.3.4 Factors influencing teachers motivation

There are different factors which can affect teacher motivation both positively and negatively. Mukabane (2016) contended that working environment has a great impact on coordinating the mental and physical capacity of teachers in performing their tasks. A good working environment includes the entire working environment, such as class size, disciplinary conditions and availability of teaching materials, positive relations among colleagues, principals and supervision. All of which may affect teachers motivation in a positive way which may result into maximum productivity. It is obvious that if working environment is good for teachers then effective teaching may be attained but if not teaching may not be done in an effective way.

Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context explained that class size should be in the normal range of teacher-to-student ratio. When the ratio exceeds the standard, it becomes very hard for teachers to manage such classes which may result in negative motivation to teachers. Likewise, when teachers are posted to schools in remote rural areas where there are no hospitals, water, electricity and housing services they find it so hard to teach in those areas and become demotivated.

On the other hand, teachers become motivated when they are assisted with the work of educating children. A good example is when parents show concerns in academic progress of their children by making close follow ups of their academic achievements or discipline in support of teachers.

Another researcher Alemayehu (2015) says that, in order to perform well in their teaching activities, teachers need to be motivated. There could be many factors that

can affect their motivation. These factors range from the nature of school infrastructure to salary, recognition/professional status, achievement, advancement/further training, relation with others, school leadership and policies, working conditions, recruitment deployment and many others.

2.3 The Concept of Education

Education is defined as a permanent change in behaviour as a result of learning, consisting of all efforts (conscious or incidental) by a society to accomplish set objectives, which are considered to be desirable in terms of individual as well as societal needs. In all societies, especially the modern ones, education remains one of the most powerful instruments for both the development of man and transformation of the human society. However, the ability of education to achieve the objectives on mankind development depends entirely on government policies and the political will on the part of the government to translate the policies into meaningful actions (Atanda, Belo & Labopoopolla, 2009).

Experience from Kang (2004) shows that education is an investment in human capital; it is through training and professional development that all types of capital, such as social, physical and financial can increase. Nowadays, people realize that education is the key to the future success of an individual or of a nation and many nations have made their choices to allocate more resources to finance education as part of human resources development (Oluoch, 2006).

2.4 Conceptual Framework

Conceptual framework refers to the tool in research that aims at enabling the researcher develop awareness and understanding of the situation under scrutiny and communicate it to the reader (Kombo and Tromp, 2006). This study used the

conceptual framework depicted in Figure 1 in understanding the actual situation which was studied with regard to the influence of free education policy to teachers' motivation.

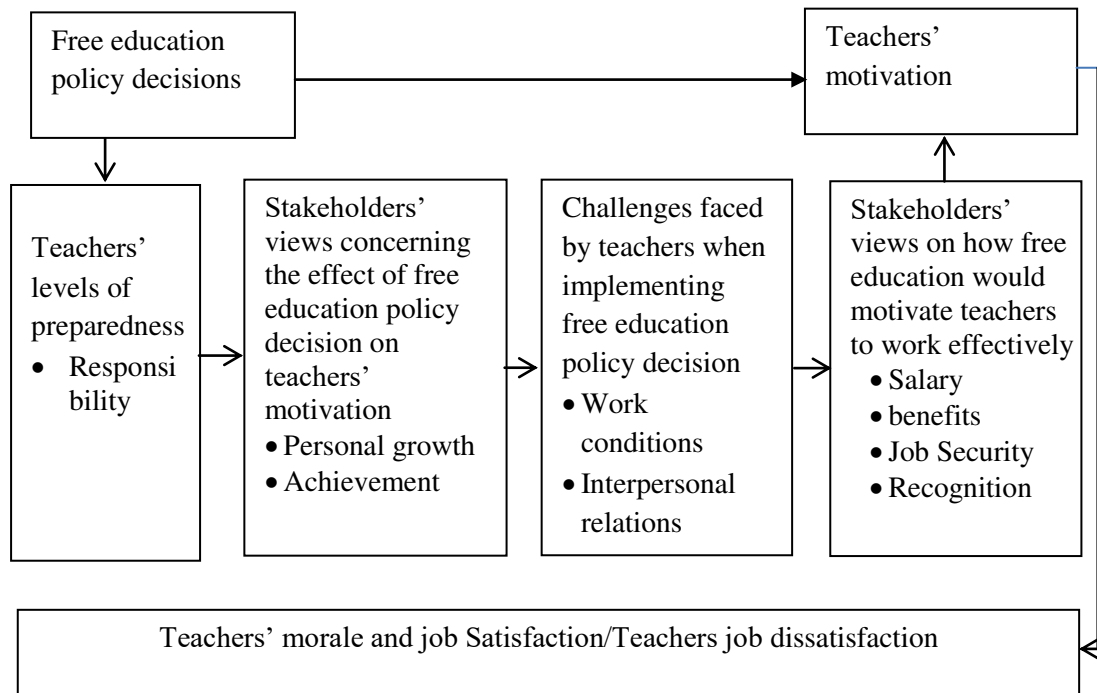


Figure 1: Conceptual framework on the influence of free education to teachers' motivation.

Source: Modified by a researcher 2018. part of which extracted from Herzberg theory of Motivation).

The researcher found out about stakeholders' views on how free education policy decision is related to teachers' motivation. Since teachers need to attain growth and achievement through their profession, the free education policy decision has influenced them both positively and negatively in the process of their growth and achievement. Ultimately, this has an influence on their motivation and has led to job satisfaction or dissatisfaction. As it can be seen in Figure 1, the researcher tried to find out the level of preparedness that teachers have in the process of implementing the free education policy decision in secondary schools.

The researcher also investigated the challenges that teachers face in the process of implementing free education policy decision, their working environment and interpersonal relations and how have they changed due to the policy. The researcher further attempted to find out how that has affected their motivation either positively or negatively.

Furthermore, the researcher attempted to find out stakeholders' views on how free education would motivate teachers to work effectively in the process of its implementation. In other words what should be done to free education to make them implement it effectively while being motivated.

2.5 Empirical Studies on Free Education and Teachers' Motivation

The importance of education has been realized worldwide and many countries try to invest on free education. According to Kattan (2006), despite the notable achievements in China specifically the central government's declaration that the first nine years of compulsory education should be provided to all students, there was increasing debate regarding the equity and fairness of compulsory education. In urban areas, public schools had been increasingly a focus of criticism because of their market orientation, since some public schools at compulsory level charged high fees and some teachers devoted time on private tutoring for extra income. In rural areas, the concern was the lack of financial and human resources to support schools, since rural schools faced severe shortage of teachers and increasing dropout rates.

After the attainment of independence in the 1960's, many developing nations made a significant investment in free basic primary education in order to build capacity for more equitable participation in economic growth and political participation. However, their efforts faced some challenges. A study by Kenya (2008) in Kenya

found that, during free education, teachers were affected by the increase number of students. this made them to deal with increased workloads. The increased responsibilities without an equivalent raise in their remuneration had de-motivated many of them. This study shows that the introduction of free education affected the motivation of teachers as well, this study was done in Kenya the context could be different in our country so there is a necessity to do a research based on our own context thus there is the importance of studying the issue according to our own context.

Nyongesa and Khamati (2013) made a study concerning free education and contend that, among the challenges facing free secondary education in Kenya, were increased enrolment against the shrinking numbers of teachers due to a freeze on teacher employment by the government in 1998, shortage of classrooms, high poverty levels among the parents (limiting their ability to meet their side of obligations such as school uniforms and meals for the students while in school), general apathy to education due to high levels of unemployment for graduates and limited capacity and preparation of the principals. This study shows that after the introduction of free education were shortage of teachers and other facilities to mention a few, the situation might be different in Tanzanian context, therefore is necessary to conduct a study.

Another study by Graham-Brown (1991), in Costa Rica, shows that, though enrolment was free at primary level, the living environment especially accommodation for teachers was worse. School infrastructure, funding and teaching-learning materials were insufficient. The problem was exacerbated by the government's delay to contribute enough funds to school prospects. Rather, the

burden was left to the poor community in the same country. Even though this study talks of free education in primary schools of Costa Rica. It has engaged itself in the primary level and explained the issue of motivation to teachers. The situation of secondary school teachers might be different from those of secondary schools in our country. Even though this study was done in Costa Rica, the intention was not to find the influence of free education to motivation of teachers, though some aspects have revealed that there were challenges on teachers' motivation due to free education. This shows that there is lacking of literature concerning Free education in relation to teachers' motivation hence such is study is necessary.

After independence, the Government of Tanzania made efforts to ensure that access to education is for all Tanzanians by making sure that the old segregated schooling system was replaced by a homogeneous system with (at least formally) equal access for all (Colcolough et al., 2003:124). The goal of the new policy was to make primary education available, compulsory and free of cost to all.

2.6 Research Gap

Although some studies have been conducted on free education, there is a gap to be filled concerning the area in Tanzania. Most of the studies are from other countries and they have focused on challenges which are faced when implementing free education policy and there was no study which focused on the influence of free education to teachers' motivation. In those studies, the issue of teacher motivation is somehow addressed though that was not primarily the intention of those studies. (Mruma, 2013). Most of the researches on free education, which have been conducted in Tanzania, were mainly on free education and its impact to quality of education and some only examined whether there is a teacher motivation crisis

rather than free education policy decision as a factor that influence teacher motivation for work performance (Swai et al., 2004; Bennell and Mukyanuzi, 2005). That is why this study, in its attempt to fill this obvious gap, investigated the influence that the current free education policy decision might have on the motivation of teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology which was adopted in conducting the study. The chapter provides the overall picture of how the study was conducted and the way objectives were achieved. The subsections in the chapter include research approach, study design, study area, study population, sample size and sampling procedures. Moreover, data collection methods, the trustworthiness of the study, data processing and analysis and ethical issues are also presented.

3.2 Research Approach

This study employed a mainly a qualitative research approach, with few elements of quantitative research. The approach was found to be appropriate since the researcher wanted to study people in their natural settings and gain an in-depth understanding of the phenomenon in question. According to Denzin & Lincoln (2005:3), the qualitative research approach is a situated activity that locates the observer in the actual environment. It involves the naturalistic approach to the world. This means that the researcher studies things in their natural settings while attempting to make a sense or interpret phenomena in terms of the meaning people bring to them.

Furthermore, Cresswell (2007) contends that the qualitative research approach is preferred when the researcher intends to collect open-ended, emerging data with the primary intent of developing themes from the data. He further observed that the qualitative approach is useful when the researcher seeks to listen to participants and build an understanding based on their ideas.

Moreover, the qualitative approach has numerous advantages which this study benefited from. First, the theoretical underpinnings of qualitative research show that each individual has his/her own point of view or way of perceiving and interpreting a phenomenon. Second, it is flexible in research design and data collection. Flexibility is achieved because the research design is not completely specified in advance. Rather it continues to be modified and remodelled as fieldwork proceeds (Mbwambo, 2005).

3.3 Research Design

This is a case study research design. According to De' Vause (2001), a case is the object of study. In the case study research design, we seek to understand a unit as a whole. This is a multiple case study design which consists of multiple levels or components. For example, a school as a case includes teaching staff, administrative staff, the staff at different levels of seniority and experience, students, students at a different year of study, parents, government and community members. The researcher wanted to provide an in depth description and analysis of multiple cases in this study to gain a deep understanding of how free education influences motivation of teachers at secondary school in different levels of their responsibilities.

3.4 Study Area

The study was conducted in Dodoma City which is located in the central zone of Tanzania. It is bordered by four regions, namely Manyara in the North, Morogoro in the East, Iringa in the South and Singida to the West. The Region is divided into seven districts, namely Dodoma Urban, Kondoa, Chemba, Mpwapwa, Bahi,

Chamwino, and Kongwa with 28 administrative divisions, 190 wards and 523 villages (URT 2015).

Dodoma City was selected due to the following reasons: First, Dodoma is the capital of Tanzania and following the current deliberate effort by the Government to move all its ministries and departments in the City. Hence, there has been an influx of people moving to the area. Consequently, the number of prospective students who were to join secondary schools in Dodoma City is expected to increase significantly. The increase will have an impact on education provision in the city considering that it has coincided with the introduction of free education.

Secondly, according to NECTA, national ordinary level secondary examination results for secondary schools in Dodoma have been relatively poor. Therefore, the researcher was interested in finding out how the implementation of the free education policy decision would affect the motivation of teachers which would then influence performance. Apart from that, there was a lack of literature concerning the influence of free education policy on teachers' motivation in relation to Dodoma City. Hence, it was necessary to conduct such a study at Dodoma.

3.5 Study Population

The targeted population of this study included all teachers of secondary schools since it is not easy to use them all teachers and students of four public secondary schools in Dodoma city since they are the ones who implement or affected by the free education policy decision.

3.6 Sample Size

This study used a sample of 49 respondents because it is a qualitative study which does not require a large sample size. Also, the sample size depends mostly on the saturation of data. A sample is a small proportion selected from the population for observation and analysis (Omary, 2011). By observing the characteristics of the sample, a researcher can make certain inferences about the characteristics of the population from which it is carefully drawn. Furthermore, Cresswell (2008) contends that it is typical in qualitative research to study a few individuals or a few cases. This is because the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site. A single individual or a single site may be studied in qualitative research. Because of the need to report details about each individual or site, a larger number of cases can become unwieldy and result in superficial perspectives. In that case, the sample size of this study was 49 respondents as categorized in Table 1.

Table 1: A sample size of the study

S/N	RESPONDENTS	EXPECTED	RATIONALE
1	DEO	1	Involves in translating the policy to the heads of schools and making sure that they implement it at the schools Monitoring the implementation.
2	HOS	4	Involves in managerial activities at school in making sure that the policy is implemented by teachers and that teachers are motivated in the process
3	HOD	4	Working closely with the head of schools and teachers in making sure that the policy is implemented effectively
4	TEACHERS	24	Key implementers of the current policy decision by teaching students in this process they have to be motivated to do it effectively
5	STUDENTS	16	They receive education from teachers and most of the times to interact with them
6	TOTAL	49	

3.7 Sampling Procedure

This study employed a non-probability sampling procedure in which the selection of sample was built on sample derived from the researcher targeting a particular group in the full knowledge that it does not represent the wider population but represents itself. Cohen (2005) states that, in the case of small scale research, as with one or two schools, two or three groups of students, or a particular group of teachers where

no attempt to generalize is desired, non-probability procedures for sampling are required. This is frequently the case for some ethnographic research, action research and case study. The following sampling procedures were followed for each respondent and for a school.

3.7.1 Selection of schools

The researcher selected schools based on NECTA examination performance criterion of 2016/2017. In this regard, four schools were selected where school A and B had poor performance while School C and D had better performance during those two consecutive years of form four national examinations.

Table 2: Performance of four schools in 2016 and 2017

Examination	School A		School B		School C		School D	
Centre Ranking								
Year	2016	2017	2016	2017	2016	2017	2016	2017
School GPA	4.5648	4.4734	4.6342	4.3214	3.88748	4.0388	4.1237	4.2165
Centre Position in its Category (Region Wise)	106/121	85/91	165/174	74/91	16/121	24/91	29/121	56/91
Centre Position in its Category (Nation Wise)	3039/3280	2827/3039	3176/3280	2428/3039	790/3280	1262/3039	1379/3280	2023/3039

Source: NECTA Form Four Results of 2016/2017

3.7.2 Selection of respondents

The DEO, heads of school and heads of department were sampled purposively since they are the key management players and have relevant knowledge concerning managerial issues in this policy decision, and teachers' motivation issues. Teachers and students were sampled by a snowball sampling. Cohen (2005) says that in snowball sampling procedure a researcher identified a small number of individuals who had the characteristics of the researcher's interest. These people were then used as informants to identify or put the researcher in touch with others who qualify for inclusion and these in turn identified yet others. In this study, the heads of school and heads of department were helpful in identifying teachers. Similarly, the teachers helped in getting the students. The heads of schools know that their teachers well, as well as the teachers know their students well so this method will be appropriate for them.

3.8 Data Collection Methods

This study used observation, interviews, documentary reviews, and focus group discussions. It is believed that the use of all these research methods is to ensure the credibility of the obtained results.

3.8.1 Observation

Observation method was used in this study which is considered to be appropriate in qualitative research. According to De'Vause (2001), many qualitative researchers prefer observation data—information. This is a unique technique for gathering information which relies on a researcher's seeing and hearing, tasting, touching, and smelling. It requires the researcher's personal ability and understanding in translating what is being observed. The advantages of using observation as a

technique in data collection have been enumerated by Mbwambo (2005) who argued that the respondents can be observed in their natural behaviours; such that their behaviours cannot be influenced or manipulated by conscious feelings.

However, as a form of data collection, observation has also its limitations. First, not all occurrences in social research could be open to observation. For instance, a refusal by respondents to allow the observer to watch their activities could limit the study. Secondly, some events could take place while the observer was not present. Thirdly, most social phenomena such as feelings, reactions and emotions are abstract in nature, such that they could not be open to observational studies. These pitfalls were minimized by the use of other methods explained in this study.

A non-participatory observer role was used by the researcher in this study. This is an observer who visits a site and record notes without becoming involved in the activities of the participants. In this way, the researcher minimized the interaction with the subject being observed. The researcher had to sit on the periphery of some advantageous places (for example, the back of the classroom) to watch and record the phenomenon under study. This technique is less obtrusive than participant observation (Silverman, 2010).

In this study, the following were observed by the researcher to gain a deeper understanding of the case each from one school. These were among those who were interviewed. Those teachers were observed on how they teach in classes. The observation meant to find out whether they were motivated to teach and how big enough the classrooms were to accommodate enrolled students. Apart from those, teachers were also observed on how they performed their day to day activities outside the classes to see if they were responsible.

Students were also observed sitting in the classes, how they corroborated with their teachers, what are the challenges they caused to teachers due to their large number in classes probably in relation to free education policy decision.

3.8.2 In-depth interviews

In this study, in-depth interviews (semi-structured) sessions with open ended questions were prepared based on research questions. According to Stake (2010), interviews are used for a number of purposes. For a qualitative research, perhaps the main purposes are to obtaining unique information or interpretation held by the person interviewed, collecting a numerical aggregation of information from many persons and finding out about “a thing” that the researchers were unable to observe by themselves. The first and the third are tailored to the individual person and often should be conversational, with the interviewer asking probing questions to clarify and refine the information and interpretation.

In this study, semi-structured interviews were used by the researcher for a number of reasons. First, the information which could not be found through observations could be obtained through qualitative approach. Second was to get the more information whereby the researcher will be able to elicit the information by probing questions. The following respondents were interviewed in this study.

One DEO, four heads of school (HOS) and four heads of department (HOD) were interviewed. The interviews were conducted by the researcher and were able to interview all the interviewees as was planned without the interaction of the normal day to day activities of the respondents. The respondents were asked questions based on the research objectives and the research questions. Advantages of interviews in qualitative research are that they provide useful information when you cannot

directly observe participants and they permit participants to describe detailed personal information. Compared to observer, the interviewer also had a better control of the type of information received because the interviewer could ask specific questions to elicit this information. The questions asked in the interviews will be shown clearly in the interview guide.

3.8.3 Documentary review

In this study, both public and private documents were reviewed. They consisted of valuable sources of information. The primary sources of information which were reviewed in this study were documents which consisted information concerning teachers. These included attendance registers for teachers to schools and in classes, lesson plans, schemes of work, minutes from meetings and extracurricular report of teachers. Secondary sources reviewed included books, journals, articles, newspapers, periodicals and theses relevant to the study.

3.8.4 Focus group discussions

This technique resembles the interview technique as it involves face to face discussions. However, instead of interviewing respondents individually, the focus group consists of a group of people discussing together about a specific subject of interest. In this study, 24 teachers (6 from each school) were interviewed in a focus group discussion. In addition, 16 students (4 from each school) were also interviewed in focus group discussion. These sessions did not interrupt the normal responsibilities of teachers at school; neither did they affect students' lessons. The respondents were gathered during free time on their timetable. The method was used to ask the teachers about their perception on free education policy decision in relation to their motivation, the level of teachers preparedness, challenges which

teachers face in the process of implementing the policy and suggestions on what should be done to make free education motivate them.

The choice of this method lied on the fact that it allowed the researcher to get high quality data in social context where participants considered their own experiences in the context of the experience of others. Additionally, it provided some quality control on data collection since participants implicitly provided checks and balances to each other. Focus group discussions promote interaction among participants that stimulate them to state feelings, perceptions and beliefs that they would otherwise not express if interviewed individually (Mbwambo, 2005).

3.9 The Trustworthiness of the Study

In order to strengthen the trustworthiness the study observed four criteria, which were credibility, conformability, dependability and transferability (Ary, Jacobs & Sorensen, 2010).

3.9.1 Credibility

According to Patton (2002), credibility is the confidence in the truth of findings. This is a conscious effort to establish confidence in an accurate interpretation of the meaning of the data (Carbon, 1995). In order to ensure credibility of this study, the researcher used different data collection methods (triangulation). This intended to cross-check the information collected. The use of variety of methods in concert compensates for individual limitations and exploits their respective benefits (Mbwambo, 2016). The data collection methods, adopted included interviews, focus group discussions, documentary review and observation. The researcher collected wide range of information from different categories of respondents in Dodoma City, such as DEO, heads of school, heads of department, teachers and students. All these

intended to avoid bias in this study. Any attempt to remain true to the phenomenon under this research was essential (Hammersley, 1992).

3.9.2 Dependability

This is concerned with the stability or consistency of the findings over time or across conditions obtained from the field. It is concerned with whether the researcher can obtain similar results if the same thing is observed twice by using the same tools (Miles & Huberman, 2014). In order to ensure consistency and stability of this study, the researcher spent enough time in the field to understand respondents' views and offset the researchers own bias (Wallendorf & Belk, 1989). This intended not to prolong the interview or focus group discussion session but the researcher aimed at developing a close familiarity with respondents in order to live and work in a natural setting. On top of that in order to ensure consistency the study findings offered to one research experienced graduate student to assess the findings in order to establish alternative perspectives on the study thus to develop trustfulness.

3.9.3 Transferability

This is concerned with production of findings, which other researchers can interpret for similar setting even to the point of adopting research design for their purpose. In the way to develop applicability, the researcher ensured that data are generated in a way that more detailed information could be obtained to increase the possibility of the findings to be applied to a similar settings, population or case. The aim was not to generalize the findings but to produce findings, which other researchers can interpret for similar setting (Trochim, 2006).

3.9.4 Confirmability

This is the degree to which the study findings could be corroborated by other researchers. It stresses to what extent the study is free of bias in the procedures and the interpretation of results (Malterud, 2001). It also refers to the degree to which the results could be confirmed or corroborated by others (Cresswell, 2003). In assessing neutrality of this study, the researcher used different techniques for establishing objectivity which are: triangulation methods and reflexivity. The procedures were also documented for checking and rechecking the data throughout the study (Mbwambo, 2016).

3.10 Ethical Consideration

Ethics is concerned with the question of how people ought to act toward each other and pronounced judgements of values about actions and rules, to guide ethical choices (Borg, Gall & Gall, 2007). According to Cresswell (2008) ethics are principles of conducts about what is right and wrong. The researcher made sure that ethical issues were taken care of by adhered to all important research ethical issues throughout this present study as follows:

3.10.1 Research clearance

Before landing to the field, first permission was sought from the Vice Chancellor of the University of Dodoma. The researcher got a letter from University so as to get access to authorities of the Dodoma city. The letter was then taken to the director of the city whereby it had to be attended; afterwards the researcher was introduced by the Director of the Dodoma city to the Municipal Secondary Education officer (MSEO) who then gave the letters of introducing the researcher to the targeted schools.

3.10.2 Informed consent

During the fieldwork, verbal consent was sought from all respondents after clearly describing the purpose, scope and significance of the study to them. In so doing, respondents actively participated in the study willingly.

3.10.3 Confidentiality

In the present study, the issue of confidentiality was maintained between the researcher and the participants throughout the study. The respondents were assured of the confidentiality of all the information that they provided to the researcher. The verbal consent was sought before recording any information to be used in the study. When reporting the information, the names of respondents were not revealed. Instead, names were substituted with numbers such as teacher 1, teacher 2, teacher 3 as well as student 1, student 2 and student 3, so as to maintain confidentiality as noted by Cohen et al. (2007). This study was not bearing any name of the respondent or place they live, anonymity of data, place and participants was observed.

3.10.4 Acknowledging sources

The researcher also acknowledged sources of information and data gathered from primary sources and secondary sources such as books, theses/dissertations, journals, articles and others by stating the sources and correct citations of extract from publications, and that the information presented in the study objectively without any exaggeration.

3.11 Data Analysis Plan

Qualitative data tends to be thick and plenty since it has a tendency of explaining situations from their real situations. So, it was necessary for the researcher to do the

analysis immediately after collecting the data. Even though there are several methods for analysing data, the researcher used the method of data analysis by Huberman and Miles (1994). According to them, data analysis processes pass through the following three concurrent procedures.

3.11.1 Data reduction procedure

During this procedure, the researcher had to prepare and organize data for analysis, then data was reduced into themes through the process of coding and condensing the code (reducing the data into meaningful segments) (Creswel, 2007).

During this process, the researcher had to do the following procedures. First, data managing process was done by creating and organizing files for analysis. Data which was obtained from focus group discussion, interviews, observation and documentary review was condensed through content analysis. This process involves selecting, focusing, simplifying abstracting, and transforming the data that appear in a written-up field notes or transcriptions. Afterwards, the researcher had to do coding by using different codes. According to Huberman and Miles (2014) coding means to review a set of field notes, transcribed or synthesized and to dissect them meaningfully while keeping the relations between the parts intact in the staff of analysis. In this process codes (tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study) are attached to chunks of varying sizes-words, phrases, sentences or whole paragraphs, connected or unconnected to specific setting.

During coding the researcher used memoing which means theorizing write-up or ideas about codes and their relationships as they were striking. The memo ties together pieces of data into a recognizable cluster in order to show that those data

are instances of a general concept. The researcher had to describe the cases and their contexts and clarifying by using categorical aggregation to establish themes or patterns. These were interpreted by using direct naturalistic interpretations.

3.11.2 Data display method

Data display method went a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing. The researcher presented data using In depth picture of cases by using narrative information, tables and figures.

3.11.3 Conclusion drawing and verification

In this stage, the researcher went a step back to consider what the analysed data meant and then assessed their implications for the questions at hand. Verification entails revisiting the data as many times as necessary to cross-check these emergent conclusions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study on the influence of fee free education policy decision to motivation of teachers; the case of public secondary schools at Dodoma Municipality. The findings are presented based on research questions. Data were obtained from different categories of respondents, which included DEO, heads of secondary schools, heads of departments, secondary school teachers and students.

4.2 Research question 1: How do Stakeholders Perceive Free Education?

The research question sought to find out the perceptions of stakeholders on fee free education policy in relation to teachers' motivation. Data were gathered through interviews whereby the DEO, heads of secondary schools and heads of departments were interviewed, while teachers and students were engaged in focus group discussions. Observation of teaching activities, as well as review of relevant documents was also made. The researcher made two themes out of the data. The first theme was that of data which presented negative perceptions on free education in relation to teachers' motivation and the second was the positive perception. Analysis of the data obtained revealed that fee free education policy demotivates teachers to a large extent.

4.2.1 Negative perception of stakeholders on free education

There was a slight difference between respondents from better performing schools and those from poor performing schools on the perception of stakeholders with regards to free education policy in relation to teachers' motivation. The results showed that, even though majority of respondents from both schools believed that fee free education policy demotivated teachers, a number of those who believed that

free education demotivates teachers were predominantly from poor performing schools as opposed to that of better performing ones. Respondents had the following perceptions: free education policy decision has contributed to poor work environment among teachers, there is no allowance for extra duties, dictatorship of leaders towards teachers has emerged in relation to this education, salary is not enough and does not match with the work they do, poor teachers and parents relationship has occurred, no monetary incentives for teachers with good performance, teachers' complaints are not heard, teachers are not engaged in decision making concerning this education, and no package from the government for motivating teachers during the implementation of the policy.

4.2.1.1 Poor working environment

Respondents claimed that teachers experienced poor working environment even before the introduction of free education. However, it was revealed to the researcher that the introduction of free education worsened the situation, which resulted in demotivation of teachers. It was further observed by the researcher that the infrastructure at school was poor and inadequate to support teaching and learning. For example, schools A, B, and D had no teachers' offices which forced them to use one of the classroom buildings as office.

More often than not, the researcher observed teachers teaching in congested classes. In most cases, four students were required to share a desk designed for one student. This situation made it difficult for teachers to provide individual support to each student. Consequently, slow learners were either left unattended or had less attention from teachers. This was observed in schools A, B, and D though the situation was relatively better in school C. The head of school A had this to say concerning working environment.

I think this education (fee free) affects teachers' motivation in a sense that the working environment for teachers has become a challenge. There are few classrooms, but we receive more students than what our classes can handle. Our classes can accommodate only 40-45 students but now the number in Forms Ones and Two ranges from 70-80. This makes classroom management for teachers to be so hard.

The above explanations from the teacher meant that, school environment for teachers has become uncondusive. Schools received more students than the number of classes that they had. In classrooms, the number of students exceeded the normal range, which made class management to be very hard. In relation to poor environment, the head of department in school A had this to say for teachers.

Teachers are not motivated with this education. They work in a poor environment and poor infrastructure. There are no enough classrooms to accommodate the number of students being enrolled. This causes teachers to suffer during classes as they cannot reach all of them such that participatory method of teaching is not possible.

Teacher 1, from the same school added by saying this:

I think that the government has focused on one side only and that is to enrol as many students as possible without much consideration on the working environment. The classes are now overcrowded and the laboratories are not enough. We also do not have good housing services. How can we be motivated in such a situation?

Teachers claimed that the government started this fee free education without prior preparation of the facilities, and that it emphasizes more on having a large number of students, which makes the teachers to suffer. The researcher observed in these schools that in some classes, four students sat on one desk. This was due to the fact that the number of students being enrolled was more than what the available infrastructure could support. The head of school B informed the researcher that her school needed at least four more classes to fit all students in Form One.

During focus group discussion in school D, teacher 1 had this to say concerning poor working environment:

We are so demotivated with this kind of education. Imagine this; in our school, after the introduction of this education, teachers' office became a problem, we are squeezed in this room here. Previously, we used two classes as our offices. However, after the introduction of free education, we had to leave one for the students due to the increased enrolment.

Teachers, through the above explanations, informed that they experience poor working environment due to free education. The problem with working environment seemed to be in all the schools of this study.

4.2.1.2 There is no allowance for extra duties

The findings indicated that, after the introduction of free education to secondary schools, there was an increase in the number of students, which resulted in more work for teachers. However, there was no increase in salary or allowances to reflect the increased tasks to teachers. The head of department of school A had this to comment concerning this.

Free education has led to teachers demotivation in a sense that, teachers are not paid for extra duties. For example, previously with the contribution from parents, we were able to receive payments for remedial classes. But now we no longer have that ability since the money from the government is not enough.

Reading through the quote above, it is clear that teachers would not like the free education policy for it has stopped some contributions from parents, the contributions which the school management used some to pay teachers for remedial classes. In other words, teachers would not be conducting remedial classes with the enthusiasm they had before the policy was introduced.

4.2.1.3 Dictatorship leadership towards teachers

Teachers explained to the researcher that this education policy has caused their relationship with their leaders to be that of the dictatorship in nature. It was revealed that the free education has led to much pressure towards them from the government, which makes them feel insecure about their work. Teacher 5 from school A with so much concern explained it in this way:

The government emphasizes enrolling a large number of students regardless of the situation at school. However, teachers are supposed to teach and make sure that each child passes the examination. Failure to do that, the teacher is forced to explain what made that child fail. Free education policy decision has caused dictatorship nature of leadership among leaders towards us. The government does not seem to notice that we teach a large number of students in a poor working environment.

It was revealed to the researcher that, after the introduction of this free education policy, teachers are under pressure. They teach in a poor working environment with congested classes and are forced to make students pass regardless of the situation. This makes them feel harassed by leaders and it really demotivates them. While listening to teachers in school D, teacher 2 had this to say concerning the same issue:

This education has caused a lot of challenges to teachers. We are working under so much pressure of which we don't know what tomorrow lies on us. Each leader seems to have a say on us at any time. Recently, many teachers were told to move to primary schools to cover the gap of teachers in the schools. This is another impact of free education. There are a lot of students in primary schools due to free education policy. Teachers are demotivated as they feel like being demoted after being transferred from secondary to primary schools.

Teachers explained that due to free education they have been under so much pressure. They have no freedom as too much is being decided for them by the government without their consent. This situation definitely demotivates them so much.

4.2.1.4 Unsatisfactory salary

Teachers further complained about their salary not to match the work that they do. The study found that teachers' salary had been inadequate for long time. However, the free education has caused the situation to be worse because more work has been added to them while the salary remained constant. Teacher 4 of school D said this during focus group discussion:

Our work morale has been disturbed, ever since this education started. Our workload has increased now because we receive more students than before while the number of teachers is constant and the salary has not changed so far. Surely we have no reason to be motivated with such kind of an environment.

Another teacher from school D had this to say:

Ever since this education started, our salary has become even worse. The government found a better way of collecting the money from us in order to cater for the expenses of this so called free education. It collects money by deducting 15% of our salary as a pay for a loan that we took for our studies. We were not consulted by the government for this act. This is very embarrassing.

The teachers' interpreted the hardship in their life, especially the economic hardship, to be associated with the free education policy. They associate the current cut of the government expenditure on other activities and repayment of the loans they took during the course of their studies as the efforts to get more money to implement the free education policy.

4.2.1.5 Poor teacher and parents relationship

The findings of the study indicated that after the introduction of this education, the relationship between teachers and parents has declined. Parents no longer support the teachers with issues concerning education of their children thinking that free

education means the government and teachers were supposed to do everything for their children.

4.2.1.6 No monetary incentives for teachers with good performance

The study found that prior to the introduction of free education policy decision to secondary schools, teachers had monetary incentives which they used to offer themselves after attaining good achievement. Previously, due to contributions from parents, part of it was used for such purposes. At this moment, they don't have such contributions and the government does not provide money for such incentives. In relation to this, the head of school C had this to say during the interview:

The government does not provide any package for teachers' motivation. The issue of teachers' motivation has not been considered by the government. As a head of school, I find it difficult when it comes to motivating teachers. Sometimes even I, have to use my own money for some of the office's expenses, like attending official meetings due to lack of motivation package. Previously before free education this wouldn't have been a problem at all since I just had to use money from parents' contributions for such expenses.

The head of department of school A also had similar comments concerning this. He said:

Currently, teachers' motivation has declined with this education. We no longer have monetary incentives to motivate teachers when they achieve better performance. Previously, teachers who used to teach Form Four could be given some amount of money say for each A scores they achieved in their subjects after the results of the national examination. That was possible with the money contributed by parents. At this moment there is no such thing since there is no money from the government for teachers' motivation. This really demotivates all of us.

Another teacher (teacher 5) from school B, with so much sadness, had this to say:

This education has not considered us at all; it has caused low morale which has led to our demotivation. Imagine that with cost sharing we used to get monetary incentives, for example during marking of external examination especially examinations like mock we were paid nicely, but now without parents' contributions we mark without pay or with so little pay how do you expect us to be motivated.

Teachers were so much demotivated with this education as it did not help them with the monetary incentives when they performed an extraordinary achievement. It happened that prior to its introduction teachers could pay themselves with money from the parents' contributions but currently they couldn't due to lack of such a package.

4.2.1.7 Teachers complaints are not heard

It was further revealed to the researcher that teachers had been complaining for a long time concerning their job though the government seemed to have not listened to their complaints. However, the government instead of listening to their complaints it even added more work to them, which has caused their motivation to decline.

Teacher 2 from school B had this to say with so much anger.

Education in our country has been disvalued for a long time. Due to poor plans, it does not yield good results. This free education has come to bring more harm to we teachers because it is not well planned. We have a lot of complaints to the government concerning the education which is never been attended yet, instead of our complaints to be attended, more work is being added to us. The government owes us a lot; our promotions, salary increments and allowances all of which have not yet been taken care of. Instead of taking care of those first, quite the contrary, it has introduced this education which means more work to us. This is so much demotivating.

Another teacher from the same school added by saying (teacher 5):

At this moment, with this free education, we don't have work morale. We are neglected by the government; our complaints are never taken care of. Imagine for example the government owes me my promotions twice. We experience a very hard life and have lost hope completely. Instead of trying to at least attend to our complaints the government is even adding more work with this free education policy decision. How would we be motivated to work?

It was revealed in this study that teachers had been complaining to the government for a long time now. They felt like the government had been neglecting them and were not valued. They expected the government to start attending their needs instead of adding more work with the fee free education without increase of pay.

4.2.1.8 Teachers were not engaged in making decisions on this education

The results of this study indicated that teachers felt demotivated due to the fact that they were not involved in decision making concerning this education before its introduction. Furthermore, they felt isolated during decision making concerning the policy which caused them to lack a sense of ownership of the policy. A teacher from school A who seemed so frustrated with the whole situation said this during focus group discussion:

I think that the whole issue of free education policy came so quickly. The government did not prepare well for it beforehand. It has put much focus in making sure many students are enrolled without prior preparation of accommodating them. This has brought a lot of challenges to us and thus demotivating us so much.

It was also found out by the researcher that the government has not asked feedback from teachers concerning the challenges and prospects of the free education.

Teacher 2 from school B commented by saying:

The government does not engage education stakeholders, especially teachers in order to be helped in knowing the weaknesses of the policy decision and the challenges at hand so it could be improved. Ever since the introduction of this education I don't think that the government has ever taken any feedback from teachers on the strengths and weaknesses of it. This really demotivates us, since the government does not cooperate with us in the whole process while we are the core implementers of this policy

Another teacher from school D had this to say during focus group discussion:

Teachers are so much isolated when it comes to planning about educational matters. We feel ignored while we are the core implementers and the ones who know the situation in the field more than anyone else. We are also the ones to be affected directly by any decision concerning education. Let me give you an example, a teacher who studied to teach secondary school suddenly is being told to move to primary school just to go and help there due to the scarcity of teachers which was caused by free education in primary schools. Such an act is so much frustrating and demotivating.

4.2.1.9 Negative perceptions from students

The results from focus group discussions with students from the poor performing schools indicated that almost all students were in favour of the idea that free education demotivates teachers while the number of students in performing schools was a little bit less as compared to that of the poor performing schools. This implies that the majority of students from both schools believed that free education demotivates teachers. Students had this to say during that discussion. Student 1 from school A explained in sadness by saying.

Even though free education aimed at helping children from poor families, I don't think that it had any intention of providing quality education. After the introduction of free education we experience a lot of problems. First, our parents seem not to have understood the whole concept of free education they have ended up not cooperating well with our teachers in the process of provision of this education. They think that everything is free, so even when you tell them to attend meetings which are called by our teachers for a good intention of letting them know our progress they don't show up. This really demotivates our teachers.

Another student of form three who was majoring in science subjects from the same school A (student 5) added by saying.

The fact that our parents are no longer committed to our education really demotivates our teachers. You know since our parents do not pay for our education they are not concerned much about our progress. But had they known that their poor commitment causes our teachers not to be dedicated as well. We sometimes notice that our teachers teach just for the sake of finishing the syllabus and not for the sake of making us understand; this is a sign of how demotivated they are.

Another student of Form Two class, who aged 15 years, talked about the commitment and discipline of students explained by saying the following:

Free education has caused the discipline of students to decline so much. The fact that students are not asked for any contributions make them to be less committed to their education. At the moment, the student is so much protected and defended by almost everyone most especially by the government. This has caused some students to be so arrogant and even break some of the rules deliberately which really demotivates teachers

4.2.1.10 Comments on observation of documents

To a large extent, the findings which revealed the performance of teachers in the documents indicated that their performance was very good while the teachers commented otherwise concerning those findings. The head of School B had this to say.

At this moment, there is a big change as observed from the documents. The changes indicate that teachers are so accountable. But I doubt if this is the reality in the classrooms. You know that we are accountable to the director of Dodoma Municipal these days, whose supervision is so good. Currently, strict supervision of performance is done by the office of DEO and the supervision is much concerned with the performance of teachers as it appears in the documents. But that does not necessarily mean that what is seen from the documents reflects what happens in classrooms.

When asked about teachers' performance the head of school D had this to explain.

The performance of teachers when observed from the documents is amazing. I assure you that this is not the reality of what happens in classes. At this moment the government has put so much pressure on teachers, there is strict supervision due to this education it could be because it has invested a lot of it. But due to the strict supervision teachers are so much demotivated.

Another teacher 2 from the same school added by saying the following:

You may be amazed by the figures which depict teachers' performance. Frankly speaking things in classes are not as you see them in those documents. The government has neglected teachers for a long time and that has a big impact on education that is why government schools lead for bad performance during the national examination at the moment.

4.2.2 Positive perception of teachers on free education

It was found out in this research that very few respondents from both schools supported free education and said that it motivates teachers. The reason being mentioned was that free education helps children from poor families to access education of which majority of teachers benefit from due to the fact that they come from those families too.

The researcher asked all the categories of respondents in different ways. The results from the interview with the DEO, heads of schools and heads of departments, teachers and students in this regard were as follows. The DEO had this to say:

I think that teachers are now motivated with free education policy since it comes with the package of money from the government. The money helps the teachers to run their activities at school. Previously it was not possible as money from parents was not enough.

Furthermore, the head teacher from school A seemed to have similar comments. He supported free education policy decision positively by saying:

I think when it comes to free education and teachers' motivation, teachers are now motivated since the money for implementation comes directly from the government. They no longer have to fight with parents just to ask for the contributions. The plans that are being set easily can be implemented due to the assurance of getting the money from the government.

4.3 Research question 2: To what extent are teachers prepared to implement the current free education policy?

This research question sought to assess the level of teachers' preparedness to implement the current free education policy. Data were obtained from interview with teachers, heads of departments and heads of schools. The researcher made two themes concerning this objective. Those themes were the teachers whose level of preparedness to implement the policy was high and those teachers whose level was low. The findings indicated that to a large extent majority of teachers were not prepared to implement the free education policy. This was due to political interference of the policy, poor engagement of teachers in the policy, lack of awareness concerning the policy among teachers and the challenges that they encounter during the implementation process. All these negatively affected their preparedness to implement the policy.

4.3.1 Poor planning of the policy

The findings indicated that the free education policy decision was not well planned in advance. Hence, teachers' level of preparedness during implementation became low. It was argued that involvement of teachers and other key stakeholders during planning could have alleviated some of the implementation difficulties.

Teacher 1 of school A had this to say.

I think the level of teachers' preparedness to implement this free education policy decision is very low due to the fact that it was not well planned. For example, there was no capacity building for the stakeholders in terms of policy awareness and sensitization. This makes us teachers to find not only hard but also not ready to implement the policy.

4.3.2 Political interference during policy implementation

Teachers' level of preparedness to implement this policy was low as they felt that the policy was formulated by politicians to gain popularity during elections. Moreover, they were of the opinion that there was unnecessary interference from politicians during implementation. Furthermore, teachers were concerned about the influence of politicians on the implementation while ignoring their advice which made them discouraged.

Teacher 1 from School B had this to say:

This policy was formulated from the political influence and is implemented for political gains and popularity without engagement of stakeholders in the field. This makes it very hard for the policy to be implemented with people who were not involved from the beginning. Even though the implementation would take place it would not be of a success.

Teacher 1 from school A, had this to say:

There is nowhere in this world that education has ever been cheap. This is a very wrong notion that our government is trying to instil to our people just for political gains. This government is just doing this to gain popularity in the coming election by misleading the people and trying to fool them that it is paying all the necessities for the children's education. This is not true, as the money for such expenses is not enough. As a result many things become difficult to implement which results in teachers' demotivation.

Through those explanations, it was revealed to the researcher that this free education was formulated by the political influence and political gains as a means of gaining popularity among the politicians. Moreover, it was notified to the researcher that

teachers were interfered by the politicians during the implementation process which made them feel discouraged during implementation.

4.3.3 Poor engagement of the stakeholders in the policy process

The researcher found that the level of teachers' preparedness in the implementation of the policy decision was low due to the fact that teachers were not engaged from the beginning of the introduction of the policy about it. So teachers felt neglected and had no sense of ownership of the policy which caused them to be irresponsible in implementing something that they were not fully aware of.

The teacher 1 from school B had this to say.

I think the level of teachers' preparedness to implement this policy is very low due to the fact that the government has a system of inventing things without participating them. When this policy was formulated teachers were not engaged in decision making. This ends up forcing people to implement something without full knowledge of it, which becomes very hard.

Teacher 5 of the same school added by saying:

Engagement of stakeholders before the introduction of any policy is very important. I think that it would have been better to engage the educational stakeholders earlier before the introduction of this policy. In that way, the government would have received good advice on what should be done in the policy. Since that was not done, the implementation process becomes so hard.

The head of School B explained in response to that in this way.

I can imagine that the level of preparedness to implement this policy is low. Teachers had no idea of what might be the consequences of this policy. I so much remember that, at the time when it was announced, our head of school received the news with so much fear since he did not know what would happen during implementation. There are some difficulties in the implementation process after the withdrawal of parents' contribution. This has caused challenges to teachers during implementation.

4.4 Research question 3: What are motivational challenges facing teachers in implementing free education policy?

This research question required the researcher to identify the motivational challenges facing teachers in implementing the free education policy. The researcher asked all the categories of respondents and the findings indicated that almost all respondents explained that the teachers faced challenges in the process of implementing this free education policy. The challenges which were mentioned, include the lack of enough facilities for teaching, class overcrowd, decline of discipline, poor cooperation from parents, deterioration of relations with the educational officers, money for running the activities is not enough, sports and games are not considered, evaluation being done improperly, and poor children being enrolled.

4.4.1 Lack of enough classes

It was found out in this study that this education has caused the number of students to increase in schools as it is free. The increase in number of students caused problems in those schools, since there were no enough classes to accommodate all students being enrolled.

In commenting about the issue of classrooms and capacity of schools to accommodate students, the head of school A had this to say:

As you can see that we have, not only scarcity of classes, but also the ones we have, have a capacity of accommodating 40-45 students at once. As you can see the situation in Forms Three and Four is not that congested compared to form ones and twos. That implies that the increase in the number of students started after the introduction of this education. In Form One at this moment the number of students ranges from 70-80 in a class. Our lab has the ability to accommodate only 30 students per period now you can imagine how hard it is with subjects like biology. When it comes to practical work the teacher has to find extra time to make sure all students are able to attend. This is so challenging to the teachers considering how do they prepare, teach and evaluate those students.

With regard to the same issue the head teacher of school B also commented by saying:

We experience difficulties when it comes to the number of students that we receive as compared to the number of the classes that we have. As you can see now there is a construction of a class going on; this is being built in order to accommodate the form ones of this year whose number is four times the usual average number that we receive. That means with form ones only, we need more four extra classes.

In one way or another, all the heads of schools had something to comment concerning scarcity of classrooms and free education as a challenge. The head of school C explained in this way when he was interviewed concerning the challenges:

You know, due to the fact that our school is among the best schools in the region we receive many students. Even though students who are registered are not that many, most of them transfer from other schools. At this moment the whole school has a total of 1307 students. This number does not match that of teachers who happened to be 78 and this is a big challenge to teachers.

The head of School B also had this to say:

After the introduction of free education many students were enrolled. This has caused classrooms to have more students than their normal capacity. As a result, teachers have work overload and suffer during classes. For example science teachers at the moment are scarce. I remember it happened once that I was the only mathematics teacher available at school and it was hard for me to teach the whole school alone. Fortunately, by that time, the school had the ability to invite teachers from other schools to assist and they were paid from contributions made by parents.

The head teacher here implied that free education is associated with a large number of students and that the teachers are troubled, most especially science teachers who are fewer in number compared to the number of students.

The study revealed that the teachers complained about free education as it led to challenges when it comes to facilities of teaching. The number of students has increased while the facilities are not enough.

A teacher from school A, teacher 3, had this to say:

Ever since the introduction of this education, many things have changed; for example, we do not have ream papers for preparing exams of our students. We also cannot photocopy or print those examinations after preparing them. Sometimes we write examinations on black board which is very hard during supervision.

4.4.2 Overcrowded classes not matching with resources

The study found that after the introduction of free education there was an influx of students in schools since education was free. Previously, the cost of education inhibited parents to send their children to school, especially those of low income families. The influx of students in schools caused overcrowd in classes which did not match with the available resources. This was observed by the researcher in schools A and B, especially Forms One and Two. The researcher observed in the two poor performing schools A and B that, in school A, the number of Form One students ranged from 70-80 within the class with the capacity of accommodating only 45 students at once. In school B, when the researcher attended the class in form one, it was found that four students shared one desk, which was hard for a teacher to reach each of them.

With regard to this, the head of school A had this to say during the interview:

Free education has caused classes to be overcrowd of students which makes it difficult for the teachers to manage the classes. The classes which could accommodate 40-45 students are forced to accommodate 70-80 students. This become hard for the teachers during preparation of lessons, teaching and even evaluation and it really demotivates them.

4.4.3 Problem with fund

It was found, in this study, that one of the biggest problems facing free education policy implementation is the issue of the fund. This was explained by almost all respondents. The distribution of funds for schools is not equal, and it does not reach the schools on time. Furthermore, some schools receive more than what is needed while others receive less, which makes it very hard to run most of the activities at schools. The DEO had this to say concerning the issue of funds:

I think that the biggest challenge in the implementation of this policy decision is that, money sometimes, does not reach the schools at the right time. Sometimes, it reaches the schools in the mid of the month and by that time teachers have already suffered. Not only that but also it delays and there is a mismatch of the amount of money which the schools are given. Some schools get more while others get less than is required. This will be solved soon as we collect information from the schools on how to improve the situation. I once had an experience with a certain school which had only 20 students. It used to get 70,000 shillings from the government. This school was located 95km away from the headquarters which required the head of school to go and fetch the money by paying 20,000 shillings each visit. So you can imagine he could remain with less money afterwards.

The DEO further explained the issue of money.

I also think that there is a problem with the directives on how to use the money. Everything has been directed in percentage for example money for administration 20%, money for academic matters 50%, for guards 3%, and 27% for all other activities. You may find that some activities which deserve small amount have been given larger amount while the ones which require more amounts have been given less.

During the interview with the head of school C, he had this to say:

We receive little money with directives on how to use. Sometimes, it happens that at the mid of the month the money is already finished. It is very hard in those moments and most of the times I use my own money to cover certain activities.

The issue of money as it was explained, seemed to touch almost all respondents, the head of school B also explained in this way concerning money.

To run this education is very challenging as the money from the government is not enough. Previously, we managed most of our activities for example during examinations we had our own ream papers which were given to us by parents for academic purposes. But these days we fail to do so since there are no such contributions from parents.

When the researcher was interviewing the head of physics and mathematics department of school A, concerning the challenges that the teachers are facing which are related to the introduction of a free education policy decision, he had this to say:

There are so many changes which are due to free education at the moment, for example previously the examinations for students used to be typed and printed with the money contributed by parents. We also used to have remedial classes and we could pay for ourselves out of that money from parents. All of those activities have become a challenge now to do since the government does not provide money for such things and the parents are no longer allowed to contribute.

This showed clearly that when the parents were contributing to their children's education, teachers managed their activities easier than now. Things have so much changed ever since the free education was introduced. Teachers complained a lot about the lack of enough funds and they seemed so frustrated and angry. On the same issue of money teacher 1 from school A had this to say:

Ever since we started to have this education, things are going on badly. There are many things which we can no longer manage on our own due to scarcity of fund. The government has focussed on only making sure that as many students as possible are enrolled without considering the available resources. This has resulted in difficulties during implementation.

Another teacher 1 from school B also had this to say concerning the issue of money:

With this free education, it is very hard to meet the educational objectives being set because money is not enough. The government is experiencing difficulties in making sure all the schools get enough money to run the activities. There are so many schools as well as many students are enrolled at the moment.

Another teacher 2 added from what teacher 1 was saying by saying the following:

With the current education, the government at the moment has abandoned some of the activities which are equally important for our kids' education due to lack of enough funds. Some of the extracurricular activities like sports and study tours have been neglected due to lack of fund; this will disturb the quality of education so much.

4.4.4 Poor cooperation and commitment of parents

The researcher further found out that after the introduction of free education policy decision, teachers' cooperation with parents declined especially when it comes to discussing matters concerning the progress of their children. It was revealed by teachers that parents seem to have no awareness of what is free education and what are their roles. Currently, many parents tend to believe that the government is obliged to pay for everything. Not only that but also some parents think that there is nothing left to discuss with teachers concerning their children's education since the government pays everything for it. The head of school A complained by saying that:

Parents think that the government has to pay for everything; thus, their commitment in participating in the matters concerning their children has so much declined. Imagine that this is March, 2018. I still have the reports for many students in my office. These were for December annual examination. Parents are not bothered to come and fetch them. In those days before free education, things were not like this. I think the money that parents used to pay helped them to see the necessity of making follow up of what was going on with their children's education.

The teachers also had these to say, starting with teacher 1 from school A.

It seems that the whole issue of this free education is that it was neither well planned nor prepared. Some people have received this policy differently, have misunderstood it or are not aware of their responsibilities during its implementation. Parents do not play their role as they should. You may find a child coming to school without proper uniforms and when you try to make a follow up you come to realize that the problem is with the parents who did not understand well concerning free education.

Teacher 4 of school B was so touched when commenting about this issue as she said:

There are many challenges which are due to this education. But I think that parents' commitment has declined. They do not show any cooperation with us and this is the result of this education because parents behave in a way that was not there before.

4.4.5 Teachers and educational leaders relationship deterioration

It was further found by the researcher that the relationship between the teachers and education officers had deteriorated during the process of implementing this education. Teachers believed that their leaders tend to pressure them unnecessarily. Sometimes, when they ask for genuine contributions from parents, they suffer severe punishments from the leaders. When the performance of students was not that good, teachers are asked to write letters of explanations. In school D, teacher 2 had this to say concerning that:

We are working under so much pressure of which we don't know what will happen to us in the future. The relationship with our leaders has declined due to too much pressure against us.

4.4.6 Work overload

The findings of the study indicated that after the introduction of free education the teachers became so occupied with their work. This was caused by increase in the

number of students which did not match with the available teachers. The situation was explained by the respondents themselves in the following manner.

The head of school A explained this situation in a specific way by saying the following:

This education has caused the increase in number of students in classes. There are some teachers who have two periods per week that is theoretically normal of course. But practically is not due to large number of students in their classes. Imagine these teachers have to prepare for their lessons, teach, give exercises and even mark a class of about 80 students. Teachers find very harder to manage those classes.

Another teacher from school B had this to say:

Because of this free education, many students are enrolled and this has caused a lot of problems. Some activities like evaluation have become hard to handle. In classrooms there are many students between 70 and 90 per class which make us to write the examinations on blackboards due to lack of money.

4.4.7 Deterioration of discipline among students

The researcher was informed that free education policy decision increased the number of students in schools. It became harder for teachers to handle the discipline of each student due to their large number. This resulted in a decline of discipline among the students. Furthermore, it was revealed to the researcher that this education has exalted the students so much by protecting them especially when it comes to any payments. No teacher is allowed to ask for any payment even if it is necessary to do so and if it happens the teacher is punished. The teacher is supposed to make sure that the students pass their examinations regardless of the situation in classes for teachers. This makes some of students to feel superior to their teachers. As a result, they disrespect them and thus deterioration of discipline is inevitable. Teacher 1 from school A had this to say during focus group discussion

Since free education caused an increase in the number of students, it has resulted in the decline of students' discipline. This is because the number of student does not match with the available teachers. Hence, it is very hard for the teachers to handle all the students, most especially with the issue of discipline.

4.4.8 Students' comments on challenges which teachers face

When the researcher discussed concerning the issue with the students, it was found that they were aware of the challenges which their teachers were facing because of free education. Some students from school A had this to say with regards to the problem with money. Student 1 from school A had this to say:

I am afraid that the money from the government which the schools are receiving is not enough. Currently the scarcity of facilities to run the activities at school seems to have increased. This is clear that the school has no ability to buy some of those facilities due to lack of money.

Another student 4, adding from what his fellow was saying he commented in this way:

Adding from what my fellow is saying I think now there might be a problem with the way the guard is being paid. The security is not as good as how it used to be. There might be the problem with the way the guard is being paid.

4.5 Research question 4:How do Stakeholders view the way free education could motivate teachers to work effectively?

This research question demanded the researcher to determine stakeholders' views on how free education could motivate teachers to work effectively. They made these comments during focus group discussion and interviews:

- i. There should be increase fund for implementation,
- ii. Work environment for teachers should be improved,
- iii. Awareness to parents should be made,
- iv. Teachers should be engaged in policy making and decision making concerning education issues,

- v. Politics should not interfere with education issues and politicians should not have final say on matters concerning education,
- vi. The government should consider the issue of motivation to teachers when implementing this policy, and
- vii. There should be education board which deals with education issues.
- viii. The government should do research before introducing any policy and during implementation.

4.5.1 Increase of fund for implementation

The respondents informed the researcher that the fund for running all the activities of free education policy decision should be increased. It was revealed that the distribution of the money to different schools was not equal; some schools received more than necessary while others received little than the required needs. Not only that but also the time for receiving the amount sometimes delays. Because of this, respondents had their own view concerning the issue of fund. The head of school B said this during interview:

This education is good, but the government should make sure that money for running the day to day activities is increased. It should be provided and allocated to the schools on time.

In fact, the head of school seemed to like the idea of this education but was concerned with the issue of funds that the distribution was not fair and thus recommended that it should be increased. Without enough money, the implementation process would be very hard. Head of department of school A said this during the interview.

There should be enough funds for running the activities at schools. There are so many things at school of which the head of school will be able to do with enough money. And thus the implementation process will be easy, at this moment is very hard since everything comes with directives on how to spend the disbursed amount.

Similar comments were made by the head of department for school C.

I think that this education would be successful if money for implementation could be increased. If that is not possible then the government should reconsider to allow some contributions from parents for some of the things.

Teachers also had their views concerning the issue of money and that unavailability of enough money is the cause of many problems during implementation. Teacher 1 of school A, in focus group discussion had this to say.

The reason why private schools perform better than our schools (public schools) is that the issue of fund is given so much priority in those schools. They pay a lot as school fees for the purpose of making implementation to be easy while with our schools the issue of fee is not given much priority. With this free education if the government wants it to succeed it should increase the money for implementation.

The teacher meant that so little attention is given when it comes to the costs for the development of the education in public secondary schools. She also thought that the success that happens in private schools is due to much consideration been given with the issue of money. Another teacher in the same school (teacher 6), commented by saying:

I am not sure if the government provides enough money to the schools because at the moment, we are experiencing problems when it comes to implementation. For example, ever since free education started, we experience difficulties on how to prepare and conduct the examinations due to lack of enough money.

The teacher meant that the government should not shoulder for this education alone. Some of the requirements should be paid by parents and part of others should be paid by the government. That is to say that there should be cost sharing, like it was before.

4.5.2 Work environment for teachers should be improved

The respondents explained to the researcher that, in order for free education to succeed while teachers are motivated to work, the working environment should be improved. Teaching work environment was poor with no offices for teachers and there was scarcity of classes. Student 1 from school A had this to say concerning work environment:

This education would motivate our teachers if the work environment would have been better. The government should improve the work environment by building more classes in public schools. There should be more labs and libraries with enough books. Teachers' offices should also be built.

4.5.3 Awareness to parents should be made

The findings indicated that the parents were not aware of what free education is and they didn't know the government's boundaries of contributions to the education of their children. Thus, respondents insisted that awareness should be made to parents. It was revealed that due to free education parents participation in education has declined and they do not play their role well.

In response to this the teacher from school C had this to say during focus group discussion.

In order for this education to succeed, the government should educate the society concerning this education. There should be clear boundaries about the contributions of the government and the parents. Otherwise, now it seems like the parents think that they are not suppose even to buy food for their children while they are at school.

The findings indicated that parents' cooperation has so much declined ever since the introduction of free education and that they do not play their roles well. As the above teacher explained, it implied that perhaps knowledge is required to parents in

order for them to have a clear understanding of their roles and responsibilities regarding the implementation of free education policy decision.

4.5.4 Teachers should be involved in education policy and decision making

The respondents indicated that in order for any policy to succeed, implementers should be deliberately engaged during the early stages of its formulation. The approach will instil a sense of respect among implementers. Furthermore, a sense of policy ownership will be enhanced which will cultivate an attitude of responsibility, a vital ingredient in the success of policy implementation process.

The head of school B had this to say regarding this matter:

It is very necessary to consider involvement of education stakeholders during formulation of such policies. That way there would be a sense of ownership among them hence implementation will be easy.

Moreover, a teacher from School B had this to say:

When making educational policies, like this one (free education policy decision), the government should engage educational stakeholders to get their views. Teachers should also be engaged in decision making concerning educational matters. In that way, it will be assured that the implementation process will be easy and successful.

The teachers also gave opinion that their engagement in decision making concerning education matters would really improve the quality of education. It seemed as if they felt being ignored in matters that require them to play a big role during implementation process. Teacher 2 from school A had these views of what would motivate them with this education.

I don't know how I can put this but I think a teacher is being used as an invaluable object. In order to make this education progress in a successful way, the government should give teachers freedom to make decisions concerning educational matters. And their decisions should be respected. The government has to listen to teachers' views concerning this free education. We are the core implementers of this policy and we really know the problems that we experience and how those problems can be solved.

The teacher here meant that there should be mutual understanding between the two sides that is the teachers and the government and that teachers should have freedom in making decisions on matters concerning education.

Another teacher from school C also said:

In order for this education to be successful, it is very necessary that teachers' views should be so much considered. Matters concerning education should be left in the hands of educational stakeholders to decide about them, most especially teachers. Teachers are the main implementers of this education thus they should be considered when making decisions concerning it.

4.5.5 Politics and politicians should not interfere with education issues

This was also among the views given by teachers in order to make this free education yield the desired results. The respondents thought that the introduction of this policy was linked to political reasons which caused difficulties during implementation and led them to suggest that politics should not interfere with education issues.

In response to this a teacher from school A had this to say:

If we want to achieve the desired results, if we really want to reach educational objectives very well, the government should not use education as an issue to gain popularity during political activities. Education should be left alone, not to be mixed with politics. It seems as if politics is so much influencing educational decisions. Just imagine the issue of introducing ward schools, that was a political agenda but where are we now, don't you see that the private schools do always lead during examinations? That does not mean that there are no teachers in these ward schools, the teachers who teach in those private schools majority have come from our schools.

Another teacher in school A added:

Surely politics should not dominate the issues concerning educational decisions. This education has so much being used as a political matter. As a result, people do not want to be involved in anything concerned their children, even if it is genuine payments.

Another teacher from school C had this to say:

Anything concerning education should be left to educational stakeholders, or those people who are knowledgeable with the field. The politicians should step aside when it comes to decisions concerning education, otherwise they should really think well before deciding anything concerning education. I think is very necessary to involve the stakeholders.

It was found from the research that teachers feel disvalued when they are not involved in decisions concerning the issues which they have to implement. It means the teachers believe that to a large extent when the government decides about education matters without engaging them, it becomes so hard during implementation; it is as if they feel ignored.

4.5.6 The Government to foster teachers motivation

The findings indicated that this education affected teachers' motivation to a large extent. Thus, respondents suggested that in order to make it successful during implementation, the issue of motivation should be considered.

Giving views on what should be done, the head of department of School A had this to say:

I think that the motivation of teachers should be so much considered; there are so many teachers who are so dedicated. They work extra hours without any pay, the government should try to find ways on how to motivate them in order to make this education be so successful.

Another teacher added by saying:

The major problem that makes our education to deteriorate is that teachers are not motivated at this moment. In the past public schools used to lead in performance, but now it is just private schools which are doing well. If the government wants to see this education succeed it has to rethink well on the issue of teachers' motivation

On top of that another teacher said:

The government should motivate its teachers. You know, it is really discouraging, for example, when children performance well teachers should be motivated with something. That is something we used to do when the parents were contributing for their children's education.

Same views were given in school B considering what should be done in order to make this education prosper. The teacher during focus group discussion had this to say:

When you ask us what we think should be done I wonder even how to tell you because most of the answers are so obvious; teachers should be motivated to work. Teaching is a very demanding task; the issue of motivation should really be given a first priority.

4.5.7 There should be an educational board which deals with education issues

Teachers believed that many things in education fail due to the lack of educational board which would govern all matters concerning education. In that way, formulation of policies and their implementations would have been successful.

This was further explained by the teacher from school B.

Education matters do fail due to the fact that, there is no any educational board which directly deals with educational issues. If the free education decision has to succeed, the government should make the educational board which will be dealing with matters concerning education. In that way teachers would feel that there are no interferences in decision making concerning educational issues. Furthermore, since the board will have to include more members from the field, it will be helpful to teachers as they will feel like having a sense of ownership of the policy.

4.5.8 The government involvement in research

The findings indicated that the government rushed in introducing this education before a thorough investigation from other places and understanding the challenges which others experience when implementing it. This would have helped in addressing them beforehand.

A teacher from school B had this to say during focus group discussion.

When making educational policies, like this one, the government should make an investigation beforehand to find out how other countries do implement such a policy decision, and what the challenges they face are. This would have helped in our context to avoid such challenges. There should be a comparative education research which will try to compare how this policy decision is implemented in our place as compared to other places. And what are the challenges that we face, how other people have solved such challenges in their context. This would have helped in making this policy successful while motivating us.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

In this chapter, a critical analysis and discussion of findings of the influence of free education decisions to teacher motivation at secondary schools are presented. For the purpose of the study, the conceptual framework, research objectives, research questions and findings, the analysis and discussions are connected to the theoretical stance of free education and the effect on teachers' motivation and the empirical findings contained in the literature review. The researcher's ideas and comments are also made in connection to research findings.

5.2 Perception on Free Education in Relation to Teachers' Motivation

The first objective of this study was to find out from stakeholders about the free education policy in relation to teachers' motivation. The findings indicated that majority of respondents believed that free education demotivated teachers, even though there was a slight difference between the better performing and the poor performing schools in the results. These findings concur with the findings by Chua (2012) who stated that the perception and satisfaction of teachers differed from place to place depending on the environment and location of school.

The causes of poor motivation to teachers in relation to free education were explained in this way; it happened that Free education doubled the number of students who were enrolled while the facilities were scarce and teachers had poor working environment, teachers work load increased while there was no allowance for their extra duties, their salary does not match with the work, there is no monetary incentives for them, they experience dictatorship leadership for the time being, their

complaints are not heard and that they are not engaged in any decision concerning this education.

These obstacles caused difficulties when it comes to the implementation process and hence demotivation of teachers; as a result, job dissatisfaction was inevitable. This findings resembles those with the findings concur with different researches elsewhere around the world, for example the findings by Kenya (2008) found that during free education teachers were affected by the increase number of students this made them to deal with increased workloads. The increased responsibilities without an equivalent raise in their remuneration had de-motivated many of them.

Majanga, Nasonga and Sylvia (2010) also made a study on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE) in Kenya, they found that FPE created increased size, shortage of teachers, heavy teachers' working load and lack of teacher motivation was inevitable. In this study, it was evident that the increase size of students could not match with shortage of teachers, which caused work overload and their demotivation.

Another study, by Graham-Brown (1991) in Costa Rica found that though enrolment was free at primary level, the living environment especially accommodation for teachers was worse. School infrastructure, funding and teaching-learning materials were insufficient such situation demotivated teachers.

As it has been explained in those studies, the situation was similar in those four schools in this study, when the observation was made the researcher found that, in classes especially in school B, when the teacher was teaching in Form One, students were sitting two in one desk and chair, which was so hard for them to concentrate

and they seemed so tired. This was hard to the teacher as she couldn't find a way to reach all students hence participatory teaching couldn't be attained.

Also, in school D there were 6 of Form One streams and 4 streams of Form Two, since the number of students increased so much due to the introduction of free education. The number of students was so big to be accommodated in the usual classes, which used to be 3 streams for each class. This has caused teachers to have a work overload, since the teachers are fewer than the number of students.

All the four schools had experienced increased enrolment with no capability to handle the situation. Poor working environment with work over load are among the things which really demotivates teachers especially when their work does not match with the remuneration. The schools A, B and D, teachers had no office of their own only in school C that the teachers had their office this also contributed to poor working environment which made teachers to be demotivated with free education policy decisions as in one way or another. school D for example, teachers had previously used two of the classes as their offices, but due to the increase number of students because of free education teachers had to leave one class to students and use only one class as their office. The office is so small compared to the number of teachers which makes them to leave uncomfortably. School A and B also shared almost the same experience as teachers in those schools had no office and had to use classes and partitioned them as offices.

One of the most important factors that move every human being to achieve his or her goal is motivation. Motivation guides people's actions and behaviour of individuals toward achievement of any goals (Analoui, 2000). The working environment of teachers is so essential in order to make teachers work effectively

and efficiently .Teachers work very well when their working environment is conducive. Mbwambo (2016) states that when working environment is conducive, it motivates workers to produce maximum returns but the situation is not the same with secondary teachers in Tanzania during this free education, as their working environment is not conducive.

Even though teacher working environment in our country has been bad for a long time now and that they had been even demotivated for long, This study shows that teachers working environment has been worsened by free education. Mayaru (2015) claimed that “teachers are facing many and complex problems in Tanzania. These problems range from low salaries to low status”. Teachers feel that their concerns are not addressed. Since these concerns remain uncertain then teachers feel demoralized and the quality of education including students’ leaning is bound to suffer. Bennel & Mukyanuzi (2005) also stated that it appears that teacher job satisfaction is considerably lower among secondary school teachers and that in many ways; this does amount to teacher motivation crisis.

Demotivation of teachers should not be left to continue because, when teachers are not motivated, they don’t teach well and that results in poor performance of students. Mruma (2013) said that one of the reasons for poor performance in secondary school in Tanzania in 2011 and 2012 is the absence of adequate motivation of teachers, especially low salary and poor working conditions.

From these findings, it can be concluded that teachers are not motivated by free education policy decision as it makes their working environment to be not conducive, it increases their work and they are not paid in relation to their work. And this is not good for the policy since, when teachers are not motivated, they do

not teach to the best of their ability and knowledge. And performance of students is likely to decline. The government has to make sure that teachers are well motivated in order to implement this free education well, so that it can yield successful results.

On the other hand, the level of teachers' motivation as observed by the researcher from different documents was good in both performing and in poor performing schools. But that should not be drawn as a conclusion because the teachers had different opinion concerning those documents.

5.3 Level of Teachers' Preparedness for Free Education Policy Decision

In this objective, the researcher sought to find the level of teachers preparedness in the process of implementing this policy decision, how committed they are. The findings showed that many teachers had low level of preparedness to implement this policy, partly because of the challenges that they face on the day to day activities in the process of implementing the policy also they thought that the government didn't plan well about the policy decision before it was introduced which resulted in a lot of problems during implementation, since they were not engaged from the beginning during the formulation of this policy decision. It has become difficult for them to implement something that they are not fully aware of.

These findings agree with the findings by UNESCO (2005) which found out that the implementation of the programme without prior consultation, or preparation of teachers and lack of regular communication to sensitize the various stakeholders on their roles had hampered the smooth implementation of the free primary education policy in Kenya. There was general misconception about the meaning of free

education, with parents taking the view that they were no longer required to participate in school activities.

In that study, it was found that political leaders contributed to this confusion by indicating to parents and communities that their participation in form of voluntary contributions or funds drives was no longer acceptable (UNESCO, 2005). This, therefore, made parents to relax and leave other responsibilities, like counselling and discipline to teachers. The politicians also gave incomplete messages about the Free Primary Education by simply referring to the Free Primary Education as 'free' without addressing the challenges or even specifying parents' or community roles.

The study by UNESCO agree with this study as the teachers seemed to believe that the government has not done enough to explain to all stakeholders about free education policy decision, they also seemed to believe that they didn't own the policy since they were not involved from the beginning of the formulation of the policy. They further claimed that there was so much political interference of the policy and because of that it makes them having difficulties in the implementation process and their lever of preparedness to implement it becomes so low.

HakiElimu (2017) also showed that, during the formulation of this Policy, Teacher's Trade Union (TTU) was consulted by the policy makers for advice but school level the involvement of teachers in implementing the policy was marginal. It seems that teachers were not aware about the details of the policy this by itself led to the teachers not to be prepared to implement the policy.

Teachers found themselves in a state where they were not ready to implement the policy due to different challenges that they faced. It is obvious that the

implementation of any policy, which has a lot of challenges, becomes hard to implement and makes the implementers not to be ready to implement it.

According to Mwita (2016), during the free education policy, some of the schools lacked money to pay security guards and temporary teachers of science and Mathematics. There is a big shortage of Science teachers in the country at the moment and the government has not been able to allocate more science teachers to schools as it is required. Previously, it was believed that to hire students who graduated their Form Six or University education on temporal basis would cover the shortage of those teachers. In those days, it was possible because there were contributions from parents and, hence, those who were hired could be paid out of those contributions.

5.4 Challenges Facing Teachers in Implementing Free Education Policy

This research objective aimed at exploring the motivational challenges which the teachers faced in the implementation of free education policy decisions to secondary schools. It was found that free education brought a lot of challenges to the teachers and that it made their work hard. All respondents from better and poor performing schools had something to say with regard to the challenges that teachers faced when implementing free education policy decision. Among the challenges which were mentioned and explained by teachers, included the lack of enough fund from the government also its distribution being of unequal proposition among schools and also the delay of receiving the funding by those schools, lack of enough facilities to implement the policy, decline of students discipline, poor cooperation of parents, lack of students commitment on education, lack of awareness of the policy among the stakeholders, inadequate of facilities, and decline of students discipline.

It was found out in this study that the allocation of fund to schools from the government was also a problem, as some of the schools received a little while others received more. Fund was delayed, which caused a big challenge to the teachers as the activities of school depended on money from the government only. There was no any other source of income apart from those from the government.

These findings agree with the findings by HakiElimu (2017), which found that after the introduction of free education, disbursement of grants to secondary schools were attached with strict guidelines on how to use them, which made the implementation of school activities to be difficult. Other findings by Ngowi (2015) explained that capitation grants sent to secondary schools in Kinondoni Municipality were insufficient, such challenges made the teachers to find the implementation to be very difficult and, as a result, they became demotivated.

Another study by Kenya (2008) who made a study on free education in Kenya explained similar findings that free education grants were sometimes not disbursed on time. In some cases, it was reported that, even in the local dailies, the funds were disbursed, either in 2nd or 3rd term implying that schools had to make their own plans to “survive” until they received the funds. This hindered learning and the operations of the schools were affected. He also explained that, the over enrolment had led to overcrowding of pupils in the few classrooms that were available. This, in turn, led to difficulties in teaching and adequate attention being given to individual learners hence affected the quality of learning.

It was observed in this study that in the schools that the students were so many especially in Form Ones and Two where in one of the schools, School B, while the teacher was teaching it was not possible to pass and reach each student while

teaching. The class was so crowded that each two students were sitting on one desk. And she also observed construction of one class for those form ones as it was explained to the researcher that in that year the number of students being registered at school was four times more than the usual number. In these schools it was observed that students were so many, and teachers had to even write some of the examinations of board due to lack of facilities.

These results are supported by the study which was conducted in Kenya by Onyango (2001). He observed that, with the introduction of free day secondary education, schools had registered over-enrollment. This meant that the resources available in schools were constrained. He also added that since teachers are the most important staff in schools, with increased number of student as a result of free day education, pupil/teacher ratio became a problem leading to increased workload for teachers.

Another study by Gatheru (2008) on challenges related to the implementation of Free Primary Education in Narok District established that due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and not able to give individualized attention to pupils. UNESCO (2009) contends that the demands of child friendly schools call for children to be comfortable in class and out of class to enjoy the learning environment and any other environment where the curriculum is delivered. This appeared not to be in schools of this study. Teachers were not able to give individual attention to the learners especially the slow ones, hence affecting the quality of learning. There is also an acute shortage of teachers as a result of the great increase in pupil enrolments. Most classes were too large to be

handled by a single teacher. On average the teacher pupil ratio in most schools was 1:70, which was a serious implication on learning and teaching (UNESCO, 2005).

According to Paraide (2015) who made a study in Papua Guinea on challenges with the fee free implementation in Papua Guinea found that there a challenge on lack of awareness among the implementers, concerning the TFFE (Tuition free education) subsidy grant to the general public. Misunderstanding occurred when the media and the school information to parents were contradictory. This was generally a result of inadequate awareness of the implementation of fee-free education policy and what was expected of the school administrations in preparation of this policy implementation.

In this study, it was found out that stakeholders were not involved in the formulation of the policy. it was revealed that they were not aware of the policy decision, most especially teachers and parents. This caused teachers to feel like neglected in the process and that they do not own the policy hence implementation was not smooth as the parents could not cooperate with the teachers in the process of educating their children. These findings also conquer with those from other researchers also. Mualuko J.N. & Limuuki (2012) asserted that the stakeholders were not involved extensively nor were they consulted and their views incorporated before the final implementation. This could be the reason why the increase in pupils' enrollment had led to teacher de-motivation.

5.5 Views on how Free Education could Motivate Teachers to Work Effectively

This objective sought to find out what would stakeholders views be with regard to what should be done to make this education motivate teachers to work effectively. In

other words, to make this education implemented successfully while motivating teachers.

From the stakeholders views, there should be an increase of funding for implementation, creation of parents' awareness, teachers should be involved in decision making with regard to education issues, politics should not interfere with education issues, the government should consider the issue of motivation involvement of teachers in making education policies, enrolment of children according to their ability and the government should research before introducing any policy.

Their suggestions are logical and practical since when it comes to the issue of fund, any programme or policy would be well implemented if had been well funded. That would help in making sure that the facilities for implementation are available when needed but also it would ensure the environment for implementation is very conducive.

These findings were in line with the findings by Ronoh and Serem (2012) in their study on free education in Kenya had their views from Respondents who stressed the need for additional funds for the needy schools to enable them put up physical facilities since parents no longer pay for building fees. The money given for FPE per pupil per year for teaching and reading materials as well as for other expenses was not enough.

They also added that there is need to ensure that information on the policy is shared with and debated by various stakeholders. It is important for stakeholders to be clear about what the aims and goals of the policy are and what is their role is going to be

in implementing the policy. Each school should photocopy the circulars that are sent and share them with teachers. These circulars should be prominently displayed on the notice boards of schools and village offices. It is clear that even in those areas teachers experienced similar problems like our teachers, as they saw that it was necessary for free education to be implemented with enough fund. But also it is very essential for all stakeholders to have awareness of the policy. This is very helpful as it helps so much during implementation process. When stakeholders are well engaged it makes them feel important and they feel like owners of the policy hence makes it easier to implement.

But another study by HakiElimu saw the necessity of community contribution as the government alone cannot shoulder all the expenses of each child for education. HakiElimu (2017) recommended that communities can play crucial roles in furthering and sustaining effective and quality schools. Abolishing school fees must, thus, not reduce community support to schools. On the contrary, school fee abolition should expand and strengthen community engagement. Communities should not be prevented from providing additional resources (including in-kind contributions) at their own initiative, as long as they do not entail mandatory contributions by low-income families.

Orodho and Adan (2015) said that the Board of Management in implementing free education in Kenya recommended that there should be sensitization of the local communities on enrolling the children in the schools, coming up with sound management policies, making financial contributions (both personal and outsourced), staff motivation and setting standards of achievement and admission in the schools.

Allocation of fund to cater the needs of each student in class should be increased. In this study, it was found that planning for education policies before formulating them is very essential, also the issue of teacher motivation should be considered during the implementation process. When teachers are not motivated it will be difficult to attain the so set objectives.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the findings, conclusion and recommendations based on the findings. Finally, the chapter winds up by showing suggestions for further research.

6.2 Summary of the Study

The main focus of the study was to investigate the influence of free education policy decisions on teachers' motivation at secondary schools in Dodoma Municipality. The researcher used a qualitative approach to collect and analyse information from respondents.

To enrich the researcher's knowledge, review of different foreign and local studies in various parts of the world was done in order to ascertain the influence of free education policy decisions on teachers' motivation. Herzberg's theory of motivation was used to guide the process of data collection, analysis and interpretation. To answer the required research questions, the study employed the case study design. Data were collected through different research tools like interviews, focus group discussion, observation and documentary review. A sample size of 49 respondents was used from four different secondary schools at Dodoma municipality. Among the respondents were 1 DEO, 4 heads of school, 4 heads of department, 24 teachers and 16 students. The main findings of the research are summarized as follows.

The first objective of the study was to find out the perceptions of stakeholders on free education policy decisions in relation to teachers' motivation. The findings indicated that majority of stakeholders believed that free education demotivated

teachers. They gave different reasons which included the fact that the introduction of free education policy decisions tends to increase the number of students which causes different problems for teachers. This is because the increase of students does not go hand in hand with the available resources, fund is not enough to support the policy, there is poor infrastructure to cater the increase number of students, no monetary incentives for teachers, there is no allowance for teachers for extra duties, dictatorship nature of leadership has emerged towards teachers due to this education. All of which cause the motivation of teachers to decline. It seems that most of the problems which teachers experience now did not exist when parents were contributing for their children's education.

Teachers' motivation was reviewed through documents which show the record of teachers' responsibilities. Together with teachers performance was observed in class rooms and in other out of classrooms activities. The documents which were reviewed included lesson plans, scheme of works, and attendance registers for teachers which revealed a good performance of teachers which was ranked in percentages. These results were contrary to teachers' explanations as they revealed a good performance of teachers which could mean that teachers' motivation was good while they claimed to be otherwise. The researcher further discovered that the information from the documents does not convey the reality of what happens in classrooms as she was informed by the teachers that, what was seen in the documents is contrary to what happens in the class rooms.

The second objective was to find out the level of teachers' preparedness in implementing the free education policy decision. The study found that the level of teachers' preparedness in the implementation of the policy was very low, this was

due to the fact that teachers were not involved from the beginning of the introduction of the policy decision. They lacked awareness of what the policy is and that there was no sense of ownership of the policy among teachers. Another reason was that teachers felt like not prepared to implement the policy due to the problems that they experienced which were due to the introduction of this policy decisions. Teachers believed that the problems which they experienced were not there prior to the introduction of this policy decision. The third objective was to explore the problems which teachers faced during the implementation of this policy decision. Teachers explained that there were many problems which they experience because of this education policy decisions. They include, class overcrowd, lack of enough facilities for teaching, poor cooperation from parents, dictatorship kind of leadership towards teachers.

The fourth objective was to find out teachers views on how free education policy decision would motivate them. Teachers gave their own views on what should be done to make this education succeed without affecting their motivation. These views include the need to increase funds for policy implementation, improved teachers work environment, awareness creation to parents, engagement of teachers in policy and decision making, avoiding interfere of politics in education issues, establishment of education board to deals with education issues and the need for research before introducing and implementation of any policy.

Mapping of the findings:

Based on the research findings and discussion of the study the following conclusions are drawn:

1. Stakeholders views concerning the effect of free education to teachers motivation revealed that, it is clear that teachers are not motivated by free education policy decisions to secondary schools. This is due to the fact that teachers' motivation had been low for a long time, they felt that the government had to try and consider how to raise their motivation and consider their complaints but instead more work is given to them with no consideration made on how to raise their motivation. They also feel like free education policy decisions increases their work which make their working environment to be hard since the increase number of students due to this education does not go hand in hand with the improvement of facilities and infrastructures.

2. The findings further indicated that teachers are not prepared to implement this policy and that their level of preparedness to implement this policy decision was very low partly because of the challenges that they face in the process of implementing the policy. The responsibilities of teachers have changed due to this policy as they teach a larger number of students which make them not to ready to implement the policy, also they think that the government didn't plan well on the policy decision and that it rushed in the process of implementing it, not only that but also they thought that they were supposed to be involved in decision making concerning this education from the beginning since they were not engaged it makes it difficult for them to implement something that they are not fully aware of.

There are so many problems which teachers face when implementing this policy, these problems make their work to be hard and not to be effective.

The problems ranged from lack of enough fund, lack of enough fund from

the government also its distribution being of unequal proposition among schools and also the delay of receiving the funding by those schools, lack of enough facilities to implement the policy, decline of students discipline, poor cooperation of parents, lack of students commitment on education, lack of awareness of the policy among the stakeholders, inadequate of facilities, and decline of students discipline.

Implication of the results:

This study is going to be of a great help to the Policy makers as they formulate new policies concerning free education and teachers' motivation, there will be the engagement of stakeholders from early stages of the formulation. It will further help the educational leaders in trying to find more ways of motivating teachers in the process of education provision. The motivated teachers will however improve practice in education.

6.3 Recommendations for Actions.

The study found that in order for this education to be successful, therefore, the following should be done. This will help the implementation of this education to succeed without affecting teachers' motivation. There should be increase of funding for implementation, awareness of parents should be made, teachers should be involved in decision making concerning education issues, politics should not interfere with education issues, the government should consider the issue of motivation, when making education policies teachers should be engaged, when selecting children for secondary education their ability should be considered and the government should research before introducing any policy.

6.4 Suggestions for Further Research

Based on the findings and conclusions reached in the study, the following recommendations are made: Since this study was focused on investigating the influence of free primary education on teachers' motivation and that the study revealed that the policy has demotivated teachers, there is a need for a research to reveal if the policy has any contribution to students' performance. Further studies are also needed to find the views of stakeholders in the interior areas, about the influence of free education to teachers' motivation.

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APPENDICES

Appendix A: Documentary Review Guide

S/N	Documents	Information sought	Sources of Information
1	Minutes of staff meetings	Any issues related to free education and teachers motivation.	Staff meetings files in schools
2	Pupils' performance	Trend of academic performance whether it was improving or dropping since free education was introduced	Academic Teachers' Office and head of school's office
3	Teachers' Register attendance book & Pupils' register	The number and qualifications of teachers' attendance and number of pupils	Head of school office
4	Stock of facilities, materials and equipment	Availability of facilities, materials and equipment their numbers and quality in relations to requirements of the school	Stock books from the school and actual visiting of the facilities in the school.

Appendix B: Interview Guide for the District Education Officer (DEO)

1. How do you perceive free education Policy in relation to teacher's motivation?
2. How does free education relate to teachers motivation?
3. How can you describe your teachers' extent of preparedness to implement this free education policy?
4. What are the motivational challenges that your teachers face in the process of implementing free education policy
5. How could free education motivate teachers to work effectively?

Appendix B: (i): Mwongozo wa maswali na Ofisa Elimu wa wilaya

- 1 Unaiielewaje elimu bure na jinsi inavyohusiana na motisha ya walimu?
- 2 Ni kwa jinsi gani elimu bure ina husiana na motisha ya walimu?
- 3 Unaweza kukielezeaje kiwango walichonacho walimu wako cha kujiandaa w
katika kutekeleza elimu bure?
- 4 Ni changamoto zipi za kimotoisha zinazowakabili walimu katika utekelezaji
wa elimu hii?
- 5 Ni kwa namna gani elimu bure inaweza kuwapa motisha walimu kufanya
kazi kwa ufanisi?How

Appendix C: Interview Guide for Head of Schools

1. How can you describe free education in relation to teachers' motivation?
2. What is your opinion concerning free education in relation to teachers' motivation?
3. To what extent are teachers prepared to implement free education policy?
4. How challenging is it to implement free education among teachers?
5. What are the motivational challenges that your teachers face during implementation of free education?
6. How could free education motivate teachers to work effectively?

Appendix C: (i): Mwongozo wa maswali na wakuu wa shule

- 1 Unaweza kuelezea elimu bure ukihusianisha na motisha ya walimu?
- 2 Una maoni gani kuhusu elimu bure ukihusianisha na motisha ya walimu?
- 3 Ni kwa kiwango gani waalimu wamejiandaa kutekeleza elimu bure?
- 4 Ni kwa namna gani kuna changamoto za utekelezaji wa elimu bure miongoni mwa walimu?
- 5 Ni changamoto zipi za kimotoisha wanazokutana nazo walimu katika kutekeleza elimu bure?
- 6 Ni kwa namna gani elimu bure inaweza kuwapa motisha walimu kufanya kazi kwa ufanisi?

Appendix D: Interview Guide for Head of Departments

1. What is your perception concerning free education policy in relation to teachers motivation?
2. To what extent are teachers prepared to implement free education policy?
3. What are the challenges that you face during the implementation of free education?
4. How can you describe the motivational challenges that teachers face during the implementation of this policy?
5. How could free education policy motivate teachers to work effectively?
6. What should be done to make free education motivate teachers to work?

Appendix D (i): Mwongozo wa maswali na wakuu wa idara

1. Una mtazamo gani kuhusu elimu bure na motisha ya walimu?
2. Ni kwa kiwango gani waalimu wamejiandaa kutekeleza elimu bure?
3. Ni changamoto zipi unazokumbana nazo katika kutekeleza elimu bure?
4. Unaweza kuzielezeaje changamoto za kimotisha wanazokutana nazo waalimu katika kutekeleza elimu bure?
5. Ni kwa namna gani elimu bure inaweza kuwapa motisha walimu ya kufanya kazi?
6. Nini kifanyike ili kuifanya elimu bure iweze kuwapa motisha walimu ya kufanya kazi?

Appendix E: Focus Group Discussion Guide For Teachers

1. What is your opinion concerning free education?
2. How do you perceive free education in relation to your motivation?
3. To what extent are you prepared to implement free education policy?
4. How challenging is it to implement free education in terms of motivation?
5. What are the motivational challenges that you face when implementing free education?
6. How could free education motivate you to work effectively?

Appendix E (i): Mwongozo wa majadiliano na walimu

- 1 Una maoni gani kuhusu elimu bure?
- 2 Una mtazamo gani kuhusu elimu bure bure ukihusianishwa na motisha yako?
- 3 Ni kwa kiwango gani umejiandaa kutekeleza sera ya elimu bure?
- 4 Ni kwa namna gani elimu bure ina changamoto katika utekelezaji wake, kwa upande wa motisha?
- 5 Ni changamoto zipi za kimotoisha unazokutana nazo unapotekeleza elimu bure?
- 6 Ni kwa jinsi gani elimu bure inaweza kukupa motisha ya kufanya kazi kwa ufasaha?

Appendix F: Focus Group Discussion Interview Guide For Students

1. What do you know about free education policy to secondary school?
2. What do you understand when we say teacher motivation?
3. How does free education relate to teacher's motivation?
4. How challenging is it to implement this free education among teachers?
5. What do you think are motivational challenges facing teachers when implementing this policy?
6. How could free education motivate teachers to work effectively
7. What should be done in order for free education to motivate teachers to work effectively?.

Appendix F (i): Mwongozo wa maswali na wanafunzi

1. Unafahamu nini kuhusu sera ya elimu bure kwa shule za Sekondari?
2. Unaelewa nini tunaposema motisha ya walimu?
3. Ni kwa jinsi gani elimu bure ina husiana na motisha ya walimu?
4. Ni kwa namna gani kuna changamoto katika kutekeleza elimu bure baina ya walimu?
5. Unadhani ni changamoto zipi za kimotisha wanazokutana nazo walimu katika kutekeleza sera hii ya elimu bure?
6. Ni kwa namna gani elimu bure inaweza kuwapa motisha walimu ya kufanya kazi?
7. Nini kifanyike ili elimu bure iwape motisha walimu ya kufanya kazi kwa ufanisi?

Appendix G: Classroom Observation

School.....

Subject.....

Class.....

Topic.....

	Lesson plan	Method of teaching	T/L Materials	Classrooms management	Supervision of pupils work	Marking pupils' notebook
Excellent						
Very Good						
Good						
Poor						

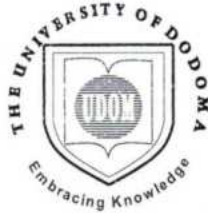
Observation outside of the classroom

	Attendance	Sports/other activities	Teachers' Relation with head of school	Relation with other teachers
Excellent				
Very Good				
Good				
Poor				

Appendix H: Number and Qualifications of Teachers

Qualification	Male	Female	Total
Teachers with Masters' Degree (i) With education (ii) Without education			
Teachers with Degree (i) With education (ii) Without education			
Teachers with Diploma (i) With education (ii) Without education			

Appendix I: Clearance for Conducting Research



THE UNIVERSITY OF DODOMA DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY OFFICE OF GRADUATE STUDIES AND CONTINUING EDUCATION

P.O. BOX 259, DODOMA, TANZANIA.

Tel: +255 26 23 10173; Fax: +255 26 23 10005; Email: graduate@uodm.ac.tz; website: www.uodm.ac.tz

REF: UDOM/GRF/13 VOL III/75

Monday, 05 March 2018

Director,
Dodoma Municipal Council,
P.O. Box 1249,
DODOMA.

RE: INTRODUCING MS. TOTO, STELLA F

The above named candidate is enrolled at the University of Dodoma for the degree of Master of Arts in Education with registration number HD/UDOM/131/T.2016

As an essential requirement of the study programme, each candidate is required to submit a dissertation report on a research undertaken within an industry and supervised by a member of the University's academic staff. Where possible the research should relate to a practical situation in an organisation or firm selected by the candidate. Candidates are expected to use their own initiative to identify a possible research and negotiate access with a local firm or organization.

The above named candidate has developed the proposal titled "**THE INFLUENCE OF FREE EDUCATION POLICY DECISION ON TEACHERS' MOTIVATION: A CASE OF PUBLIC SECONDARY SCHOOLS AT DODOMA MUNICIPALITY**" which has been approved for data collection. The work may take the form of a survey, ethnography, case studies, etc. Where the research may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the candidate with this opportunity to facilitate her Studies while at the same time gaining some useful inputs for your own organization through the results of the research report.

Sincerely,

Ibrahimu, S. A.

For: Director, Graduate Studies and Continuing Education

C.c: Director, GS&CE



MSE
For your immediate action,
Please MS. TOTO, Stella F.
05/03/2018 MD

Appendix J: Introduction Letter

JAMHURI YA MUUNGANO WA TANZANIA
HALMASHAURI YA MANISPAA YA DODOMA
(Barua zote ziandikwe kwa Mkurugenzi wa Manispaa)

MKOA WA DODOMA
Tel.: 2354817
Fax: 2354817 / 2321668



OFISI YA MKURUGENZI WA MANISPAA
P. O. BOX 1249
DODOMA
E-mail: md@dodomamc.go.tz

Unapojibu tafadhali taja

Kumb. Na.HMD/B. 20/1/102

Tarehe: 05/03/2018

Wakuu wa Shule
Shule ya Sekondari Dodoma,
Makole, Kisasa na Nzuguni
Dodoma.

YAH: KUMTAMBULISHA KWENU MS TOTO, STELLA F.

Husika na somo tajwa hapo juu

Kwa barua hii naomba umpokee Mwanachuo **Ms. Toto, Stella F** kutoka Chuo Kikuu cha Dodoma ambaye anafanya utafiti katika Halmashauri ya Manispaa ya Dodoma. Utafiti huo unahusu **"THE INFLUENCE OF FREE EDUCATION POLICY DECISION ON TEACHERS' MOTIVATION: A CASE OF PUBLIC SECONDARY SCHOOLS AT DODOMA MUNICIPALITY"**. Mpe ushirikiano muda wote atakaokuwepo Shueni kwako.

Mwl. Sophia Mbeyu
Kny: MKURUGENZI WA MANISPAA
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Nakala: Makamu Mkuu wa Chuo
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